

	A	B	C	D	E	F
	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
1	CKLA - Domain 1 / Fables and Stories/ Lesson 1-5 (5-days) RH - Chapter 1	Lesson 1 - The Boy Who Cried Wolf * I can identify the character, setting, and plot of a story. (RL 1.3) * I can act out main events of a fable. (RL1.2)	Lesson 1: *What elements of this story make it a fiction story? * Is this a true story or is it fiction? * Who are the characters in the fable? * What is the setting of this fable? * What is the shepherd boy doing at the beginning of the fable? How does he feel? * What is the moral of the fable? Lesson 2: * Who are the characters in the fable? * Who is the main character? * What is the setting of the fable? * What does the milkmaid think about on her way to the market? * What does the milkmaid wish to do with the money she thinks she will make? * How does the pail fall? Lesson 3: * Who are the characters in the story? * What is the setting of the fable? * Does this illustration show the beginning, middle, or end? How do you know? * What is the lesson or moral of the fable? * Was is a good idea for the famer to try getting all of the eggs from teh goose at once? Lesson 4: * Who are characters in this story?	Lesson 1 - The Boy Who Cried Wolf Think Pair Share * What would you tell the shepherd boy if you had a chance to talk to him? (Pg. 14) *Activity 1.1 Story Map - Graphic Organizer (Pg. 7, 13-14) Lesson 2 - The Maid and the Milk Pail Think Pair Share * If the milkmaid's plans had worked out and the story was just about her successful plan, would the story be called a fable? (Pg. 27) * Activity 2.1 - Retelling - Somebody Wanted But So Then (Pg. 21, 28) Lesson 3 - The Goose and the Golden Egg Think Pair Share * Compare the milkmaid in yesterday's fable with the farmer in today's fable. How are these two characters alike or different? (Pg. 37) * Use Story Map from Activity 1.1 - Graphic Organizer * Scholastic Book Chart for Graphic Organizer Lesson 4 - The Dog in the Manger Why? Pair Share * Asking questions using the word why. Example: Why was the dog napping in the barn? (Pg. 48) * Activity 4.1 - Personification Chart (Pg. 42) Lesson 5 - The Wolf in Sheep's Clothing Think Pair Share: Do you Wolf's plan is smart and clever after all? Why or why not? * Turn and Talk: Turn and talk to a neighbor and discuss how the wolf acts like a person in the fable and one way the wolf acts like an animal in the fable.	Lesson 1 - The Boy Who Cried Wolf Application Activity * Reader's Theatre - retelling The Boy Who Cried Wolf as a play Lesson 2 - The Maid and the Milk Pail * Use graphic organizer to summarize or retell the story * Retelling - could be used as shared writing activity * Make butter/How to writing - Shared Lesson 3 - The Goose and the Golden Egg * Use graphic organizer to retell the story - beginning, middle, and end * Shared writing * Easter Golden Egg - sequencing, retelling Lesson 4 - The Dog in the Manger * Compare/Contast with Little Red Hen * Role Play being animals and using personification * Reader's Theatre	Lesson 1 - The Boy Who Cried Wolf * Check for understanding questions * Exit Pass (Pg 17) * Journal Entry Lesson 2 - The Maid and the Milk Pail * Check for understanding questions * Exit Pass - Circle It (Pg. 29) Lesson 3 - The Goose and the Golden Egg * Check for understanding questions * Exit Pass - evaluate drawings of plot (Pg. 39) Lesson 4 - The Dog in the Manger * Check for understanding questions * Exit Pass - Circle It (Pg. 50)
2		Comprehension * I can identify the characteristics of a fable; including the characters, setting, plot, and moral. (RL 1.3) * I can identify the moral of a fable. (RL 1.2) * I can identify personifications in a fable. (RL 1.7)				
3		RH Lesson 1 (pg. 43-58): I can read one syllable words by blending sounds. (letter group 1, letter slides) (RF 1.2b) RH Lesson 3 (pg. 67-72): I can decode one syllable words. (letter group 1, CVC words) (RF 1.3b) Phonics / Foundational	How do you read the blends using b,f,d,g,a? What CVC words can you build using letters b,f,d,g,a? How do you write the slide ____? What sounds do you hear in ____?	Magnetic letters to create CVC words with letter group 1. Dry erase boards to write CVC words with letter group 1. Use mirroring app FCRR Activities for centers Magnetic boards / markers/ erasers	short vowel - youtube Read alouds - look for cvc words and discuss word sorts with cvc words. Phonics Dance Youtube - alphabet video	Word sort Building words from letter group RH weekly / chapter assessments Writing alphabet letters - PAST assessment - CORE Phonics Assessment (alphabet, vowels, and short vowel words) - Writing letters when given oral directions of a letter sound
4		I can distinguish the number of words in a sentence. I can identify rhyming pairs. Phonological Awareness	How many words are in the sentence...? - We are a cool class. - We love to play outside. - We are so smart. Which words rhyme...? - place/ race - wag / chill - snail / whale - lamp / ramp - song / mop How do you know these words rhyme or do not rhyme?	Phonological Awareness Book - green book (pgs. 50-66) TPT Resources Hear Builder - computer resource counting chips for words in a sentence	Nursery Rhymes Pocket Chart Rhymes Poetry Sentence examples	Progress Monitoring Small Group checks Spelling Test - dictated sentence
5		I can write a sentence about a person, place or thing. (L 1.1c) I can print all my uppercase and lowercase letters with correct form. (HW 1.1)	What are some examples of a person, place, or thing? How can you use ____ in a sentence?	Graphic organizers Picture / Words	Sentence frames Read alouds - Fables	* Students will write a sentence with a model (using phonetic spelling when applicable)
6		I can identify and read my first grade sight words for the week. (RF 1.3g) (the, of, and, a to, in, is, you, that, it)	How many sight words can you identify in the text(s) this week?	FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, etc.	Poetry read alouds Sight word practice - aloud	Sight word booklets sight word check
7		I can capitalize the first word in a sentence. I can capitalize and use the letter I in a sentence. RH Lesson 5 - pgs. 80-84 Language / Grammar	How do you begin a sentence? How is "I" important and when do you capitalize an I?	Examples from Lesson 5 RH - pgs. 80-84 Whole Brain Teaching gestures Writing Journals/Writing Station Complete/Incomplete sentence sorts RH teacher book	morning messages Writing workshop Read alouds Youtube - Grammar videos (capitalization, letter I as a proper noun)	Journal Writing RH activity sheets from RH Accelerate Formative Assessment withing Guided Reading to assess for Capitalize first letter of sentence and proper noun "I". (worksheet objective 1 & 2)
8		I can identify the meaning of my weekly vocabulary words. (L1.4, 1.5) I can use my vocabulary words in a sentence and illustration. (L 1.4, 1.5) Vocabulary	What is the definition of ____? What are words that mean the same (synonyms) and different (antonyms)? How can you use your vocabulary words in a sentence and illustration?	Anchor charts Vocabulary Journals/Frayer Model Headband game Vocabulary Match -up(Lanyards) Vocabulary Station * Vocabulary Word Lesson 1: company, prank, shepherd, startled , tended Lesson 2: balanced , jealous, milkmaid, plumpest Lesson 3: delight, golden, greedy Lesson 4: budge , oxen, plow Lesson 5: disguise , fleece, flock, pretend, prowled	Read Alouds Morning message Vocabulary Sing with Me - pearsonrealize.com Vocabulary Games - pearsonrealize.com	Weekly Vocabulary Assessments Headbands game Turn and Talk - partner discussion Student generated questions Teacher / student question and answer Vocabulary center

This sample local curriculum document was generously shared by Wayne County Public Schools.

	A	B	C	D	E	F
	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
1	CKLA - Domain 1 / Fables and Stories Lesson 6-8 / 2 Pausing Days (5-days) RH - Chapter 1	Lesson 6- The Fox and the Grapes * I can review the characteristics of fables, including characters, plot, setting and moral (RL 1.3) (Pausing Point- 2 days) Trade book lesson Mid Domain Assessment Lesson 7- The Little Half Chick (Medio Pollito) * I can identify the characteristics of stories, including characters, plot and setting (RL 1.3) Lesson 8-The Crowded, Noisy House * I can identify the characteristics of stories, including characters, plot and setting (RL 1.3) * I can identify the moral in a folktale (RL 1.1) Comprehension.	Lesson 6: * Who is the character in the fable? * Does the illustration show the beginning, middle, or end of the story? * What is the plot or sequence of events? * What is the moral of the fable? * How does the fox in the fable act like an animal? How does the fox in the fable act like a person? Lesson 7: * Who are the characters in the story? * Where does it take place? * What three things does Medio Pollito meet on his way to Madrid? * Why do they ask Medio Pollito to do? * Does he do them? * Who does he ask for help? * What happened at the beginning, middle and end of the story? * How do you know that a fable is fiction (make-believe) or nonfiction (factual) Lesson 8: * Who does the poor man go to for advice to help with his problem? What advice does the rabbi give the man? * What new advice does the rabbi give at the end? * Why does he think the room is now roomy , nice, and quite? * What lesson does this story teaches?	Lesson 6- The Fox and the Grapes What? Pair Share * Students will ask questions starting with what. Example: What did the fox want to eat? (Pg. 70-71) * Graphic Organizer from Activity 1.1 - Story Map Lesson 7 - The Little Half-Chick (Medio Pollito) Think Pair Share * What lesson does this folktale teach? (Pg. 88) * Story Map from 1.1 Lesson 8 - The Crowded, Noisy House Self to Text Connection * What would you put in your house to make it noisy? * If your house is noisy, what would make it quieter?	Lesson 6- The Fox and the Grapes Personal Connections * Have you ever wanted something that you couldn't have? How did that make you feel? * Explain the phrase "sour grapes" * Sequencing and Plot Activities Lesson 7-The Little Half-Chick (Medio Pollito) Well Known Sayings * "Do unto others what you would have them do unto you." * Use pictures to follow the plot, sequence or events of the story * Personification activity 7.2 * Sequencing Events (Pg. 89) * Personification Chart (Pg. 90) Lesson 8 - The Crowded, Noisy House Do Unto Others * Complete Story Map and identify the moral (Pg. 100) * Compare/Contrast to The House That Jack Built * Writing Activity	Lesson 6 - The Fox and the Grapes * Check for Understanding Questions * Exit Pass - evaluate student drawings of plot (Pg. 73) Mid Domain Content Assessment (Pg. 74-75) Lesson 7 - The Little Half-Chick (Medio Pollito) * Check for Understanding Questions * Exit Pass - Activity Page 7.2 - Students choose the image that shows what Medio Pollito became at the end (Pg. 90) Lesson 8 - The Crowded, Noisy House * Check for Understanding Questions * Exit Pass - Index card: draw a picture to show the moral, or lesson, of the story (Pg. 100)
9		RH Lesson 6 (pg. 85-100): I can read one syllable words by blending sounds. (letter group 2, letter slides) (RF 1.2b) Phonics / Foundational	How do you read the blends using h,j,l,m,e? What CVC words can you build using letters h,j,l,m,e? How do you write the slide _____? What sounds do you hear in _____?	Magnetic letters to create CVC words with letter group 2. Dry erase boards to write CVC words with letter group 2. Use mirroring app FCRR Activities for centers Magnetic boards / markers/ erasers	short vowel - youtube Read alouds - look for cvc words and discuss word sorts with cvc words. Phonics Dance Youtube - alphabet video	Word sort Building words from letter group RH weekly / chapter assessments Writing alphabet letters - PAST assessment - CORE Phonics Assessment (alphabet, vowels, and short vowel words) - Writing letters when given oral directions of a letter sound
10		I can distinguish the number of words in a sentence. I can identify rhyming pairs. Phonological Awareness	How many words are in the sentence...? - The train chugged. / The tain had toys. / The train was sad. / I think I can / - The little engine chugged hard. Which words rhyme...? - ring, pot, dot / old, name, fold/ feet, street, fence/ tree, gate, bee / bus, stop, mop How do you know these words rhyme or do not rhyme?	Phonological Awareness Book - green book (pgs. 50-66) TPT Resources Hear Builder - computer resource counting chips for words in a sentence	Nursery Rhymes Pocket Chart Rhymes Poetry Sentence examples	Progress Monitoring Small Group checks Spelling Test - dictated sentence
11			What are some details you would like to include in your fable retelling?	Graphic organizers	Word Bank Graphic Organizer example	Students will draw a scene from their favorite fable, and write or dictate its moral in their own words.
12		I can identify and read my first grade sight words for the week. (RF 1.3g) (the, of, and, a to, in, is, you, that, it)	How many sight words can you identify in the text(s) this week?	FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, etc.	Poetry read alouds Sight word practice - aloud	Sight word booklets sight word check
13		I can write a date with correct capitalization. (L1.2) I can use capital letters when writing a person's name.(L1.2) Grammar	What needs to be capitalized when you write a date? How do you know if a word need to be capital in a sentence? What is special about a person's name? What do we do when we are writing a person's name in a sentence?	Daily Fix-Its Whole Brain Teaching gestures Writing Journals/Writing Station Complete/Incomplete sentence sorts RH teacher book	morning messages Writing workshop Read alouds Youtube videos about capitalization of names and dates	RH activity handouts: Objective 3 & 4. Formatively assess journal writing
14		I can identify the meaning of my weekly vocabulary words. (RF 1.3g) I can use my vocabulary words in a sentence and illustration. (RF 1.3g) Vocabulary	What is the definition of _____? What are words that mean the same (synonyms) and different (antonyms)? How can you use your vocabulary words in a sentence and illustration?	Anchor charts Vocabulary Journals/Frayer Model Headband game Vocabulary Match -up(Lanyards) Vocabulary Station * Vocabulary Word Lesson 6: bunch, juicy, lunged, pluck, ripe Lesson 7: abandoned, brood, stream, stubborn, waste Lesson 8: advice, pondered, stunned	Read Alouds morning message	Weekly Vocabulary Assessments Headbands game Turn and Talk - partner discussion Student generated questions Teacher / student question and answer Vocabulary center
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1	CKLA Domain 1 - Lesson 9 & 10 / Domain Review & Assessment (5 Days) RH - Chapter 1	Lesson 9 : The Tale of Peter Rabbit * I can explain the moral of a folktale (RL 1.5) * I can identify how folktales are the same and different. (RL 1.3) Lesson 10: All Stories are Anansi's * I can identify the characteristics of stories, including character, setting, and plot.(RL 1.3) * I can act out the main events of a folktale. (RL 1.2) Domain Review (1 day) Domain Assessment (1 Day) Culminating Activities (1 Day) Comprehension	Lesson 9 & 10: What does it mean to give advice? How does the character's feeling change at the beginning, middle, and end? What lesson does the story teach us? Who is the main character of the story? What does the character want in the story? Why? What is personification? How do the animals use personification in the story?	Lesson 9 - The Tale of Peter Rabbit Think Pair Share * Do you think that Mrs. Rabbit will ever find out that Peter was in Mr. McGregor's garden? (Pg. 112) * Graphic Organizer - Somebody Wanted But So Then (Pg. 103) Lesson 10 - All Stories are Anansi's Who? Pair Share * Have students to ask each other questions that start with who. Example: Who were the characters in today's story? * Graphic Organizer - Plot Story Map	Lesson 9- The Tale of Peter Rabbit *Retell Graphic Organizer: S,W,B,S,T *Sing: Peter Cottontail, Little Bunny Foo Foo *EPIC Lesson 10- All Stories are Anansi's *Nursery Rhyme: The Itsy Bitsy Spider *Mufaro's Beautiful Daughters Trade Book Comparison	Lesson 9 - The Tale of Peter Rabbit * Check for Understanding Questions * Graphic Organizer Lesson 10 - All Stories are Anansi's * Check for Understanding Questions * Exit Pass - Draw a picture of the character described. (Pg. 126) Domain Assessment * Give the domain assessment (Pg. 130-132)
16		RH Lesson 8: I can read one syllable words by blending sounds. (letter group 3, letter slides)(RF 1.2b) Phonics / Foundational	How do you read the blends using n,p,r,s,o? What CVC words can you build using letters n,p,r,s,o? How do you write the slide ____? What sounds do you hear in ____?	Magnetic letters to create CVC words with letter group 3. Dry erase boards to write CVC words with letter group 3. Use mirroring app FCRR Activities for centers Magnetic boards / markers/ erasers	short vowel - youtube Read alouds - look for cvc words and discuss word sorts with cvc words. Phonics Dance Youtube - alphabet video	Word sort Building words from letter group RH weekly / chapter assessments
17		I can distinguish the words in a sentence. I can complete a rhyming chant. Phonological Awareness	How many words are in the sentence...? - The train chugged. - The train had toys. - The train was sad. - I think I can. - The little engine chugged hard. Which words rhyme...? - I like to eat chocolate cake, I don't like hissing like a _____. - I like to look at my green plant, I don't like stepping on an _____. How do you know these words rhyme or do not rhyme?	Phonological Awareness Book - green book pgs. 50-66 TPT Resources Hear Builder - computer resource counting chips for words in a sentence	Nursery Rhymes Pocket Chart Rhymes Poetry Sentence examples	Progress Monitoring Small Group checks Spelling Test - dictated sentence
18		I can use a graphic organizer to write a fable using one or more details. (C1.3) I can write a fable that has a moral. (C1.3) I can write a narrative with details and story elements. (C1.3) Writing	What details will you include in your fable? What will the moral of your fable be? How will you include characters in your fable? Where will the setting be?	Graphic organizers Anchor Charts for model graphic organizers Word bank of ideas for characters, settings, and actions / details of the fable.	What is a Fable? How to write a fable... youtube video (playlist Domain 1)	Students will produce a fable with help through shared experiences using Anchor Charts, Graphic Organizers, and Mentor Text from CKLA Lessons.
19		I can identify and read my first grade sight words for the week. (RF 1.3g) (the, of, and, a to, in, is, you, that, it)	How many sight words you can identify in the text(s) this week?	FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, etc.	Poetry read alouds Sight word practice - aloud	Sight word booklets sight word check
20		RH Lesson 11: Punctuation * I can write a telling sentence. (L1) * I can use correct punctuation for a telling sentence. (L Language / Grammar	How do you write a telling sentence? What ending mark do you use when writing a telling sentence? What is the name of the punctuation mark at the end of a telling sentence?	Whole Brain Teaching gestures Writing Journals/Writing Station Complete/Incomplete sentence sorts RH teacher book	morning messages Writing workshop Read alouds	Reading Horizons Grammar handout - Lesson 11 Formative Assessments - having students write complete thought with correct ending mark.
21		I can identify the meaning of my weekly vocabulary words. (L1.4, 1.5) I can use my vocabulary words in a sentence and illustration. (L 1.4, 1.5) Vocabulary	What is the definition of ____? What are words that mean the same (synonyms) and different (antonyms)? How can you use your vocabulary words in a sentence and illustration?	Anchor charts Vocabulary Journals/Frayer Model Headband game Vocabulary Match -up(Lanyards) Vocabulary Station * Vocabulary Word Lesson 9: exert, mischief, naughty, sobs, thief	Read Alouds morning message	Weekly Vocabulary Assessments Headbands game Turn and Talk - partner discussion Student generated questions Teacher / student question and answer Vocabulary center
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	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
1	CKLA Domain 2- Lessons 1-5 (5-days) RH- Chapter 1	Lesson 1: <i>Everybody Has a Body</i> * I can explain that the human body is a network of systems (RI 1.2)	*What are some of the things hidden inside our bodies? * What are the five senses? How do they work? *How can we take care of our bodies? Why is it important?	Lesson 1: Everybody Has a Body Three Concentric Circles: Draw and Label the organs, systems and networks on the diagram. Explain how they are connected.	Lesson 1: Everybody Has a Body * "My Body Systems" Booklets (Lessons 2-6) * KWL Chart * Meet Mrs. Wellbody Rhyme * Write introductory sentences about the body	Lesson 1: Everybody Has a Body *Check for understanding questions * Exit Pass (Pg 19) * Journal Entry
23		Lesson 2: <i>The Body's Framework</i> * I can ask and answer questions about the skeletal system (RI 1.1)	*What are the parts of the body? *How are organs different from other parts of your body? *What is the only organ that we can see on the outside?	Lesson 2: The Body's Framework Turn and Talk How would you explain the human body? Is it a network of systems, or a system of networks? Explain your reasoning.	Lesson 2: The Body's Framework *Use a model skeleton to share with the class *Make models of a skeleton using q-tips. *Radiology technician video (Bring in sample x-rays) *Heads, Shoulders, Knees and Toes song	Lesson 2: The Body's Framework *Check for understanding questions *Booklet Evaluation * Journal Entry
		Lesson 3: <i>Marvelous Moving Muscles</i> *I can describe the connection between the muscular and skeletal systems (RI 1.3)	*What does your skull protect? *Where is your spine located? *Why is a skeleton called a framework? *Compare and contrast rubberbands and tendons *When we communicate how do our muscles help our facial expressions?	Lesson 3: Marvelous Moving Muscles Stand Up Sit Down Activity: Have the students to stand up or sit down if you name a muscle or a skeletal bone.	Lesson 3: Marvelous Moving Muscles *Draw muscular system (booklet)	Lesson 3: Marvelous Moving Muscles *Check for understanding questions * Booklet Evaluation * Journal Entry
		Lesson 4: <i>Chew, Swallow, Squeeze, and Churn</i> *I can ask and answer questions about the digestive system (RI 1.1)	* What is the difference between voluntary and involuntary muscles? *How does your body digest food? *Why do we need food?	Think Pair Share: How does the muscular system help the skeletal system	Lesson 4: Chew, Swallow, Squeeze and Churn *Magic School Bus (indoor recess activity) *Make models of lungs (sandwich bags and straws)	Lesson 4: Chew, Swallow, Squeeze, Churn *Check for understanding questions * Booklet Evaluation * Journal Entry
		Lesson 5: <i>The Body's Superhighway</i> *I can explain why the heart muscle is important to the circulatory system (RI 1.3)	*What is a circulatory system? Why is it important? * How can you keep your heart healthy and strong?	Lesson 4: Chew, Swallow, Squeeze, and Churn Think Share: How do the skeletal and muscular systems work together? Turn and Talk: Discuss how the digestive system works	Lesson 5: The Body's Superhighway * My Heart Map *Check each other's pulse (try to count your neighbor's pulse) * Diagrams of the heart	Lesson 5: The Body's Superhighway *Check for understanding questions * Booklet Evaluation * Journal Entry
		Comprehension		Lesson 5: The Body's Superhighway One-Word Answer: After reading each rhyme, ask students which body system each rhyme refers to. Share one fact about one of the body systems or break into groups to share with the class.		
24		RH Lesson 10: I can read one syllable words by blending sounds. (letter group 4, letter slides) (RF 1.2b,c) pgs 131-146 Phonics / Foundational	How do you read the blends using t,v,w,x,y? What CVC words can you build using letters t,v,w,x,y? How do you write the slide ____? What sounds do you hear in ____?	Magnetic letters to create CVC words with letter group 4. Dry erase boards to write CVC words with letter group 4. Use mirroring app FCRR Activities for centers Read aloud text and identify the short a words	short vowel - youtube Read alouds - look for cvc words and discuss word sorts with cvc words. Phonics Dance Youtube - alphabet video	Word sort Building words from letter group RH weekly / chapter assessments
25		I can identify the medial sound of a CVC word. (RF 1.2C) * using page 14 & 15 in Reading Street, Unit 1 Phonological Awareness	What middle sound do you hear in the word /cat/? Can you find a picture that has the same middle sound as /cat/? How can you blend these sounds...? /b//a//g/. /c//a//t/. /s//a//d/...	Phonological Awareness Book - green book TPT centers / activities / blending sounds Page 14-15 Reading Street - Unit 1 Phonological Awareness Blue Box - blending sounds beads, pipecleaners, rubber bands (supplies for activities on page 112-113)- PA Green book	PA - green book activities - pg. 112, 113 Blending sounds video - youtube	Progress monitoring - PAST assessment Student blending sounds - transfer cards Small group student blending sounds
26		CKLA Lesson 1: * I can work together to create a topic sentence. CKLA Lesson 2: * I can write about and illustrate the skeletal system. * I can write an informational paragraph about the skeletal system. CKLA Lesson 3: * I can write about and illustrate the muscular system. * I can write an informational paragraph including the muscular system. CKLA Lesson 4: * I can write about the digestive system. * I can illustrate the digestive system. * I can add my information to an informational paragraph. CKLA Lesson 5: I can write about the circulatory system. I can illustrate the circulatory system. I can add my information to an informational paragraph. Writing	How do you draw ____? What information can you include about the ____ system? What key words can you include about these systems?	Graphic organizers Writing templates / sentence starters Use illustrations to help write details for the story.	Read Alouds - body systems Graphic organizers - main idea / details	facts and details about body systems - Journal Entries / Writer's Notebook
27		I can identify and read my first grade sight words for the week. (RF 1.3g) (he,was,for,on, are) RH Lesson 7, Chapter 1 Sight Words	How many sight words you can identify in the text(s) this week? How can you use ____ in a sentence? How do you spell ____?	FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, etc. Identify sight words within a text (highlighters)	Poetry read alouds Sight word practice - aloud	Sight word booklets sight word check Small Group formative assessment Journal entries

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1		Punctuation RH Lesson 11: (pg. 147) * I can write a complete exclamation . * I can use correct exclamation ending mark.	How should you end an exclamation? How do you write an exclamation?	Daily Fix-Its Whole Brain Teaching gestures Writing Journals/Writing Station Complete/Incomplete sentence sorts RH teacher book	Morning Messages Writing workshop Read alouds	Sentence sort Sentence dictation RH Punctuation Handout / Activity Sheet
28		Language / Grammar				
		I can identify the meaning of my weekly vocabulary words. (L1.4, 1.5) I can use my vocabulary words in a sentence and illustration. (L 1.4, 1.5) Vocabulary	What is the definition of _____? What are words that mean the same (synonyms) and different (antonyms)? How can you use your vocabulary words in a sentence and illustration?	Anchor charts Vocabulary Journals/Frayer Model Headband game Vocabulary Match -up(Lanyards) Vocabulary Station * Vocabulary Words: Lesson 1: human, network, organs, oxygen, systems	Read Alouds morning message	Weekly Vocabulary Assessments Headbands game Turn and Talk - partner discussion Student generated questions Teacher / student question and answer Vocabulary center
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	CKLA Domain 2 - Lessons 6-8 (Pausing Point 2 days) (5-days) RH Chapter 1	Lesson 6: Control Center: The Brain * I can recall key information about the nervous system and identify the brain as the body's control center. (RI 1.2) Pausing Point (2 Days) Lesson 7: Dr. Wellbody's Heroes * I can explain that germs can cause disease and explain the importance of vaccination in preventing disease * I can work together to retell the story of Louis Pasteur Lesson 8: Five Keys to Health * I can explain the importance of exercise, cleanliness, a balanced diet, and rest for bodily health and explain the importance of regular checkups. Comprehension	Lesson 6: Control Center: The Brain *What is the name of the body system that includes nerves and the brain? * Why is your brain called your control center? * To which organ of your body does your five senses send messages and how do they? * Why should you wear a helmet when you ride a bike. * What questions do you have about the body? Lesson 7: Dr. Wellbody's Heroes *What are germs? What do they do? * What is a vaccination? * What discoveries did Pasteur make? * How does pasturization work, and why is it important? Lesson 8: Five Keys to Health * What is the difference between a nutritious meal and an unnutritious meal? * What are some things you can do to keep your body clean? *Why is it important to see a doctor or pediatriation? *How can you exercise your body?	Lesson 6: Control Center: The Brain *Think-Share: When you eat a piece of chocolate, how do you know it's sweet? Lesson 7: Dr. Wellbody's Heroes *Think Pair Share: What did Edward Jenner and Louis Pasteur's discoveries have in common? *One-Word Answer: What other important discovery did Louis Pasteur make aside from the rabies vaccine? Lesson 8: Five Keys to Health *Recall: Yesterday we read about germs and how they can sometimes cause diseases. What's one way to keep from getting diseases?	Lesson 6: Control Center: The Brain * Mystery Bag (Five Senses activity) Lesson 7: Dr. Wellbody's Heroes * Possible guest speakers (nurses, doctors, etc) * Thank you notes to our heroes Lesson 8: Five Keys to Health * Blacklight germs * Moldy bread experiment * Grow bacteria on a petri dish	Lesson 6: Control Center: The Brain *Check for understanding questions * Exit Pass * Journal Entry Lesson 7: Dr. Wellbody's Heroes *Check for understanding questions * Exit Pass (pg. 96) * Journal Entry Lesson 8: Five Keys to Health *Check for understanding questions * Journal Entry
30						
		RH Lesson 13: I can read one syllable words by blending sounds. (letter group 5, letter slides)(RF 1.2b) pg. 157-170 Phonics / Foundational	How do you read the blends using q,z,c,k,i? What CVC words can you build using letters q,z,c,k,i? How do you write the slide _____? What sounds do you hear in _____? How do you know _____ is a nonsense word?	Magnetic letters to create CVC words with letter group 4. Dry erase boards to write CVC words with letter group 4. Use mirroring app FCRR Activities for centers Read aloud text and identify the short a words	short vowel - youtube Read alouds - look for cvc words and discuss word sorts with cvc words. Phonics Dance Youtube - alphabet video	RH Weekly / Chapter Assessments Small group checks teacher monitoring around classroom during marker board / marker insturction Transfer Cards
31						
		I can identify the last sound of a CVC word. (RF 1.2C) * using page 40-41 in Reading Street, Unit 1 Phonological Awareness	What last sound do you hear in the word /six/? Can you find a picture that has the same last sound as /six/? How can you blend these sounds...? /b//a//g/, /c//a//t/, /s//a//d/...	Phonological Awareness Book - green book TPT centers / activities / blending sounds Page 40-41 Reading Street - Unit 1 Phonological Awareness Blue Box - blending sounds counting chips for blending sounds	PA - green book activities - pgs. 110-111 phoneme blending Blending sounds video - youtube	Progress monitoring - PAST assessment Student blending sounds - transfer cards Small group student blending sounds
32						
33		CKLA Lesson 6: I can identify and read my first grade sight words for the week. (RF 1.3g) (as, with, his, they, I) RH Lesson 7, Chapter 1 Sight Words	What information can you write about the nervous system? How many sight words you can identify in the text(s) this week? How can you use _____ in a sentence? How do you spell _____?	Graphic organizers Word Bank FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, etc. Identify sight words within a text (highlighters)	Read Alouds - body systems Sentence starters Poetry read alouds Sight word practice - aloud Fry List Sight Word poems	Journal entries Illustration / writing about nervous system Use dictated sentences to assess sight words sight word check list RH weekly assessments / Chapter assessments Sight word booklets Small Group formative assessment Journal entries
34						
		IRH Lesson 11: (pg. 147) * I can write a complete asking sentence. I can identify the meaning of my weekly vocabulary words. (L1.4, 1.5) I can use my vocabulary words in a sentence and illustration. (L 1.4, 1.5) Vocabulary	How would you write an asking sentence? What ending mark do you use when writing a question? What is the definition of _____? What are words that mean the same (synonyms) and different (antonyms)? How can you use your vocabulary words in a sentence and illustration?	Achor charts identifying characteristics of each type of sentence. Sentence sorts Anchor charts Vocabulary Journals/Frayer Model Headband game Vocabulary Match -up(Lanyards) Vocabulary Station * Vocabulary Word - Lesson 6: brain, nerves Lesson 7: diseases , immunities, pasteurization, vaccines Lesson 8: exercising, healthy , nutritious	morning messages Writing workshop Read Alouds morning message Vocabulary Games	RH Handout / Activity to write sentence. Sentence Sort (using all three types of sentences) Weekly Vocabulary Assessments Headbands game Turn and Talk - partner discussion Student generated questions Teacher / student question and answer Vocabulary center
35						
36						

	A	B	C	D	E	F
	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
1	CKLA Domain 2 - Lessons 9 & 10 (Domain Review and Assessment) (5-days) RH Chapter 1	<p>Lesson 9: The Pyramid Pantry I can explain the importance of a balanced diet and identify the food groups in a balanced diet.[RI.1.3]</p> <p>Lesson 10: What a Complicated Network I can review body systems and the five keys to health. [RI.1.3] I can describe one of the five systems of the body. [RI.1.2]</p> <p>Domain Review (1 day) Domain Assessment (1 day) Culminating Activities (1 day) Comprehension</p>	<p>Lesson 9: The Pyramid Pantry What is the skinniest stripe on the food pyramid? Why is it so skinny? Why are there stairs on the pyramid?</p> <p>Lesson 10: What a Complicated Network Can you tell me to which system each of these belongs? (skeletal, muscular, etc) Why is your heart so important? Why is it important to exercise, stay clean, eat a balanced diet, and get enough rest?</p>	<p>Lesson 9: The Pyramid Pantry Three's Company: [Give each student a card with an image of a particular food. Have them find other students with food that belongs in the same category of the food pyramid. Have each group share with the class what foods they have in their group.]</p> <p>Lesson 10: What a Complicated Network Think Pair Share: A network is a group of parts or systems that work together. Why does Dr. Welbody describe the body as a complicated network? (Answers may vary, but should include that the body includes many parts, or organs, that work together to form different systems. Those systems, in turn, work together to form the network, or human body.)</p>	<p>Lesson 9: The Pyramid Pantry Healthy Kids Clinic Guest Speaker My Plate activities</p> <p>Lesson 10: What a Complicated Network</p>	<p>Lesson 9: The Pyramid Pantry *Check for understanding questions * Journal Entry</p> <p>Lesson 10: What a Complicated Network *Check for understanding questions * Exit Pass (Pg 135) * Journal Entry</p> <p>Domain Assessment (pg. 146) (DA.1)</p>
37		<p>RH Lesson 14: I can read one syllable words by blending sounds. (Spelling with C and K at the end), letter slides)(RF 1.2b) pg 171-178</p> <p>Phonics / Foundational</p>	<p>How do you read words with c an k either together or apart? How do you know if you use c, k, or ck at the end of the word? How do you write the slide ____? What sounds do you hear in ____? How do you know ____ is a nonsense word?</p>	<p>Matching Games magnet tiles FCRR Dry erase Boards dry erase markers</p>	<p>Youtube - c and k rule Phonics poem with c and k Phonics Dance</p>	<p>RH Weekly / Chapter Assessments Small group checks teacher monitoring around classroom during marker board / marker insturction Transfer Cards</p>
38		<p>I can identify the last sound of a CVC word. I can identify two rhyming words from the picture page. (RF 1.2C)</p> <p>* using page 68-69 in Reading Street, Unit 1</p> <p>Phonological Awareness</p>	<p>What last sound do you hear in the word /rows/? Can you find a picture that has the same last sound as /rows/? How can you blend these sounds...? /b//a//g/. /c//a//t/. /s//a//d/... What are the last sounds you hear in ____? Whey rhyming words can you find in the picture? How do you know they rhyme?</p>	<p>Phonological Awareness Book - green book TPT centers / activities / blending sounds Page 68-69 Reading Street - Unit 1 Phonological Awareness Blue Box - blending sounds</p>	<p>PA - green book activities - pgs. 98-99 Blending sounds video - youtube</p>	<p>Progress monitoring - PAST assessment Student blending sounds - transfer cards Small group student blending sounds</p>
39		<p>CKLA Lesson 9 : I can label and show food groups in a balanced diet.</p> <p>CKLA Lesson 10: I can describe a body system in writing and illustrations.</p> <p>Expository Writing - (Pausing Point Days) I can write an expository piece about a body system, including facts and details.</p> <p>Writing</p>	<p>What facts can you recall about the different body systems? How can you describe each body system? How would you illustrate the body systems?</p>	<p>Graphic Organizers - body systems Youtube videos - body systems Youtube vidoe - How to write an expository writing? Word Banks Flip Book / Image Cards</p>	<p>Read Alouds - Body Systems Youtube videos</p>	<p>Expository Writing - Body Systems</p>
40		<p>I can identify and read my first grade sight words for the week. (RF 1.3g) (at, be, this, have, from) RH Lesson 9, Chapter 1 Sight Words</p>	<p>How many sight words you can identify in the text(s) this week? How can you use ____ in a sentence? How do you spell ____?</p>	<p>FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, push lights, etc. Identify sight words within a text (highlighters)</p>	<p>Poetry read alouds Sight word practice - aloud</p>	<p>Use dictated sentences to assess sight words sight word check list RH weekly assessments / Chapter assessments Sight word booklets Small Group formative assessment Journal entries</p>
41						

	A	B	C	D	E	F
	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
1		RH Lesson 16: (pg. 187) I can write words in alphabetical order using uppercase and lowercase letters. I can use the first letter of a word to put words in alphabetical order. Grammar	How can you use letters to put words in alphabetical order? What is alphabetical order?	Cut up sentences KAGAN- Stand up Hand up, Pair up. Quiz-Quiz-Trade Dictated sentences RH - teacher book	morning messages Writing workshop Read alouds	Alphabetical Order sort * Letters in ABC order * Words in ABC order
42		I can identify the meaning of my weekly vocabulary words. (L1.4, 1.5) I can use my vocabulary words in a sentence and illustration. (L 1.4, 1.5) Vocabulary	What is the definition of _____? What are words that mean the same (synonyms) and different (antonyms)? How can you use your vocabulary words in a sentence and illustration?	Anchor charts Vocabulary Journals/Frayer Model Headband game Vocabulary Match -up(Lanyards) Vocabulary Station * Vocabulary Word - Lesson 9: nutrients , pyramid Lesson 10: complicated	Read Alouds morning message Vocabulary Games Vocabulary Words:	Weekly Vocabulary Assessments Headbands game Turn and Talk - partner discussion Student generated questions Teacher / student question and answer Vocabulary center
43		(Story Elements: characters, setting, plot, and conflict) Lesson 1 I can describe characters in a story. (RL 1.3) I can describe settings throughout a story.(RL 1.3) I can describe major events in a story.(RL 1.3) Lesson 2-5 I can identify the story elements of a fairy tale. (RL 1.3) I can compare the adventures and experiences of characters in stories. (RL 1.9) I can contrast the adventures and experiences of characters in stories. (RL 1.9) Comprehension	Lesson 1: pages 15-16 Lesson 2: page 30 Lesson 3: page 46 Lesson 4: 62-63 Lesson 5: 81 Who are the characters in the story? What events take place in the story? What is the setting of the story? What are the elements of stories? What are some similarities between the stories? What are some differences between the two stories? How are the endings of the stories similar and different? (Compare lessons 1-3) Could this story really happen, or is it fiction? How do you know? (Lesson 4) Is there a lesson, or something we can learn and use in our own lives, in this folktale? Pre-teach questions: What is a fairytale? What is a folktale?	Lesson 1: Cinderella *Think Pair Share: How might the story be different if Cinderella's stepmother was nice and Cinderella didn't have to do the hardest, dirtiest work? * Activity 1.1 - Retelling - Somebody Wanted But So Then (Student Pg. 77) Lesson 2: The Girl with the Red Slippers *Think Pair Share: Which fairy tale did you like better? Why? Lesson 3: Billy Beg *Before reading: Turn and Talk: Turn to a partner and discuss how a Venn diagram helps us think about stories. Think Pair Share: How are the stories "Cinderella," "The Girl with the Red Slippers," and "Billy Beg" the same? Activity p. 3.1 Lesson 5: Thumbelina *Think Pair Share: Using ideas from the stories, explain which folktale you like better and why. *Activity p 5.1	World Map Student Passport for each country Books related to the country's France, Egypt, Ireland, England, Denmark, Japan, Germany, China, Botswana Hula Hoops for venn diagrams	Lesson 1 - Cinderella *Check for understanding questions * Exit Pass: Illustration (Pg 19) Lesson 2 - The Girl with the Red Slippers * Check for understanding questions * Exit Pass - Index card (Pg. 33) Lesson 3 - Billy Beg * Check for understanding questions * Exit Pass (Pg. 50) Lesson 4 - Tom Thumb * Check for understanding questions * Exit Pass (Pg. 66) Lesson 5 - Thumbelina * Check for Understanding questions
44	CKLA Domain 3 - Lessons 1-5 (5-days) RH Chapter 2					
45		RH Lesson 18: I can read and build L-blend words. (l- blends) (RF 1.2b) Chapter 2, lesson 18 pg. 11-18 Phonics / Foundational	How do you read _____ with the l-blend? How do you spell _____?	Matching Games magnet tiles FCRR Dry erase Boards dry erase markers	Vowel Bat Youtube Video Read alouds - look for l-blend words and discuss word sorts with l-blend words. Phonics Dance	RH Weekly / Chapter Assessments Small group checks teacher monitoring around classroom during marker board / marker instruction Transfer Cards
46		I can identify the last sound in action words like jumps, eats.... I can blend up to 5 sounds in a word. (RF 1.2C) * using page 96-97 in Reading Street, Unit 1 Phonological Awareness	What last sound do you hear in the word /rows/? Can you find a picture that has the same last sound as /rows/? How can you blend these sounds...? /b//a//g/, /c//a//t/, /s//a//d//i//u//m//p//s/, /l//oo//k//s/... What are the last sounds you hear in _____? Why rhyming words can you find in the picture? How do you know they rhyme? How do you blend the sounds in _____ - see page 96 in TE of Reading Street	Phonological Awareness Book - green book TPT centers / activities / blending sounds Page 68-69 Reading Street - Unit 1 Phonological Awareness Blue Box - blending sounds	PA - green book activities -pgs 100-101 Blending sounds video - youtube mirroring - use with white boards and makers Reading Street student book	Progress monitoring - PAST assessment Student blending sounds - transfer cards Small group student blending sounds
47		Domian 3 CKLA Lesson 1	What details can you include in your retelling? How can you compare and contrast the fairy tales?	graphic organizers anchor chart	Fairy Tale read alouds Shared and modeled retelling and graphic organizers	* Completed Graphic Organizers * Retelling of Fairy Tales
48		I can read my first grade sight words for the week. (RF 1.3g) RH Lesson 17: (will, up, other, about, out)	How many sight words can you identify in the text(s) this week?	FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, push	Poetry read alouds Sight word practice - aloud	Use dictated sentences to assess sight words sight word check list
49		RH Lesson 21 (pg. 39, Chapter 2) I can use a comma between the day and year when writing the date.	How can I write a date using a comma? Where will we put the comma when writing the date with	Morning messages Practice dates to correct	morning messages Writing workshop	RH practice handouts - lesson 21 Formative assessment in journal writing - dates
50		I can identify the meaning of my weekly vocabulary words. (L1.4, 1.5) I can use my vocabulary words in a sentence and illustration. (L 1.4, 1.5)	What is the definition of _____? How can you use your vocabulary words in a sentence and	Anchor charts Vocabulary Journals/Frayer Model	Read Alouds morning message	Weekly Vocabulary Assessments Headbands game
51	CKLA Domain 3 - Lessons 6 - 8 (2 day Pausing point) (5-days) RH Chapter 2	Lesson 6 I can identify elements of a folktale. (RL 1.3) I can identify similarities and differences in three folktales.(RL 1.9) Lesson 7 I can identify the consequences of the main character's actions in a folktale. (RL 1.3) Lesson 8 I can identify elements of a folktale they heard read aloud. (RL 1.3) I can identify similarities and differences in two folktales. (RL 1.9) Comprehension	Lesson 6: pages 95-96 Lesson 7: pages 111-112 Lesson 8: pages 126 Who are the characters in this story? What happened in the beginning, middle, and end of the story? What is the setting of the story? What are some lessons you learned from this story? How are the characters similar and different from other characters we have read about?	Lesson 6: Issun Boshi: One-Inch Boy *Think Pair Share: How are Issun Boshi's adventures similar to Tom Thumb's and Thumbelina's adventures? Lesson 7: Little Red Riding Hood *Think Pair Share: Folktales sometimes teach lessons just like fables do. Is there a lesson, or something we can learn and use in our own lives, in this folktale? (Pg. 112) Activity Page 7.1 Lesson 8: Hu Gu Po *Think Pair Share What lesson did the girls learn in this folktale? What lesson can we learn and use in our own lives from this folktale?	World Map Student Passport for each country Books related to the country's France, Egypt, Ireland, England, Denmark, Japan, Germany, China, Botswana Hula Hoops for venn diagrams	Lesson 6: Exit Slip, Checking for Understanding Lesson 7: Exit Slip, Checking for Understanding Lesson 8: Activity Page 8.1, Checking for Understanding

	A	B	C	D	E	F
	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
1		RH Lesson 19: I can read and build R-blend words. (R- blends) (RF 1.2b) Chapter 2, pgs. 19-26 Phonics / Foundational	How do you read _____ with the r-blend? How do you spell _____?	Matching Games magnet tiles FCRR Dry erase Boards dry erase markers	Vowel Bat Youtube Video Read alouds - look for cvc words and discuss word sorts with cvc words. Phonics Dance Youtube - playlist	RH Weekly / Chapter Assessments Small group checks teacher monitoring around classroom during marker board / marker insturction Transfer Cards
52		I can identify a picture with the beginning sounds /spr/. I can identify pictures with beginning blend sounds /bl/. I can rhyme words with black. (RF 1.2C) * using page 122-123 in Reading Street, Unit 1 Phonological Awareness	What is the first sound you hear in spray? Can you find a picture that has the same beginning sound as black, block? How can you blend these sounds...? /s/p/r/r/a/y/, /b/a/ck/, /s/e/d.. What are the beginning sounds you hear in _____? Whey rhyming words can you find in the picture? How do you know they rhyme? How do you blend the sounds in _____ - see page 122-123 in TE of Reading Street	Phonological Awareness Book - green book TPT centers / activities / blending sounds Page 122-123 Reading Street - Unit 1 Phonological Awareness Blue Box - blending sounds	PA - green book activities Blending sounds video - youtube mirroring - use with white boards and makers Reading Street student book	Progress monitoring - PAST assessment Student blending sounds - transfer cards Small group student blending sounds
53		Lesson 6: * I can illustrate and describe an event from a folktale in order to compare and contrast folktales. Lesson 7: * I can illustrate and describe an event from a folktale. Lesson 8: * I can compare and contrast "Little Red Riding Hood" and "Hu Gu Po" using a venn-diagram. (Pausing Point Days) - I can write a folktale with support and use details for my story elements. Writing	What are some details from folktales that you can compare and contrast? How can you illustrate a folktale and describe it? What are some details from "Little Red Riding Hood" and "Hu Gu Po" that you can compare and contrast?	graphic organizers anchor chart word banks	Fairy Tale and Folktale Read alouds Word bank for writing center for Fairy Tale / Folktale writing	Formative Assessments Compare and Contrast - graphic organizers
54		I can read my first grade sight words for the week. (RF 1.3g) RH Lesson 17: (many, then, them, these, so) I can use a comma after the year in a sentence.	How many sight words you can identify in the text(s) this week? How can you use a comma in a sentence including the year?	FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, push journal writing Morning Messages	Poetry read alouds Sight word practice - aloud morning messages Writing workshop	Use dictated sentences to assess sight words sight word check list RH Handout Activity
55		Grammar I can identify the meaning of my weekly vocabulary words. (L1.4, 1.5)	What is the definition of _____? What are words that mean the same (synonyms) and	Anchor charts Vocabulary Journals/Frayer Model	Read Alouds morning message	Weekly Vocabulary Assessments Headbands game
56		Lesson 9: I can determine the cause and effect throughout a story. I can ask and answer questions about a story to make meaning of the text. (RI 1.1) Comprehension	Lesson 9: Who does Tselane's mother warn her about when she leaves to go to the village? Who knocks on the door and pretends to be Tselane's mother? What does the leopard do to make his voice sound higher? How is the way Tselane's go out of the sack different from how A Xin got out of the sack?	Lesson 9: Think Pair and Share What lesson did Tselane learn in this folktale?	Gather pictures of leopards, scorpions, snakes, and a savanna to help students compare the real images to those in the read aloud.	Domain Assessment Pg: 148
57	CKLA Domain 3 - Lessons 9 & (Domain Review and Assessment) (3-days) RH Chapter 2					
58		RH Lesson 20: I can read and build S-blend words. (S- blends) (RF 1.2b) Chapter 2, pgs. 39-44 Phonics / Foundational	How do you read _____ with the s-blend? How do you spell _____?	Magnetic Tiles, Dry Erase Boards, FCRR	Youtube - blend videos Read alouds - look for blend words word sorts with blends	RH Weekly / Chapter Assessments Small group checks teacher monitoring around classroom during marker board / marker insturction Transfer Cards
59		I can identify the middle sound in words like sun. I can identify actions in picture that have same middle sound as mug. (RF 1.2C) * using page 148-149 in Reading Street, Unit 1 Phonological Awareness	What is the middle sound in the word mug? Can you find a picture that has the middle sound as sun? How can you blend these sounds...? c/u/t, r/u/g, m/u/d, /t/u/b. Whey rhyming words can you find in the picture? How do you know they rhyme? How do you blend the sounds in _____ - see page 148-149 in TE of Reading Street	Phonological Awareness Book - green book TPT centers / activities / blending sounds Page 148-149 Reading Street - Unit 1 Phonological Awareness Blue Box - blending sounds	PA - green book activities Blending sounds video - youtube mirroring - use with white boards and makers Reading Street student book	Progress monitoring - PAST assessment Student blending sounds - transfer cards Small group student blending sounds
60						

	A	B	C	D	E	F
	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
1		Lesson 9 I can compare and contrast three folktales using a graphic organizer. Assessment Days: I can write a Fairy Tale or Folktale using details and story elements. Writing	What details can you use to compare and contrast folktales? How are they alike and different? What story elements would you include in your Fairy Tale or Folktale?	writing prompts, journal writing, graphic organizers	Word bank for writing center for Fairy Tale writing Graphic organizers for Fairy Tale / Folktale writing	Formative Assessments Journal Writing Fairy Tale / Folktale Narrative writing
61		I can read my first grade sight words for the week. (RF 1.3g)	How many sight words you can identify in the text(s) this week?	FCRR Fluency Activities	Poetry read alouds	Use dictated sentences to assess sight words
62		RH Lesson 24:(some, her, would, make, like)		Multisensory Tools: gel bags, sand trays, plastic canvas, push	Sight word practice - aloud	sight word check list
63		I can use commas in a date between the day of the week and the month.	How can you use a comma in a date?	Writing prompts, journal writing, morning messages	morning messages	RH Handout / Activities
64		I can use commas when writing a list in a sentence between single words.	How can you use commas in a sentence when making a		Writing workshop	
		I can identify the meaning of my weekly vocabulary words. (L1.4, 1.5)	What is the definition of _____?	Anchor charts	Read Alouds	Weekly Vocabulary Assessments
			What are words that mean the same (synonyms) and	Vocabulary Journals/Frayer Model	morning message	Headbands game
65	CKLA Domain 4 - Lessons 1, 2, 4, 5 (Omit - Lesson 3), Pausing Point 1 day (5-days) RH Chapter 2	Lesson 1: * I can explain the importance of Euphrates and Tigris Rivers in Mesopotamia. (RL 1.3) * I can identify farming practices and the importance of the city of Babylon (RL 1.3) Lesson 2: * I can describe the importance of writing in Mesopotamia. (RL 1.7) Lesson 3: Omit Lesson 4: * I can identify changes in the city of Babylon over time. (RI 1.2) * I can create a timeline to depict the changes in the city of Babylon. (RI 1.2) Pausing Point - 1 day (pg. 63-66) Lesson 5: * I can explain the importance of the Nile River to the Egyptians. Comprehension	Lesson 1: pg. 17 * What does the word ancient mean? * On what continent are these rivers located? (Have students locate the Tigris and Euphrates Rivers on a map or globe) * Was the land around the rivers fertile land or dry desert in Mesopotamia? * How were Euphrates and Tigris Rivers important to the Mesopotamians? * What kinds of goods would the people on the Euphrates and Tigris Rivers trade? * Why did people dig canals? * Why did people settle in the city of Babylon near the Euphrates River? Lesson 2: pg.32 * What was the main topic, or main idea, of today's read aloud? * What was Mesopotamian writing called? * Describe how Mesopotamians made cuneiform writing. * What was the Code of Hammurabi? * Why was writing important to a civilization such as Mesopotamia? * Think of a time when you have followed the saying, "Do unto others as you would have them do unto you." Lesson 4: pg. 59 * Why is the read-aloud told by both a narrator and Ili? * What is Mesopotamia called? Why is it called the	Lesson 1: * Graphic organizers - Civilizations chart - continued for each lesson. * Stand Up / Sit Down: Stand up if you think the desert is a good place to grow crops. Stay seated if you think the desert is not a good place to grow crops. (the desert is not a good place to grow crops - so "stay seated" is the correct response) * Think Pair Share (pg. 17) Could the Mesopotamians have settled in this area if it had not been on the banks of the Tigris and Euphrates Rivers? Why or why not? * Application (pg. 19) - Students are going to discuss farming practices and the importance of the city of Babylon in Mesopotamia. This will be a shared activity with students completing their own chart on Activity pg. 1.1. Lesson 2: * Think / Pair / Share (pg. 32) How was Mesopotamian writing different from ours? * How was cuneiform the same as our writing? * Sharing - Think of a time when you have followed the saying, "Do unto others as you would have them do unto you." Lesson 4: * Think Pair Share - (pg. 59) Name some ways that King Nebuchadnezzar was a rich king. Share with your partner. Pausing Point Day (pgs. 63-66) Lesson 5: * Compare / Contrast (pg. 74) How is the Egyptians' dependence	Lesson 1: * Read Alouds * Youtube videos (Babylon, Mesopotamia, Euphrates & Tigris Rivers) * Flipchart pictures / image cards Lesson 2: * Graphic organizer * Image Card 3 and 4 share aloud (pg 34) * Discuss with students what the "golden rule" means and have them share ideas of how to connect it to their lives. (pg. 35) Lesson 3: Omit Lesson 4: * Discuss how people might have traveled; such as in a "Caravan". Pg. 60 * Show map and discuss location of cities discussed in lesson. * Connect lesson so far with prompts from pg. 62 Lesson 5: * Show desert habits * Discuss how rivers are important to the land. * Discuss how the different people / groups that have been discussed in the lessons used rivers to help	Lesson 1: * Civilizations Chart - farming information as related to Babylon in Mesopotamia. * Check for Understanding questions Lesson 2: * Check for Understanding (pg. 32) Lesson 4: * Students will create a class timeline to depict the changes in the city of Babylon. Lesson 5: * Have students explain their idea for a story set on the Nile.
66		RH Lesson 22: I can read and build words with dw and tw blend. (RF 1.2b) Phonics	What are some words with blends dw and tw? How can you build a word with blends dw and tw? How do you use your markings to prove your word?	FCRR activities, guided reading phonics activities, magnetic letters	Youtube - blend videos Read alouds - look for blend words word sorts with blends	Word sorts with dw / tw blends Small group formative assessments RH Weekly / chapter assessments
67		I can identify the beginning sound in words like ship. I can identify the number of syllables in a word. (RF 1.2 c) (RF 1.3 d) Phonological Awareness	What is the beginning sound of _____? What picture has the same beginning sound as _____? How many syllables does _____ have? Can you find a picture that represents the same number of syllables as _____?	Phonological Awareness book - green book pgs. 92-93 pgs 80-81	PA - green book activities Blending sounds video - youtube mirroring - use with white boards and makers Reading Street student book	Small Group formative check PAST progress monitoring

	A	B	C	D	E	F
	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
1		Lesson 1: * I can use a graphic organizer to identify the type of writing and the contributions of King Hammurabi in Mesopotamia. (C) * I can complete my Civilizations Chart and identify farming practices in Babylon. * I can write about what I learned about farming in Mesopotamia and how it is connected to Tigris and Euphrates Rivers.	What information have you learned about farming in Mesopotamia? What types of writings and contributions of King Hammurabi have you learned? What are some events that we might put on the timeline to distinguish between ancient and modern times. How might you describe the setting of a story that would take place on the Nile River? How might you illustrate the story?	modeling Anchor Charts Graphic organizers	Different culture Read alouds Word bank for writing center Graphic organizers Sentence starters	Completed graphic organizers Timeline events and order
68		Lesson 2: * I can use a graphic organizer to identify the type of writing and the contributions of King Hammurabi in Mesopotamia.				
		Lesson 3: Omit				
		Lesson 4: * I can create a timeline to distinguish ancient times from modern times. I can explain changes to the city of Babylon.				
		Lesson 5: * I can describe the idea of setting and illustrate a story that takes place on the Nile River.				
		Writing / Composition I can read my first grade sight words for the week. (RF 1.3g)(him, into, time, has, look)Chapter 2, lesson 24 Sight Words		FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, push lights, etc. Identify sight words within a text (highlighters)	Poetry read alouds Sight word practice - aloud	Use dictated sentences to assess sight words sight word check list RH weekly assessments / Chapter assessments Sight word booklets Small Group formative assessment Journal entries
69		I can identify the two words that make up a compound word. I can read the compound word using two different words. Grammar	How would you create a compound word using two different words? How can you read _____? What two words are in the compound word _____?	Talk and turn - share a compound word with your partner - have them tell you the two words that make up the compound word	morning messages Writing workshop Read alouds	RH Handout - lesson 26 - Chapter 2
70		I can identify the meaning of my weekly vocabulary words. (L1.4, 1.5) I can use my vocabulary words in a sentence and illustration. (L 1.4, 1.5) Vocabulary	What is the definition of _____? What are words that mean the same (synonyms) and different (antonyms)? How can you use your vocabulary words in a sentence and illustration?	Anchor charts Vocabulary Journals/Frayer Model Headband game Vocabulary Match -up(Lanyards) Vocabulary Station * Vocabulary Word - Lesson 1: banks, canals, flow, reservoir, trade (Pg. 18) Lesson 2: cuneiform, records, scribes, symbols , tablets(pg. 33) Lesson 4: caravan , chariots, merchant, platforms (pg. 60) Lesson 5: advantage, enriched, flooding (pg. 77)	Read Alouds morning message	Weekly Vocabulary Assessments Headbands game Turn and Talk - partner discussion Student generated questions Teacher / student question and answer Vocabulary center
71		Lesson 6: * I can describe the importance of writing in ancient Egypt? * I can follow directions to write a word using hieroglyphs?	Lesson 6: *	Lesson 6: pg. 89 Think / Pair / Share- How is hieroglyphics different from cuneiform? How is hieroglyphics the same as cuneiform? Lesson 7: Omit	Lesson 6: Lesson 7: Omit Lesson 8:	
		Lesson 7: Omit				
		Lesson 8 : * I can explain the significance of the pyramids. * I can compare and contrast pyramids and ziggurats.		Lesson 8: pg 113 Think / Pair / Share - Why did Khufu command that such a large pyramid be built? * Discussion of "steps" meaning object or how to do something. (Application pg. 115)	Lesson 9:	
		Lesson 9: * I can describe how the pyramids were built and explain the significance of the Great Sphinx.		* Application - read a portion of the read aloud to the students and have them stand up when they hear pronouns like (I, you, he, she, we, they) pg. 128		
		Lesson 10: * I can make predictions about the pharaoh Hatshepsut. * I can explain why Hatshepsut was significant to the ancient Egyptian civilization.		Lesson 9: pg. 125 Think / Pair / Share - Do you think it was harder or easier to build something like a pyramid in ancient times than it is to build a building today? Why?		
		Comprehension				
72	CKLA Domain 4 - Lessons 6 -10 (5-days) RH Chapter 2					

	A	B	C	D	E	F
	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
1		I can read and build words with double s, f, and z. I can read and build words with plural endings. (RF.1.3f) Chapter 2, Lesson 23 pgs. 51-66 Phonics	How can you build a word with plural endings? What do you change in words ending with s, f, and z when adding a plural? How do the plural endings change the meaning of the word?	FCRR Word Sorts Magnetic Letters / Marker boards/ markers Transfer Cards	Youtube - blend videos Read alouds - look for blend words word sorts with blends	Word sorts Small group formative assessments RH Weekly / chapter assessments
73		I can identify the beginning sound in words like ship. I can identify the number of syllables in a word. I can identify pictures that represent the same middle sound as snake. (RF 1.2 c) (RF 1.3 d) Phonological Awareness	What is the beginning sound of _____? What picture has the same beginning sound as _____? How many syllables does _____ have? Can you find a picture that represents the same number of syllables as _____? What picture represents a word with same middle sound	Phonological Awareness book - green book pgs. 94-95 pgs 82-83 Reading Street pgs. 46-47 - unit 2	PA - green book activities Blending sounds video - youtube mirroring - use with white boards and makers Reading Street student book	Small Group formative check PAST progress monitoring
74		I can write about a topic using facts and details. (C1.2) I can use correct letter formation when writing. (HW 1.1) I can use capital letters, correct punctuation, and spelling when writing. (L1.2 a,b,d,e) Writing / Composition	What are the facts you can use to write about _____?	Writing Prompts, Writing Journals, Constructed Response	Read alouds from Month to Month Writing Traits book Fantasy Read alouds Word bank for writing center for letter writing Graphic organizers for letter writing	Student Workbook pg. 236: Students are given an example of a brief composition and key features to include in writing one. They use this information to help them write their own.
75		I can read my first grade sight words for the week. (RF 1.3g)RH Lesson 29, Chapter 2 (two, more, write, go, see) Sight Words	How many sight words you can identify in the text(s) this week? How can you use _____ in a sentence? How do you spell _____?	FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, push lights, etc. Identify sight words with a text (highlighters)	Poetry read alouds Sight word practice - aloud	Use dictated sentences to assess sight words sight word check list RH weekly assessments / Chapter assessments Sight word booklets Small Group formative assessment Journal entries
76		I can explain how a contraction is made. I can make contractions using not, will, and have. (L 1.1a) Grammar	How can you read a contraction? What are some contractions you can make using not, will, and have?	Turn and Talk - creating contractions and reading them to each other. Contraction matching	morning messages Writing workshop Read alouds	RH Handouts pg. 82 & 83
77		I can identify the meaning of my weekly vocabulary words. (L1.4, 1.5) I can identify synonyms and antonyms for my weekly vocabulary words. (L 1.4, 1.5) I can use my vocabulary words in a sentence and illustration. (L 1.4, 1.5) Vocabulary	What is the definition of _____? What are words that mean the same (synonyms) and different (antonyms)? How can you use your vocabulary words in a sentence and illustration?	Anchor charts Vocabulary Journals/Frayer Model Headband game Vocabulary Match -up(Lanyards) Vocabulary Station * Vocabulary Word - (borrow, respect, soothe) * Synonym (lend, honor, calm)	Read Alouds morning message Vocabulary Sing with Me - pearsonrealize.com Vocabulary Games - pearsonrealize.com	Weekly Vocabulary Assessments Headbands game Turn and Talk - partner discussion Student generated questions Teacher / student question and answer Vocabulary center
78		I can identify the author's purpose in a text using key details from the story. I can recognize the structure of the story as an expository text (RL1.2, 1.5) Comprehension				
79	CKLA Domain 4 - Lessons 11-13 (2 pausing point days) (5-days) RH Chapter 2					
80		I can read and build words with endings -nk and -ng. (RF 1.2 b) RH Chapter 2, Lesson 25 pgs. 67-76 Phonics	How can you build words with -nk and -ng endings. What are some words that you prove with the endings of -nk and -ng? How can you sort words ending in -nk and -ng?	FCRR Word Sorts Magnetic Letters / Marker boards/ markers Transfer Cards	Youtube - ending blend videos Read alouds - look for blend words word sorts with blends	Word sorts Small group formative assessments RH Weekly / chapter assessments
81		I can identify the beginning sound in words like ship. I can identify the number of syllables in a word. (RF 1.2 c) (RF 1.3 d) Phonological Awareness	What is the beginning sound of _____? What picture has the same beginning sound as _____? How many syllables does _____ have? Can you find a picture that represents the same number of syllables as _____?	Phonological Awareness book - green book pgs. 94-95 pgs 82-83	PA - green book activities Blending sounds video - youtube mirroring - use with white boards and makers Reading Street student book	Small Group formative check PAST progress monitoring
82		I can read my first grade sight words for the week. (RF 1.3g) Chapter 2, Lesson 29 (number, no, way, could, people) Sight Words	How many sight words you can identify in the text(s) this week? How can you use _____ in a sentence? How do you spell _____?	FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, push lights, etc. Identify sight words within a text (highlighters)	Poetry read alouds Sight word practice - aloud	Use dictated sentences to assess sight words sight word check list RH weekly assessments / Chapter assessments Sight word booklets Small Group formative assessment Journal entries

	A	B	C	D	E	F
	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
1		I can form contractions using am, are, is, and has. Grammar	How can you read a contraction? What are some contractions you can make using not, will, and have?	Turn and Talk - creating contractions and reading them to each other. Contraction matching	morning messages Writing workshop Read alouds	RH Handouts pg. 82 & 83
83		I can write about a topic using facts and details. (C1.2) I can use correct letter formation when writing. (HW 1.1) I can use capital letters, correct punctuation, and spelling when writing. (L1.2 a,b,d,e) Writing	What are the facts you can use to write about ____?	Writing prompts, journal writing, Portfolio Writing Piece	Read alouds from Month to Month Writing Traits book Fantasy Read alouds Word bank for writing center for letter writing Graphic organizers for letter writing	Student Workbook pgs. 252 and 256: Students are given an explanation of a person with a special title (My Piano Teacher) along with key features to include on pg. 252. On pg. 256 they use the idea web to put a person with a special title they know in the center, and facts and details in the outer circles. Student journal entries
84		I can identify the meaning of my weekly vocabulary words. (L1.4, 1.5) I can identify synonyms and antonyms for my weekly vocabulary words. (L 1.4, 1.5) I can use my vocabulary words in a sentence and illustration. (L 1.4, 1.5) Vocabulary	What is the definition of ____? What are words that mean the same (synonyms) and different (antonyms)? How can you use your vocabulary words in a sentence and illustration?	Anchor charts Vocabulary Journals/Frayer Model Headband game Vocabulary Match -up(Lanyards) Vocabulary Station * Vocabulary Word - (citizen, community, earn) * Synonym (resident, neighborhood, make) * Antonym (immigrant, remoteness, give)	Read Alouds morning message Vocabulary Sing with Me - pearsonrealize.com Vocabulary Games - pearsonrealize.com	Weekly Vocabulary Assessments Headbands game Turn and Talk - partner discussion Student generated questions Teacher / student question and answer Vocabulary center
85	CKLA - Domain 4	I can sequence the major events of a story by using key details. (RL 1.3) Comprehension	What are the major events of the story? How can you retell the plot of the story?	Graphic organizers, anchor charts, "Round Robin", "Round Table", "Think-Write-RoundRobin" Close Read: Sneaky Bart	- Read Alouds about dinosaurs - Read Alouds about how animals help others - Read alouds about animals work together - Virtual field trips about different community service jobs - Graphic organizer to organize details of the text.	Tell What Happened: Students use the writing formatting "First," "Then," "Last" to sequence major events from the story, "The Big Circle."
86		I can write a narrative with two or more sequenced events and details. (C1.3) I can use correct letter formation when writing. (HW 1.1) I can read and build words with voiced and voiceless /th/ sound. (RF 1.2 b,c)(RF 1.3b) RH Chapter 2, Lesson 27 pg. 79-88	Explain how the events occurred in your narrative. How do you know if /th/ is voiced or voiceless? How do you read ____? How do you prove ____?	Writing prompts, journal writing, portfolio writing Elkonin boxes to distinguish sounds. Anchor charts with voiced and voiceless /th/ read alouds with words that have voiced and voiceless TH	Read alouds from Month to Month Writing Traits book Fantasy Read alouds Youtube - /th/ digraph Read alouds - look for /th/ words word sorts with voiced and voiceless /th/	Students write a personal narrative recounting a memorable event that actually happened in their life. Word sorts Small group formative assessments RH Weekly / chapter assessments
87		Phonics I can identify the beginning sound in words like ship. I can identify the number of syllables in a word. (RF 1.2 c) (RF 1.3 d) Phonological Awareness	What is the beginning sound of ____? What picture has the same beginning sound as ____? How many syllables does ____ have? Can you find a picture that represents the same number of syllables as ____?	Phonological Awareness book - green book pgs. 94-95 pgs 82-83	PA - green book activities Blending sounds video - youtube mirroring - use with white boards and makers Reading Street student book	Small Group formative check PAST progress monitoring
88		I can read my first grade sight words for the week. (RF 1.3g)(Chapter 3, Lesson 36 (my, than, first, water, been) Sight Words	How many sight words can you identify in the text(s) this week? How can you use ____ in a sentence? How do you spell ____?	FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, push lights, etc. Identify sight words within a text (highlighters)	Poetry read alouds Sight word practice - aloud	Use dictated sentences to assess sight words sight word check list RH weekly assessments / Chapter assessments Sight word booklets Small Group formative assessment Journal entries
89		I can identify a noun. I can sort a noun as a person, place, or thing. Grammar	How do you know if a noun is a person, place, or thing? What are some examples of a person, place, or thing?	Writing prompts, journal writing, daily fix its, Daily Flashbacks	morning messages Writing workshop Read alouds	RH Activity handout - Objective 1 pg. 91
90		I can identify the meaning of my weekly vocabulary words. (L1.4, 1.5) I can use my vocabulary words in a sentence and illustration. (L 1.4, 1.5) Vocabulary	What is the definition of ____? What are words that mean the same (synonyms) and different (antonyms)? How can you use your vocabulary words in a sentence and illustration?	Anchor charts Vocabulary Journals/Frayer Model Headband game Vocabulary Match -up(Lanyards) Vocabulary Station * Vocabulary Word -	Read Alouds morning message	Weekly Vocabulary Assessments Headbands game Turn and Talk - partner discussion Student generated questions Teacher / student question and answer Vocabulary center
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	A	B	C	D	E	F
	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
1	CKLA Domain 5 - Lessons 1-4 (1 pausing point day) (5-days)	Lesson 1 - The Maya: A Harvest and a Hurricane *I can explain the importance of farming to the ancient Maya. (RI.1.2) Lesson 2 - The Maya: Journey to Baikal *I can identify and explain the important aspects of the religion of the ancient Maya. (RI.1.2) Lesson 3 - The Maya: King Pakal's Tomb *I can identify and explain important aspects of the cities and leaders of the ancient Maya. (RI.1.2) Lesson 4 - The Maya: The Festival of the First Star *I can identify and explain an important celebration of the ancient Maya. (RI.1.2) Comprehension	Lesson 1 *What is the setting of this story? *What crop was very important to the Maya? *Describe the houses in this picture. How are the houses in the picture the same or different from your home? Lesson 2 *Why did Kanak and his family travel to the Mayan city of Baikal? *How did Kanak and his family travel here? *How long did it take for them to reach Baikal? *Was extended family a part of the Mayan culture? How do you know? Lesson 3 *How is the building the same and how is it different? *What new things did Kanak find in Baikal? *What other special things did the king of Baikal have? *Based on the way king Pakal was dressed and buried, do you think he was wealthy? Lesson 4 *How did the Maya study the stars and the planets? *Why was the read-aloud called "The Maya: The Festival of the First Star?" *How did the Maya make their calendar? What did they observe?	Lesson 1 - The Maya: A Harvest and a Hurricane Think - Share *Why was Pik worried about his family's maize, or corn? *Was farming important to the Maya? How do you know that? (pg. 15-16) *Activity 1.1 Maya Civilization Chart (pg. 7) Lesson 2 - The Maya: Journey to Baikal Think - Pair - Share (from a read-aloud passage) *What do we learn about the Maya from this passage? (pg. 29) *Maya Civilization Chart (continued) Lesson 3 - The Maya: King Pakal's Tomb Think Pair Share *Based on the way King Pakal was dressed and buried, do you think he was wealthy? Do you think it was fair for him to bury all those nice things with him? Why or why not? (pg. 40) *Civilization Chart (continued) (pg. 42) Lesson 4 - What? Pair Share *"What did the Maya build to study the stars and planets?" Turn to your neighbor and ask your what question. Listen to your neighbor's response. Then your neighbor will ask a new what question, and you will get a chance to respond. (pg. 55) *Model Write About It (from yesterday's lesson)	Lesson 1 - The Maya: A Harvest and a Hurricane Application Activity: *Civilization Chart (pg. 18). Lesson 2 - The Maya: Journey to Baikal Application Activity: *Civilization Chart (pg. 31) *Model Write About It Activity (pg. 32) Lesson 3 - The Maya: Application Activity: *Civilization Chart (pg. 42) *Illustrate It (pg. 43) Lesson 4 - Application Activity: *Write About It (pg. 56-57)	Lesson 1 - The Maya: A Harvest and a Hurricane *check for understanding questions *Exit Pass (pg. 19) Lesson 2 *Check for understanding questions *Exit Pass (pg. 32) Lesson 3 *Check for understanding questions *Exit Pass (pg. 43) Lesson 4 *Check for understanding questions *Exit Pass (pg. 57)
93		I can read and build words with digraphs ch, sh, wh, and ph. I can read and build plurals with words ending with ch, sh, wh, and ph. (RF.1.3a,b) RH Chapter 2, Lesson 28 pgs. 89-102 Phonics	How do you spell _____? What digraph do you hear in _____? How do you make _____ plural?	FCRR Activities, center activities, whole group picture segment and blend phonemes - looking in phonics picture, board and marker practice	Youtube - digraphs Read alouds - look for digraph words word sorts with digraph words	Word sorts Small group formative assessments RH Weekly / chapter assessments
94		I can identify the beginning sound in words like ship. I can identify the number of syllables in a word. (RF.1.2 c) (RF.1.3 d) Phonological Awareness	What is the beginning sound of _____? What picture has the same beginning sound as _____? How many syllables does _____ have? Can you find a picture that represents the same number of syllables as _____?	Phonological Awareness book - green book pgs. 94-95 pgs 82-83	PA - green book activities Blending sounds video - youtube mirroring - use with white boards and makers Reading Street student book	Small Group formative check PAST progress monitoring
95		I can read my first grade sight words for the week (RF. 1.3g) RH Chapter 3, Lesson 36 (call, who, oil, now, find) Sight Words	How many sight words you can identify in the text(s) this week? How can you use _____ in a sentence? How do you spell _____?	FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, push lights, etc. Identify sight words with a text (highlighters)	Poetry read alouds Sight word practice - aloud	Use dictated sentences to assess sight words sight word check list RH weekly assessments / Chapter assessments Sight word booklets Small Group formative assessment Journal entries
96		I can change a singular noun to a plural noun. Grammar	How can you change a singular noun to a plural noun? What changes need to happen to make a noun plural? How do you know if a noun is plural or singular?	Center activities Noun sort Graphic Organizer Anchor Charts	morning messages Writing workshop Read alouds	Noun - RH Handout pg. 92 (Singular / Plural)
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	A	B	C	D	E	F
	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
1		Lesson 1 I can explain the importance of farming to the ancient Maya. Lesson 2 I can identify and explain important aspects of the religion of the ancient Maya. Lesson 3 I can identify and explain important aspects of the cities and leaders of the ancient Maya. Lesson 4 I can write about ancient Maya together with my peers. Pausing Day: Have student work on a graphic organizer for an Expository writing about the ancient Maya.	What are the facts and details that support your topic?	whole group writing activities, writing center, graphic organizer	Read alouds from Month to Month Writing Traits book Fantasy Read alouds Word bank for writing center for letter writing Graphic organizers for letter writing	Lesson 2: I can write a summary statement about the Maya and religion. Pausing Point Day: Complete Expository writing Graphic Organizer - to help develop a Summary / Expository writing about Ancient Maya.
98.		Writing / Composition I can identify the meaning of my weekly vocabulary words. (L1.4, 1.5) I can use my vocabulary words in a sentence and illustration. (L 1.4, 1.5) Vocabulary	What is the definition of _____? How can you use your vocabulary words in a sentence and illustration?	Anchor charts Vocabulary Journals/Frayer Model Headband game Vocabulary Match -up(Lanyards) Vocabulary Station * Vocabulary Word Lesson 1 - harvest , hurricane, maze, shore Lesson 2 - plain, temple, thrilled Lesson 3 - constructing , market, pyramid, tomb Lesson 4 - accurate , festivals, invented, observatories, telescopes	Read Alouds morning message	Weekly Vocabulary Assessments Headbands game Turn and Talk - partner discussion Student generated questions Teacher / student question and answer Vocabulary center
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	A	B	C	D	E	F
	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
1	CKLA Domain 5 - Lessons 5-8 (1 pausing point day) (5-days)	Lesson 5: The Aztecs: The Legend of the Eagle and the Serpent *I can sequence the events of an Aztec Legend. (RL.1.2) *I can explain the importance of religion to the Aztec. (RI.1.3)	Lesson 5 *Did the Aztec move around a little or a lot at the beginning of the story? *Why did the Aztec leave where they had been living and begin traveling to try to find a new home? *What did the Aztec see that made them decide to stay and live in this area around Lake Texcoco? *What did the priest tell the children about the Aztec's history? *Was the ending of the story happy or sad? Why? *What do we know about Aztec religion based on today's readaloud?	Lesson 5 - Think Pair Share *The Aztec used the story about the eagle and the serpent to explain where they should make their new home. What makes this story a legend? *Activity Page 5.1 Sequencing Activity (pg. 74)	Lesson 5 - Application Activity *Referencing a timeline (pg. 74) *Aztec Civilization Chart (pg. 75)	Lesson 5 - *Check for understanding questions *Exit Pass (pg. 75)
		Lesson 6: The Aztecs: The Floating Gardens of Xochimilco *I can describe the plot of a legend. (RL.1.3) *I can explain the importance of farming to the Aztec (RI.1.7)	*What did the priest tell the children about the Aztec's history? *Was the ending of the story happy or sad? Why? *What do we know about Aztec religion based on today's readaloud?	Lesson 6 - Think Pair Share *Explain why farming was important to the Aztec. How do you know this based on the read-aloud? *Civilization Chart (pg. 91-92)	Lesson 6 - Application Activity *Aztec Civilization Chart (pg. 91-92)	Lesson 6 - *Check for understanding questions *Exit Pass (pg. 92)
		Lesson 7: The Aztecs: In the Palace of the Emperor *I can describe the actions and characteristics of an Aztec ruler. (RI.1.3)	*What did the priest tell the children about the Aztec's history? *Was the ending of the story happy or sad? Why? *What do we know about Aztec religion based on today's readaloud?	Lesson 7 - Think Pair Share *Explain why farming was important to the Aztec. How do you know this based on the read-aloud? *Civilization Chart (pg. 91-92)	Lesson 7 - Application Activity *Aztec Civilization Chart (pg. 104) *Illustrate It (pg. 105)	Lesson 7 - *Check for understanding questions *Exit Pass (pg. 105)
		Lesson 8: The Aztecs: Cortes's Letter *I can identify key details about the Aztec empire. (RI.1.1) Comprehension	Lesson 8 *Where is Tenochtitlan located? *How big does Cortés say Moctezuma's empire is?	Lesson 8 - Think Pair Share *Compare and contrast Moctezuma with the Mayan king, King Pakal. *Civilization Chart (pg. 104)	Lesson 8 - Application Activity *Write About It (pg. 118)	Lesson 8 - *Check for understanding questions *Exit Pass (pg. 119)
100		I can read and build short or long vowel slides. I can determine if a vowel sound is short or long. (RF 1.2a) RH Chapter 3, Lesson 31 pgs. 5-12 Phonics	How do you know if the vowel is short or long? How can you prove the word or slide is short or long? How do you read ____?	FCRR Activities, center activities, whole group picture segment and blend phonemes - looking in phonics picture, board and marker practice	youtube - long and short vowel words Word sorts / using mirroring / finding words within text that are long and short vowel words Phonics Dance	Word sorts Small group formative assessments RH Weekly / chapter assessments
101		I can identify the beginning sound in words like ship. I can identify the number of syllables in a word. (RF 1.2 c) (RF 1.3 d) Phonological Awareness	What is the beginning sound of ____? What picture has the same beginning sound as ____? How many syllables does ____ have? Can you find a picture that represents the same number of syllables as ____?	Phonological Awareness book - green book pgs. 94-95 pgs 82-83	PA - green book activities Blending sounds video - youtube mirroring - use with white boards and makers Reading Street student book	Small Group formative check PAST progress monitoring
102		I can read my first grade sight words for the week (RF 1.3g) RH Chapter 10, Lesson 41 (long, down, day, did, get) Sight Words	How many sight words you can identify in the text(s) this week? How can you use ____ in a sentence? How do you spell ____?	FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, push lights, etc. Identify sight words with a text (highlighters)	Poetry read alouds Sight word practice - aloud	Use dictated sentences to assess sight words sight word check list RH weekly assessments / Chapter assessments Sight word booklets Small Group formative assessment Journal entries
103		Lesson 5: I can summarize the importance of religion to the Aztec. Lesson 6: I can explain the importance of farming to the Aztec by writing a summary. Lesson 7: I can write about the importance aspects of Aztec cities and leaders. Lesson 8: I can write with a small group about an important aspect of the Aztec.	What important information do you know about the Aztec? What was most important to the Aztec? What information can you tell someone about their cities and leaders?	Journal writing, daily fix-it, portfolio writing, writing prompts,	Cultural Read Alouds Word bank for Aztec writing sentence starters Graphic organizers for letter writing	Responses to prompts Shared writng about important aspects of the Aztec.
104		Writing / Composition I can use correct pronunciation of Plural Nouns. Grammar	How do you use a plural noun in a sentence? How do plural nouns sound when you say them with either voiced or voiceless sounds? How do they sound different or the same?	Center activities Plural / singular sort Graphic Organizer Anchor Charts	morning messages Writing workshop Read alouds	Objective 2 RH Handout
105						

	A	B	C	D	E	F
	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
1		I can identify the meaning of my weekly vocabulary words. (L1.4, 1.5) I can use my vocabulary words in a sentence and illustration. (L 1.4, 1.5) Vocabulary	What is the definition of _____? How can you use your vocabulary words in a sentence and illustration?	Anchor charts Vocabulary Journals/Frayer Model Headband game Vocabulary Match -up(Lanyards) Vocabulary Station * Vocabulary Word - Lesson 5 - awe , island, legend, scouts, valley Lesson 6 - abundance, dredged, float, stationary Lesson 7 - emperor , empire, palace, retreat, wealth Lesson 8 - courteous, enormous , royalty	Read Alouds morning message	Weekly Vocabulary Assessments Headbands game Turn and Talk - partner discussion Student generated questions Teacher / student question and answer Vocabulary center
106	CKLA Domain 5 - Lessons 9-11 (Domain Review & Assessment) (5-days)	Lesson 9: The Inca: Who Were the Inca? *I can identify and explain important aspects of the leaders and religion of the Inca. (RI.1.2) Lesson 10: The Inca: The Runner *I can describe the role of Inca runners. (RI.1.3) * I can use a text and images to describe Incan farming. (RI.1.9) Lesson 11: The Inca: Macchu Picchu - A Lucky Discovery *I can describe Hiram Bingham's journey and discovery. (RI.1.2) Domain Review (1 day) Domain Assessment & Culminating Activities (1 Day) Comprehension	Lesson 9 *In the story, how are llamas used to help the people of the Village of Stone Walls? *Why were all he people in the Village of Stone Walls moving at once? *What can you tell about the leaders of the Inca? *How was the Village of Stone Walls different from the city of Cuzco where Blue Sky, Little Flower, and the others are moving? Lesson 10 *Why was the boy called a runner? *What was his job? *How did the Inca communicate between faraway villages? *Who did the runner work for? *Why was the boy chosen to be the emperor's runner? *Why was it considered an honor to be chosen as a runner? *Is the runner the only runner in the empire? *How do you know there are other runners? *How do you know that the new runner has never before seen a horse? Lesson 11 *What is the setting of this story? *Did Bingham find the city of Vitcos?	Lesson 9- Think Share The read-aloud says that the Inca created 20,000 miles of roads. Why did they need so many roads? Lesson 10- Think About It The Inca emperor ruled over a huge area of land, stretching from the Andes Mountains to the Pacific coast. He needed a way to keep his empire connected. What might have helped with this? Why were these roads important to the Inca? Lesson 11- Think Pair Share With your partner, talk about some of the difficulties that Hiram Bingham faced on his journey to Machu Picchu. Would you like to be an archaeologist like Mr. Bingham? Why or why not?	Lesson 9- Application Activity *The Legend of Viracocha (pg. 135) *Civilization Chart over the Inca (pg. 137) Lesson 10- Application Activity *Survival in the Andes: The Tacila (pg. 150) *Civilization Chartover the Inca (pg. 151) Lesson 11- Application Activity *Civilization Chart over the Inca (pg. 164) *Write about it (pg. 164)	Lesson 9- *Check for understanding questions *Exit Pass (pg. 137) Lesson 10- *Check for understanding questions *Exit Pass (pg. 151) Lesson 11- *Check for understanding questions *Exit Pass (pg. 165)
107		I can identify when a word has a guradian and follows Phonetic Skill 1 and 2. (RF 1.2 b,c)(RF 1.3 b) RH Chapter 3, Lesson 32 & 33 pgs. 13-19 / 21-29 Phonics	How do you know if a word has a guardian? What does it mean for a word to have a guardian? How does a guardian change the vowel sound?	Phonics Dance, word sorts, whole group discussion, RH Phonetic Skills Poster, marker boards and markers	* Youtube - long vowel video * Guardian rule vidoe * Word sorts * Mirroring / use text to find words that follow Phonetic skills 1 & 2.	Word sorts Small group formative assessments RH Weekly / chapter assessments pgs. 317 - student workbook
108		I can identify the pictures that represent wroods with a long vowel ending. . I can identify the number of syllables in a word. (RF 1.2 a) (RF 1.3 d) Phonological Awareness	What is the ending sound of _____? What picture has the same ending sound as ____? How many syllables does _____ have? Can you find a picture that represents the same number of syllables as _____? How do you blend phonemes /h/e/, /w/e/, /g/o/, /b/e/	Phonological Awareness book - green book pgs. 98-99 pgs 84-85	PA - green book activities Blending sounds video - youtube mirroring - use with white boards and makers Reading Street student book	Small Group formative check PAST progress monitoring
109		I can identify common and proper nouns. I can use common and proper nouns Grammar	How can you develop a sentence using a past tense verb? How can you develop a sentence using a verb in the future tense? How can you develop a sentence using a present tense verb?	FCRR activities, journal writing, writing prompts, grammar workbook, daily fix-its, portfolio writing	morning messages Writing workshop Read alouds	RH Handouts / Activity Handouts
110		I can read my first grade sight words for the week. (RF 1.3g) RH Chapter 10, Lesson 41 pgs. 97-103 (come, made, part, over, friend) Sight Words	How many sight words you can identify in the text(s) this week? How can you use _____ in a sentence? How do you spell _____?	FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, push lights, etc. Identify sight words within a text (highlighters), Kagan structures	Poetry read alouds Sight word practice - aloud	Use dictated sentences to assess sight words sight word check list RH weekly assessments / Chapter assessments Sight word booklets Small Group formative assessment Journal entries
111		Lesson 9 I can identify and explain important aspects of the Inca leaders and their beliefs. Lesson 10 I can explain the importance of farming to the Inca. Lesson 11 I can collaboate with peers and write a paragraph about the Inca. Writing / Comprehension	What parts of the Inca beliefs are most important to their culture? How is farming importnat to the Inca culutre? What important aspect would you like to discuss about the Inca?	journal writing, graphic organizers, whole group discussion, modeling	Expository Read alouds on different cultures Word bank for content based writing Graphic organziers for expository writing	Lesson 9: Students will write a summary statement about Inca leaders and their beliefs. Lesson 10: Students will summarize how farming was important to the Inca. Lesson 11: Studens will work in small gropus and write a paragraph about an important aspect of the Inca.
112						

	A	B	C	D	E	F
	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
1		I can identify the meaning of my weekly vocabulary words. (L1.4, 1.5) I can use my vocabulary words in a sentence and illustration. (L 1.4, 1.5) Vocabulary	What is the definition of _____? How can you use your vocabulary words in a sentence and illustration?	Anchor charts Vocabulary Journals/Frayer Model Headband game Vocabulary Match -up(Lanyards) Vocabulary Station * Vocabulary Word - Lesson 9 - collecting, possessions , villagers Lesson 10 - forbidden , gasping, honor Lesson 11 - archaeologist, existence, raging, ruins, trek	Read Alouds morning message	Weekly Vocabulary Assessments Headbands game Turn and Talk - partner discussion Student generated questions Teacher / student question and answer Vocabulary center
113	CKLA - Domain 6 / Astronomy / Lesson 1-5 (5 - Days)	Lesson 1 - Introduction to the Sun and Space * I can distinguish between Earth's atmosphere and outer space. (RI 1.3) Lesson 2 - The Earth and the Sun * I can identify what causes day and night. (RI 1.3) Lesson 3 - Stars * I can describe the appearance of stars. (RI 1.1) * I can compare and contrast factual and fictional texts about stars. (RI 1.9) Lesson 4 - Stargazing and Constellations * I can identify major constellations and important discoveries by astronomers. (RI 1.2) * I can create a model of a constellation. (RI 1.2) Lesson 5 - The Moon * I can explain the appearance and identify four phases of the moon. (RI 1.7) * I can identify four phases of the moon. (RI 1.2) Comprehension	Lesson 1 - Introduction to the Sun and Space Questions on pg. 15 * What does the atmosphere consist of? *What is the other layer that lies beyond the atmosphere? *What is astronomy? * What does an astronomer study? *What are the characteristics of the sun? *What is a shadow? *What do we call the scientific study of stars and outer space? *What do we call a scientist who studies astronomy? Lesson 2: The Earth and the Sun Questions on pg. 28 *Describe what we see at sunrise/sunset each day. * Does the sun move or does the earth move? *When we are on the side of the earth facing the sun, is it day or night? *What causes night and day? * One way the earth moves is by orbiting the sun. What is the other way it moves? Lesson 3: Stars Questions on pg. 43 *What are the characteristics of stars? *Astronomers have special buildings they go to in order to	Lesson 1 - Introduction to the Sun and Space What? Pair Share * Have students to think of and share questions that start with "what" about the lesson. Example: What does the sun do in the morning? * T Chart - Atmosphere/Outer Space (Pg. 7) Lesson 2 - The Earth and the Sun Think Pair Share * How is an orbit different from a rotation? * Idea Web (Pg. 21) Lesson 3 - Stars Think Pair Share * How would you convince people of old that the sun is actually a star? (Pg. 44) * Idea Web for Stars (Pg. 35) Lesson 4 - Stargazing and Constellations * Constellations - how were they named? Which is your favorite? What name would you give?	Lesson 1 - Introduction to the Sun and Space Application * Astronomy Journals - students record observations and facts about outer space (Pg. 17) Refer to T-Chart * Activity: observe the sun throughout the day, observe the clouds, trace students shadow at different points through the day Lesson 2 - The Earth and the Sun Application - Sayings and Phrases * Use a clock to illustrate am and pm time (Pg. 30) * Gravity Activities * Observe the sun's movement throughout the day - use flashlights to explain day and night Lesson 3 - Stars Application - Poetry Read Aloud * Nursery Rhyme "Star Light, Star Bright", Song "Twinkle, Twinkle Little Star" imaginative poems/songs about stars (Pg. 46-48) * Write poems /songs about stars Lesson 4 - Stargazing and Constellations Application - Sayings and Phrases * Idioms (Pg. 63) * Create the Big Dipper and Little Dipper	Lesson 1 - Introduction to the Sun and Space * Check for Understanding Questions * Exit Pass (Pg. 18) * Astronomy Journals Lesson 2 - The Earth and the Sun * Check for Understanding Questions * Exit Pass (Pg. 32) * Day and Night Demonstration Lesson 3 - Stars * Check for Understanding Questions * Exit Pass - Compare/Contrast (Pg. 48) * Astronomy Journals (Pg. 48) Lesson 4 - Stargazing and Constellations * Check for Understanding Questions * Exit Pass - Astronomy Journal Writing (Pg. 65)
114		I can read and build a word with -ck ending. (RF 1.2b,c) RH Chapter 3, Lesson 35 pgs.43-48 Phonics	How can you prove that your word needs -ck? What sound does the vowel need to make for the word to end with -ck?	Word Sorts, Dry Erase Boards, Decodable, Magnet Letters	* Youtube - ck video * Phonetic Skills poster * Word sorts * Mirroring / use text to find words that have -ck at the end * Phonics Dance	Word sorts Small group formative assessments RH Weekly / chapter assessments
115		I can identify the pictures rhyme with (think and wing). I can identify pictures that represent the same ending sound as; ring and bank. (RF 1.2 c) Phonological Awareness	What is the ending sound of _____? What picture has the same ending sound as _____? How can you make a rhyme like ring/ wing? How do you blend phonemes s/i/n/g, s/i/i/n/g/, s/i/n/k, t/a/n/k.	Phonological Awareness book - green book pgs. 100-101 pgs 64-65	PA - green book activities Blending sounds video - youtube mirroring - use with white boards and makers Reading Street student book	Small Group formative check PAST progress monitoring
116		I can read my first grade sight words for the week. (RF 1.3g) RH Chapter 3, Lesson 46- list 11 (new, sound, take, only, little) Sight Words	How many sight words can you identify in the text(s) this week? How can you use _____ in a sentence? How do you spell _____?	FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, push lights, etc. Identify sight words within a text (highlighters), Kagan structures	Poetry read alouds Sight word practice - aloud	Use dictated sentences to assess sight words sight word check list RH weekly assessments / Chapter assessments Sight word booklets Small Group formative assessment Journal entries
117		I can identify possessive nouns. I can make a noun show possession. Grammar	How can you make a noun show possession? What does a possessive noun mean?	writing prompts, think-pair-share, FCRR activities	morning messages Writing workshop Read alouds	RH activity handout - objective 4b
118		Lesson 1 I can make observations about the sky and record them in my journal. I can illustrate and write about my observations. Lesson 2 I can illustrate and write about what causes day and night. Lesson 3 I can compare and contrast factual and fictional texts about the stars in my journal. I can use a graphic organizer to compare and contrast.	What do you notice about the sky at night? What do you notice about the sky during the day? How is sky different from day to night? What causes day and night? What factual information do you know about the stars? How can you compare and contrast the true or fictional information about the stars?	journal writing portfolio writing	Read alouds Fantasy Read alouds Word bank for writing center for letter writing Graphic organizers for letter writing	Astronomy Journal Students will be writing one- to three- sentence responses to read alouds and activities throughout the lessons. Students will write opinion statements and supply reasons for it.
119		Writing				

	A	B	C	D	E	F
1	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
120		<p>I can identify the meaning of my weekly vocabulary words. (L1.4, 1.5)</p> <p>I can use my vocabulary words in a sentence and illustration. (L 1.4, 1.5)</p> <p>Vocabulary</p>	<p>What is the definition of _____?</p> <p>What are words that mean the same (synonyms) and different (antonyms)?</p> <p>How can you use your vocabulary words in a sentence and illustration?</p>	<p>Anchor charts</p> <p>Vocabulary Journals/Frayer Model</p> <p>Headband game</p> <p>Vocabulary Match -up(Lanyards)</p> <p>Vocabulary Station</p> <p>* Vocabulary Word</p> <p>Lesson 1: atmosphere, gas, rays, shadow, surface</p> <p>Lesson 2: gravity, horizon, orbit, planet, rotates</p> <p>Lesson 3: debris, dusk, meteor, telescopes, universe</p> <p>Lesson 4: advances, ancient, celestial bodies, constellations, myths</p> <p>Lesson 5: appearance, counter-clockwise, craters, crescent</p>	<p>Read Alouds</p> <p>morning message</p> <p>Vocabulary Sing with Me</p> <p>Vocabulary Games</p> <p>Word Work Activities</p>	<p>Headbands game</p> <p>Turn and Talk - partner discussion</p> <p>Student generated questions</p> <p>Teacher / student question and answer</p> <p>Vocabulary center</p>
121	CKLA - Domain 6 / Astronomy / Lesson 6- 8 (Pausing Point 2 Days) (5 - Days)	<p>Lesson 6 - History of the Space Exploration and Astronauts</p> <p>* I can describe the experiences of the first astronauts. (RI 1.2)</p> <p>(Pausing Point - 2 Days)</p> <p>Trade Book Lesson</p> <p>Mid Domain Assessment</p> <p>Lesson 7 - Exploration of the Moon</p> <p>* I can describe the first landing of the moon. (RI 1.3)</p> <p>Lesson 8 - The Solar System, Part 1</p> <p>* I can identify the inner planets that make up our solar system. (RI 1.2)</p> <p>Comprehension</p>	<p>Lesson 6: History of the Space Exploration and Astronauts</p> <p>Questions on pg. 99</p> <p>*The United States competed with the Soviet Union to see who could go to space first. What did we call this competition?</p> <p>*How did they get it into space?</p> <p>*What did they send next?</p> <p>*What is an astronaut?</p> <p>*What were some of the challenges astronauts faced?</p> <p>Lesson 7: Exploration of the Moon</p> <p>Questions on pg. 113</p> <p>* Why did NASA send unmanned missions to the moon before manned ones?</p> <p>*What were the purposes of these unmanned missions?</p> <p>*Before the unmanned missions, how did astronomers get most of their information about the moon?</p>	<p>Lesson 6 - History of the Space Exploration and Astronauts</p> <p>Think Pair Share</p> <p>* Would you have wanted to be one of the first astronauts to go up in space? (pg. 99)</p> <p>Lesson 7 - Exploration of the Moon</p> <p>Think Pair Share</p> <p>* Why do you think Neil Armstrong's mission was a big accomplishment? (pg. 114)</p> <p>Lesson 8 - The Solar System, Part 1</p> <p>* Which planet do you think has the longest year, meaning it takes the longest time to go around the sun? (Pg. 131)</p>	<p>Lesson 6 - History of the Space Exploration and Astronauts</p> <p>Application - Opinion Writing</p> <p>* Have students write an opinion statement in their journal. (Pg. 101)</p> <p>* Read aloud - astronauts, rockets</p> <p>* Make a rocket with 3-D Shapes and write about where it would go/what it would see</p> <p>Lesson 7 - Exploration of the Moon</p> <p>Application - Syntactic Awareness Activity (Pg. 115)</p> <p>* Read Alouds - Apollo Missions</p> <p>* Biographies - Neil Armstrong, Buzz Aldrin</p> <p>* Videos about Apollo Missions</p> <p>Lesson 8 - The Solar System, Part 1</p> <p>Application - Planets Chart</p> <p>* Planets Song, Planets Chart (Pg. 132-133)</p>	<p>Lesson 6 - History of the Space Exploration and Astronauts</p> <p>* Check for Understanding Questions</p> <p>* Exit Pass (Pg. 102)</p> <p>* Astronomy Journal</p> <p>Lesson 7 - Exploration of the Moon</p> <p>* Check for Understanding Questions</p> <p>* Exit Pass (Pg. 118)</p> <p>* Opinion Writing</p> <p>Lesson 8 - The Solar System, Part 1</p> <p>* Check for Understanding Questions</p> <p>* Exit Pass (Pg. 133)</p>
122		<p>I can prove when I need to double the consonants to add suffixes; -ed, -er, and -est.</p> <p>I can add the suffix -er, -ed, and -est to change the meaning of a word. (RF.1.3 b,f)</p> <p>RH Chapter 3, Lesson 37 pgs. 57-68</p> <p>Phonics</p>	<p>How do you prove that you need to double the consonants to add a suffix?</p> <p>How does your suffix change the meaning of your word?</p>	<p>word sorts</p> <p>FCRR activities</p> <p>interactive notebooks</p>	<p>* Youtube - suffix video</p> <p>* Phonetic Skills poster</p> <p>* Word sorts</p> <p>* Mirroring / use text to find words that have -ck at the end</p> <p>* Phonics Dance</p>	<p>Word sorts</p> <p>Small group formative assessments</p> <p>RH Weekly / chapter assessments</p>
123		<p>I can identify the pictures rhyme with (think and wing).</p> <p>I can identify pictures that represent the same ending sound as; ring and bank.</p> <p>(RF 1.2 c)</p> <p>Phonological Awareness</p>	<p>What is the ending sound of _____?</p> <p>What picture has the same ending sound as _____?</p> <p>How can you make a rhyme like ring/ wing?</p> <p>How do you blend phonemes s/i/n/g, s/i/i/n/g/, s/i/n/k, t/a/n/k.</p>	<p>Phonological Awareness book - green book</p> <p>pgs. 100-101</p> <p>pgs 64-65</p>	<p>PA - green book activities</p> <p>Blending sounds video - youtube</p> <p>mirroring - use with white boards and makers</p> <p>Reading Street student book</p>	<p>Small Group formative check</p> <p>PAST progress monitoring</p>
124		<p>I can read my first grade sight words for the week. (RF 1.3g)</p> <p>RH Chapter 3, lesson 46 - list 11 (work, know, place, year, live)</p> <p>Sight Words</p>	<p>How many sight words you can identify in the text(s) this week?</p> <p>How can you use _____ in a sentence?</p> <p>How do you spell _____?</p>	<p>FCRR Fluency Activities</p> <p>Multisensory Tools: gel bags, sand trays, plastic canvas, push lights, etc.</p> <p>Identify sight words within a text (highlighters), Kagan structures</p>	<p>Poetry read alouds</p> <p>Sight word practice - aloud</p>	<p>Use dictated sentences to assess sight words</p> <p>sight word check list</p> <p>RH weekly assessments / Chapter assessments</p> <p>Sight word booklets</p> <p>Small Group formative assessment</p> <p>Journal entries</p>
125		<p>I can use action words for things that happened today, yesterday, and tomorrow in my writing or speaking. (L 1.1e)</p> <p>Grammar</p>	<p>"How can you develop a sentence using a past tense verb?</p> <p>How can you develop a sentence using a verb in the future tense?</p> <p>How can you develop a sentence using a present tense verb?"</p>	<p>grammar book, writing prompts, think-pair-share, FCRR activities</p>	<p>morning messages</p> <p>Writing workshop</p> <p>Read alouds</p> <p>Grammar Jammer - pearsonrealize.com</p>	<p>Verbs: Students read the sentences and choose the verb that best completes the sentence. They circle this word and write it on the line.</p> <p>* Student workbook pgs. 351, 357,358,360</p>
126		<p>I can write about a real topic including some facts. (C 1.2a-g)</p> <p>I can use correct letter formation when writing. (HW 1.1)</p> <p>I can use capital letters, correct punctuation, and spelling when writing. (L1.2 a,b,d,e)</p> <p>Writing</p>	<p>What facts can you add to your topic of your writing?</p> <p>What are some supporting details for your topic?</p> <p>How can you use support from your teacher and students to help with your writing?</p>	<p>whole group discussion</p> <p>graphic organizers - main idea / details - story web</p> <p>anchor charts - different topics to write about</p> <p>writing prompts</p> <p>journal writing</p> <p>interactive notebooks</p>	<p>Read alouds</p> <p>Fantasy Read alouds</p> <p>Word bank for writing center for letter writing</p> <p>Graphic organizers for letter writing</p>	<p>Students could write an informational piece about some part of Astronomy that they have learned in this Domain.</p> <p>Students could write an informative piece about Neil Armstrong.</p> <p>Write about what makes up the solar system.</p> <p>Research an inner planet and write an informative piece.</p>

	A	B	C	D	E	F
1	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
127		<p>I can identify the meaning of my weekly vocabulary words. (L1.4, 1.5)</p> <p>I can use my vocabulary words in a sentence and illustration. (L 1.4, 1.5)</p> <p>Vocabulary</p>	<p>What is the definition of _____?</p> <p>What are words that mean the same (synonyms) and different (antonyms)?</p> <p>How can you use your vocabulary words in a sentence and illustration?</p>	<p>Anchor charts</p> <p>Vocabulary Journals/Frayer Model</p> <p>Headband game</p> <p>Vocabulary Match -up(Lanyards)</p> <p>Vocabulary Station</p> <p>* Vocabulary Word</p> <p>Lesson 6: astronaut, launch, rockets, spacecraft, technology</p> <p>Lesson 7: determined, disaster, historic, missions, nervously</p> <p>Lesson 8: abundant, accomplish, inner, solar, unique</p>	<p>Read Alouds</p> <p>Morning message</p> <p>Vocabulary Sing with Me</p> <p>Vocabulary Games</p>	<p>Headbands game</p> <p>Turn and Talk - partner discussion</p> <p>Student generated questions</p> <p>Teacher / student question and answer</p> <p>Vocabulary center</p>
128	CKLA - Domain 6 /Astronomy / Lesson 9/ Domain Review & Assessment (5 - Days)	<p>Lesson 9 - The Solar System, Part 2</p> <p>* I can identify the outer planets of our solar system. (RI 1.2)</p> <p>Domain Review (1 Day)</p> <p>Domain Assessment (1 Day)</p> <p>Culminating Activities (2 Days)</p> <p>Comprehension</p>	<p>Lesson 9: The Solar System, Part 2</p> <p>Questions begin on pg. 143</p> <p>*What are all the outer planets made of?</p> <p>*This is the fifth planet in the solar system, known for being the largest planet, and having a red spot and sixty-three moons. What is the name of this planet?</p> <p>*This is the sixth planet in the solar system, known for the rings around it. What is the name of this planet?</p> <p>*This is the seventh planet in the solar system, known for being the coldest planet and for rotating on its side. What is the name of this planet?</p> <p>*This is the eighth or last planet in the solar system, known as the blue planet. What is the name of this planet?</p>	<p>Lesson 9 - The Solar System, Part 2</p> <p>Think Pair Share</p> <p>* Why do you think it took astronomers so long to make a change about Pluto? (Pg. 144)</p>	<p>Lesson 9 - The Solar System, Part 2</p> <p>Application - Planets Chart</p> <p>* Solar system song, complete planets chart (Pg. 145)</p> <p>* Read alouds - Planets</p> <p>* Model of the Planets</p> <p>* Research a Planet</p>	<p>Lesson 9 - The Solar System, Part 2</p> <p>* Check for Understanding Questions</p> <p>* Exit Pass (Pg. 147)</p> <p>Domain Review</p> <p>Domain Assessment</p> <p>Culminating Activities</p>
129		<p>I can read and spell words with sounds of -ed.</p> <p>I can use voiced letters to identify the sound of -ed.</p> <p>I can use voiceless letters to identify the sound of -ed. (RF.1.3 f)</p> <p>RH Chapter 3, Lesson 38 pgs. 69-75</p> <p>Phonics</p>	<p>What are our voiced and voiceless letters?</p> <p>How can we use them to prove the sounds of -ed?</p>	<p>word sorts, FCRR activities, interactive notebooks</p> <p>Anchor charts</p> <p>Phonetic Skills 1 & 2 poster</p> <p>Voiced and voiceless letters</p>	<p>* Youtube - inflected endings video</p> <p>* Phonetic Skills poster</p> <p>* Word sorts</p> <p>* Mirroring / use text to find words that have inflected endings</p> <p>* Phonics Dance</p>	<p>Plural -es: Students look at the pictures given and decide if the item is singular or plural. They circle the correct noun and write it on the line.</p>
130		<p>I can blend sounds from pictures that sound like /f/ar/m.</p> <p>I can blend sounds to make a one-syllable word. (RF 1.2 b)</p> <p>Phonological Awareness</p>	<p>What word do you make if you blend _____?</p> <p>How can you blend _____ to make a word that represents a picture on pg. 120-121?</p> <p>What words do you make when you blend; f/ar/m, c/ar, st/ar?</p>	<p>Phonological Awareness book - green book</p> <p>pgs. 100-101</p> <p>pgs 64-65</p> <p>TE Reading and student book street pgs. 120-121</p>	<p>PA - green book activities</p> <p>Blending sounds video - youtube</p> <p>mirroring - use with white boards and makers</p> <p>Reading Street student book</p>	<p>Small Group formative check</p> <p>PAST progress monitoring</p>
131		<p>I can read my first grade sight words for the week. (RF 1.3g)</p> <p>RH Chapter 3, lesson 51 - list 12 (me, back, give, most, very)</p> <p>Sight Words</p>	<p>How many sight words you can identify in the text(s) this week?</p> <p>How can you use _____ in a sentence?</p> <p>How do you spell _____?</p>	<p>FCRR Fluency Activities</p> <p>Multisensory Tools: gel bags, sand trays, plastic canvas, push lights, etc.</p> <p>Identify sight words within a text (highlighters), Kagan structures</p>	<p>Poetry read alouds</p> <p>Sight word practice - aloud</p>	<p>Use dictated sentences to assess sight words</p> <p>sight word check list</p> <p>RH weekly assessments / Chapter assessments</p> <p>Sight word booklets</p> <p>Small Group formative assessment</p> <p>Journal entries</p>
132		<p>I can use verbs for past and future tense when writing and speaking. (L 1.1d)</p> <p>Grammar</p>	<p>How can you use past tense verb in a sentence? (choose from an anchor chart you have made)</p> <p>How can you change your verb to future tense and make a new sentence?</p> <p>How does your sentence change with different verb tenses?</p>	<p>writing prompts</p> <p>interactive notebooks</p> <p>graphic organizers</p> <p>sentence starters</p> <p>anchor charts</p>	<p>morning messages</p> <p>Writing workshop</p> <p>Read alouds</p> <p>Grammar Jammer - pearsonrealize.com</p>	<p>pg 367, 374 - student workbook</p>
133		<p>I can write about a real topic.</p> <p>I can include facts in my informative writing.</p> <p>I can end my writing with a closing statement. (C 1.2)</p> <p>I can use correct letter formation when writing. (HW 1.1)</p> <p>I can use capital letters, correct punctuation, and spelling when writing. (L1.2 a,b,d,e)</p> <p>Writing / Composition</p>	<p>What facts can you add about your topic to give the reader more information?</p> <p>What makes this statement a good closing to the piece?</p>	<p>writing prompts, interactive notebooks, graphic organizers, journal writin, whole group discussion</p>	<p>Read alouds</p> <p>Fantasy Read alouds</p> <p>Word bank for writing center for letter writing</p> <p>Graphic organizers for letter writing</p> <p>interactive writing</p>	<p>Write a letter to a friend about Astronomy.</p> <p>Write about your opinion of going to space?</p> <p>Write three details you have learned about stars, the moon, earth, sun, planets, etc.</p> <p>Research one of the planets and write an informational piece.</p>
134		<p>I can identify the meaning of my weekly vocabulary words. (L1.4, 1.5)</p> <p>I can use my vocabulary words in a sentence and illustration. (L 1.4, 1.5)</p> <p>Vocabulary</p>	<p>What is the definition of _____?</p> <p>What are words that mean the same (synonyms) and different (antonyms)?</p> <p>How can you use your vocabulary words in a sentence and illustration?</p>	<p>Anchor charts</p> <p>Vocabulary Journals/Frayer Model</p> <p>Headband game</p> <p>Vocabulary Match -up(Lanyards)</p> <p>Vocabulary Station</p> <p>* Vocabulary Word</p> <p>Lesson 9: categorize, outer, probes, violent</p>	<p>Read Alouds</p> <p>morning message</p> <p>Vocabulary Sing with Me</p> <p>Vocabulary Games</p>	<p>Headbands game</p> <p>Turn and Talk - partner discussion</p> <p>Student generated questions</p> <p>Teacher / student question and answer</p> <p>Vocabulary center</p>

	A	B	C	D	E	F
	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
1	CKLA - Domain 7 /The History of the Earth Lessons 1-4 (Pausing Point Day 1)	<p>Lesson 1: Our Home, Earth I can identify features of the earth. [RI.1.7]</p> <p>Lesson 2: The Earth Inside Out (Day 1) I can identify the layers of the earth and describe the crust. [RI.1.3]</p> <p>Lesson 3: The Earth Inside Out (Day 2) I can describe the mantle and the core of the earth.[RI.1.3] I can identify and differentiate between the layers of the earth.[RI.1.5]</p> <p>Lesson 4: The Earth Inside Out (Day 3) I can describe volcanoes and geysers. (RI.1.3) I can identify similarities and differences between volcanoes and geysers.[RI.1.3]</p> <p>Pausing Point Day 1 Comprehension</p>	<p>Lesson 1: Our, Home, Earth What does Gerry the Geologist study? How are rocks used by people? How have you ever used rocks? What is the shape of the earth? What do we call the land and water that cover the surface of the earth? What are the North and South Poles? When we talk about the history of the earth are we talking about a short time or a very long time?</p> <p>Lesson 2: The Earth Inside Out (Day 1) What is the earth mostly made of? Where is most of that rock located? What are each of the layers of the earth? On which layer do we live?</p> <p>Lesson 3: The Earth Inside Out (Day 2) What are the names of the layers of the earth? What is the mantle? Describe the mantle. What causes a volcano to form?</p> <p>Lesson 4: The Earth Inside Out (Day 3) How did the volcanoes in Hawaii form? How are magma and lava similar?</p>	<p>Lesson 1: Our Home, Earth Evaluate an Idea: Where do we live? Be specific. [Have students reference the Where Are We? Chart as needed.] Recall: What are some of the features of the earth?</p> <p>Lesson 2: The Earth Inside Out (Day 1) Use Evidence: Describe the crust of the earth. (It is the outermost layer of the earth; it has different layers of rock that were each formed during a different period of time in the earth's history.)</p> <p>Lesson 3: The Earth Inside Out (Day 2) Making Connections: What does it mean if the inner core is solid? (The inner core does not change shape.)</p> <p>Think Pair Share: How are the crust, mantle, and core of the earth alike? (They are all layers of the earth.) How are they different?</p> <p>Lesson 4: The Earth Inside Out (Day 3) Complete a Venn Diagram on Geysers, Volcanoes</p>	<p>Lesson 1: Our Home, Earth Identify Spheres within the room. Do a detailed drawing of the Earth based on the read-aloud.</p> <p>Lesson 2: The Earth Inside Out (Day 1) Bring in rock samples. Look at layers of the rocks. Draw samples of things with layers. (Hamburgers, Pizza, Sandwiches) Write a friendly letter to a geologist using a model.</p> <p>Lesson 3: The Earth Inside Out (Day 2) Have a model of a volcano. Make volcanos with playdough.</p> <p>Lesson 4: The Earth Inside Out (Day 3) Make models of the layers of the Earth (construction paper) Magic School Bus Video (indoor recess)</p>	<p>Lesson 1: Our Home, Earth Drawing the Read Aloud</p> <p>Lesson 2: The Earth Inside Out (Day 1) Exit Pass (pg. 37)</p> <p>Lesson 3: The Earth Inside Out (Day 2) Layers of the Earth Activity</p> <p>Lesson 4: The Earth Inside Out (Day 3) Venn Diagram</p> <p>Mid-Domain Assessment</p>
135		<p>I can read and spell long o and long i vowel family words. I can read and spell -old, -olt, -ost words. I can read and spell -ind and -ild words.</p> <p>(RF.1.3b) RH Chapter 3, Lesson 40 pgs. 89-96</p> <p>Phonics</p>	<p>How do you spell _____? What sound do you hear at the end of _____? What vowel sound do you hear in _____? How can you sort the following word family words?</p>	<p>modeling discussion and word banks anchor charts / examples</p>	<p>Canter activities Read alouds, identify words with long o and long i word family words Activity pages form Reading Horizons Whole class transfer card student transfer cards</p>	<p>Spelling assessment Teacher / Student discussion Marker boards / markers -</p>
136		<p>I can blend sounds from pictures that sound like /f/ar/m. I can blend sounds to make a one-syllable word. (RF.1.2 b) Phonological Awareness</p>	<p>What word do you make if you blend _____? How can you blend _____ to make a word that represents a picture on pg. 120-121? What words do you make when you blend; f/ar/m, c/ar, st/ar?</p>	<p>Phonological Awareness book - green book pgs. 100-101 pgs 64-65 TE Reading and student book street pgs. 120-121</p>	<p>PA - green book activities Blending sounds video - youtube mirroring - use with white boards and makers Reading Street student book</p>	<p>Small Group formative check PAST progress monitoring</p>
137		<p>I can read my first grade sight words for the week. (RF.1.3g) RH Chapter 3, lesson 51 - list 12 (after, thing, our, just, name) Sight Words</p>	<p>How many sight words can you identify in the text(s) this week? How can you use _____ in a sentence? How do you spell _____?</p>	<p>FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, push lights, etc. Identify sight words within a text (highlighters), Kagan structures</p>	<p>Poetry read alouds Sight word practice - aloud</p>	<p>Use dictated sentences to assess sight words sight word check list RH weekly assessments / Chapter assessments Sight word booklets Small Group formative assessment Journal entries</p>
138		<p>I can use the verbs (am, is, are, was, and were) for things that happened today, yesterday, and tomorrow in my writing or speaking. (L.1.1e) Grammar</p>	<p>How can you develop a sentence using a past tense verb? How can you develop a sentence using a verb in the future tense? How can you develop a sentence using a present tense verb?</p>	<p>grammar book, writing prompts, think-pair-share, FCRR activities</p>	<p>morning messages Writing workshop Read alouds Grammar Jammer - pearsonrealize.com</p>	<p>Student workbook pgs. 383, 390, 392</p>
139		<p>I can write about a real topic. I can include facts in my informative writing. I can include illustrations / pictures with captions. (RI.1.5) (C.1.2a-g) I can use correct letter formation when writing. (HW.1.1) I can use capital letters, correct punctuation, and spelling when writing. (L.1.2 a,b,d,e) Writing / Composition</p>	<p>What is the topic of your informative writing piece? What facts can you add about your topic to give the reader more information? What makes this statement a good closing to the piece? How can you add detail to make your writing better? What captions can you add to your illustrations or pictures to help give your reader information?</p>	<p>writing prompts, interactive notebooks, graphic organizers, journal writin, whole group discussion, peer observation (students)</p>	<p>Read alouds from Month to Month Writing Traits book Fantasy Read alouds Word bank for writing center for letter writing Graphic organizers for letter writing interactive writing</p>	<p>-Students read an insect book with a partner and write a report (with opening, 3 facts, and a closing sentence). -Life Cycle of a Butterfly: Students wrote about the life cycle of a Butterfly with opening, the parts of the life cycle, and closing. They also made a diagram to display the life cycle using a paper plate and pasta. - Students can draw a picture or choose a picture for their writing and add a caption.</p>
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	A	B	C	D	E	F
	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
1		I can identify the meaning of my weekly vocabulary words. (L1.4, 1.5) I can identify synonyms and antonyms for my weekly vocabulary words. (L 1.4, 1.5) I can use my vocabulary words in a sentence and illustration. (L 1.4, 1.5) Vocabulary	What is the definition of _____? What are words that mean the same (synonyms) and different (antonyms)? How can you use your vocabulary words in a sentence and illustration?	Anchor charts Vocabulary Journals/Frayer Model Headband game Vocabulary Match -up(Lanyards) Vocabulary Station * Vocabulary Word Lesson 1: equator, geologist, geology, pressure, surface Lesson 2: core, crust, eroded, mantle, layer Lesson 3: erupts, liquid, molten, volcano, solid Lesson 4: geysers, lava, magma, destructive	Read Alouds morning message Vocabulary Games	Weekly Vocabulary Assessments Headbands game Turn and Talk - partner discussion Student generated questions Teacher / student question and answer Vocabulary center
141	CKLA-Domain 7/ The History of the Earth Lessons 5-8 (Pausing Point Day 2)	Pausing Point (Day 2)	Pausing Point (Day 2)	Pausing Point (Day 2)	Pausing Point (Day 2)	Pausing Point (Day 2)
		Lesson 5: Minerals I can describe minerals in the earth. [RI.1.2] Lesson 6: The Three Types of Rocks I can identify the three types of rocks. [RI.1.3] I can use a graphic organizer to describe the three types	Lesson 5: Minerals Lesson 6: The Three Types of Rocks Lesson 7: Fossils Lesson 8: Dinosaurs	Lesson 5: Minerals Lesson 6: The Three Types of Rocks Lesson 7: Fossils Lesson 8: Dinosaurs	Lesson 5: Minerals Lesson 6: The Three Types of Rocks Lesson 7: Fossils Lesson 8: Dinosaurs	Lesson 5: Minerals Lesson 6: The Three Types of Rocks Lesson 7: Fossils Lesson 8: Dinosaurs
142		I can read and spell words using Phonetic Skill 3. I can identify and prove words with stand alone vowels using Phonetic Skill 3. (RF.1.3b) RH Chapter 3, Lesson 42 pgs. 105-110 (Phonetic Skill 3) Phonics	How do you spell _____? What sound do you hear at the end of _____? How can you prove your long vowel word using Phonetic Skill 3? How can you use Phonetic Skill 3 to prove _____?	modeling discussion and word banks anchor charts / examples	Canter activities Read alouds, identify words silent e and long vowel Activity pages form Reading Horizons Whole class transfer card student transfer cards Phonics Dance	Spelling assessment Teacher / Student discussion Marker boards / markers -
143		I can blend sounds from pictures that sound like bridge. I can blend sounds to make a one-syllable word. (RF 1.2 b) Phonological Awareness	What word do you make if you blend _____? How can you blend _____ to make a word that represents a picture on pg. 184-185? What words do you make when you blend; ?	Phonological Awareness book - green book pgs. 104-105 pgs 110-111 TE Reading and student book street pgs. 184-185	PA - green book activities Blending sounds video - youtube mirroring - use with white boards and makers Reading Street student book	Small Group formative check PAST progress monitoring
144		I can read my first grade sight words for the week. (RF 1.3g) RH Chapter 3, lesson 51 - list 12 (good, sentence, man, think, say) Sight Words	How many sight words you can identify in the text(s) this week? How can you use _____ in a sentence? How do you spell _____?	FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, push lights, etc. Identify sight words within a text (highlighters)	Poetry read alouds Sight word practice - aloud	Use dictated sentences to assess sight words sight word check list RH weekly assessments / Chapter assessments Sight word booklets Small Group formative assessment Journal entries
145		I can produce and expand different types of sentences in response to prompts. (L 1.1h) Grammar	How could you add more detail to this sentence? Share a (declarative, interrogative, imperative, exclamatory) sentence with your elbow partner and explain what makes the sentence that type.	writing prompts, interactive notebooks, graphic organizers, color coded sort, build-a-phrase	morning messages Writing workshop Read alouds Grammar Jammer - pearsonrealize.com	-Expand That Sentence!: Students have various simple sentence cards. They draw one card and work with a partner to decide how to expand the sentence. Students record the newly expanded sentence on their recording form to turn in to the teacher. Students try to expand as many simple sentence cards as possible in the time allowed.
146		I can write a personal narrative. I can write about events in the order that they happened using temporal words. I can add a closing to my narrative. (C 1.3) I can use correct letter formation when writing. (HW 1.1) I can use capital letters, correct punctuation, and spelling when writing. (L1.2 a,b,d,e) Writing / Composition	What is a personal narrative? What are some temporal words we could use in our narrative to help us transition to the next event? What happened first? What happened next? What happened last? How would you sum this narrative up in closing?	FCRR activities, sequencing cards, sequencing writing, graphic organizers, sequencing mats	Read alouds from Month to Month Writing Traits book Fantasy Read alouds Word bank for writing center for letter writing Graphic organizers for letter writing interactive writing	-Personal Narrative: Students write about an important event in their life using temporal words to signify order and including a closing statement.
147		I can identify the meaning of my weekly vocabulary words. (L1.4, 1.5) I can identify synonyms and antonyms for my weekly vocabulary words. (L 1.4, 1.5) I can use my vocabulary words in a sentence and illustration. (L 1.4, 1.5) Vocabulary		Anchor charts Vocabulary Journals/Frayer Model Headband game Vocabulary Match -up(Lanyards) Vocabulary Station * Vocabulary Word - (hibernate, migrate, bitterly) * Synonym (sleep, harsh, roam) * Antonym (stay, nice, awake)	Read Alouds morning message Vocabulary Sing with Me - pearsonrealize.com Vocabulary Games - pearsonrealize.com	Weekly Vocabulary Assessments Headbands game Turn and Talk - partner discussion Student generated questions Teacher / student question and answer Vocabulary center
148	CKLA: Domain 7/ Domain Review (3 days)	I can ask and answer questions about a story to draw conclusions about the events in the story. I can ask and answer questions to make meaning of a text. (RL 1.1) Comprehension	Who is the story about? What events happened in the story that helps you make meaning of the text. What conclusions can you draw from the events that happened in the story?	Graphic Organizer - drawing conclusions Kagan Structures FCRR activities - comprehension whole group discussions - Reading Street Student book Close Read: <i>Packing to Move</i>	* read alouds - different cultures * Graphic organizer * Reading response prompts * Close reads	Student workbook pgs. 411 Drawing conclusions center activity
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	A	B	C	D	E	F
Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments	
1						
150	I can read and spell words with -ke ending having a long vowel sound. I can identify and prove a long vowel word using Phonetic Skill 4. I can read and spell words with silent e. (RF.1.3b) RH Chapter 3, Lesson 45 pgs. 125-130 - words with -ke ending RH Chapter 3, Lesson 43 pgs. 111-118 - Phonetic Skill Phonics	How do you spell _____? What sound do you hear at the end of _____? How can you prove your long vowel word using Phonetic Skill 4? How can you use Phonetic Skill 4 to prove _____?	modeling discussion and word banks anchor charts / examples	Center activities Read alouds, identify words silent e and long vowel Activity pages from Reading Horizons Whole class transfer card student transfer cards	Spelling assessment Teacher / Student discussion Marker boards / markers -	
151	I can segment a single syllable word. I can delete the beginning sound of a word. (RF.1.2 c) Phonological Awareness	How can you segment the word _____? What sounds do you hear in the word shake, bike, lake, poke? How can you delete the beginning sound in _____? What do you have left in the word _____ if you delete the beginning sound?	Phonological Awareness book - green book pgs. 117-116 pgs 122-123	PA - green book activities Blending sounds video - youtube mirroring - use with white boards and makers Reading Street student book	Small Group formative check PAST progress monitoring	
152	I can read my first grade sight words for the week. (RF.1.3g) RH Chapter 3, lesson 56 - list 13 (great, where, help, through, much) Sight Words	How many sight words you can identify in the text(s) this week? How can you use _____ in a sentence? How do you spell _____?	FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, push lights, etc. Identify sight words within a text (highlighters)	Poetry read alouds Sight word practice - aloud	Use dictated sentences to assess sight words sight word check list RH weekly assessments / Chapter assessments Sight word booklets Small Group formative assessment Journal entries	
153	I can use adjectives to describe a person, place, or thing. (L.1.1e) Grammar	Why do you use adjectives to describe nouns? How can you describe a noun in detail?	writing prompts, journal entries, whole group discussion	morning messages Writing workshop Read alouds Grammar Jammer - pearsonrealize.com	student workbook pgs. 415, 422,424 Adjective sort Cloze sentence frames - use adjectives to complete the sentence.	
154	I can write a friendly letter stating my opinion of the best treasure you could give as a gift. (C.1.1) I can use correct letter fomatation when writing. (HW 1.1) I can use capitol letters, correct puntuation, and spelling when writing. (L.1.2 a,b,d,e) Writing	How do you write a friendly letter? What are the key points that you must include in a letter? How can you state your opinion in your letter?	Writing prompts journal writing grammar folder/notebook Anchor chart - friendly letter	Friendly Letter Youtube Song letter frames sentence starters peer colaboration of letter	*Opinion letter about a topic given to the student.	
155	I can identify the meaning of my weekly vocabulary words. (L.1.4, 1.5) I can identify synomys and antoymns for my weekly vocabulary words. (L.1.4, 1.5) I can use my vocabulary words in a sentence and illustration. (L.1.4, 1.5) Vocabulary	What is the definition of _____? What are words that mean the same (synonyms) and different (antonyms)? How can you use your vocabulary words in a sentence and illustration?	Anchor charts Vocabulary Journals/Frayer Model Headband game Vocabulary Match -up(Lanyards) Vocabulary Station * Vocabulary Word - (delicate, grateful, genuine) * Synonym (pure, fragile, thankful) * Antonym (ungrateful, tough, questionable)	Read Alouds morning message Vocabulary Sing with Me - pearsonrealize.com Vocabulary Games - pearsonrealize.com	Weekly Vocabulary Assessments Headbands game Turn and Talk - partner discussion Student generated questions Teacher / student question and answer Vocabulary center	
156	Domain 8 Animals and Haibtats Lessons 1-4 (1 Pausing Point Day) 5-Days RH	Lesson 1 I can explain what a habitat is. Lesson 2 I can identify characteristics of Arctic habitats. Lesson 3: I can identify characteristics of the desert habitat. Lesson 4: I can identify characteristics of the grassland habitat. Comprehension	Lesson 1: Describe Rattenborough's habitat. Would Rattenborough be able to live in his habitat wihtout food, water, and shelter? Why can't all plants and animals live in every place on Earth? Describe your habitat. Where do you find food, water, and shelter in our habitat? Lesson 2: Describe the Arctic tundra habitat What kind of plants grow inthe arctic tundra? How have Walruss, seals, and polar bears adapted to keep warm? Why is it important for living creatures to adapt to the environmentin which they live? Lesson 3: Were your predicions about whether desert animals are different from Arctic animals correct? Describe the weather and temperature of the Sonoran Desert. How are the Artic and the Sonoran Desert Different? Lesson 4: Describe the East African Savanna. How is the savanna similar to the Arctic tundra?	Lesson 1: Think, pair, share How is your habitat the same and or different from Rattenborough's? Lesson 2:Think, pair, share Is the Arctic a good habitat for a polar bear? Why or Why not?	Gather pictures of different images of a variety of habitats. Lesson 1: T-chart labels: "Living and Nonliving" gather images of living and nonliving things to be sorted by students. Application: T-chart Food and Shelter Lesson 2: World map	Check for understanding

	A	B	C	D	E	F
	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
1		I can segment a single syllable word. I can delete the beginning sound of a word. (RF 1.2 c) Phonological Awareness	How can you segment the word _____? What sounds do you hear in the word cage, cycle, rage? How can you delete the beginning sound in _____? What do you have left in the word _____ if you delete the beginning sound?	Phonological Awareness book - green book pgs. 118-119 pgs 124-125	PA - green book activities Blending sounds video - youtube mirroring - use with white boards and markers Reading Street student book	Small Group formative check PAST progress monitoring
157		I can read my first grade sight words for the week. (RF 1.3g) RH Chapter 3, lesson 56 - list 13 (before, line, right, too, mean) Sight Words	How many sight words you can identify in the text(s) this week? How can you use _____ in a sentence? How do you spell _____?	FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, push lights, etc. Identify sight words within a text (highlighters), Kagan structures	-Pearson Site- Decodable Readers -Unscramble the sight words (on Pearson Site)	Use dictated sentences to assess sight words sight word check list RH weekly assessments / Chapter assessments Sight word booklets Small Group formative assessment Journal entries
158		I can identify another sound for C and G. I can read and spell words using a different sound for letters C and G. I can use my vowel sounds to identify soft C and G sound. (RF 2.3c) RH Chapter 3, Lesson 47 pgs. 139-148 Phonics	How do you spell _____? What vowel do you see following letters C or G? How can you use your vowels to identify the sound of letters C or G? How can you use the "rainbow s" to help remember your special sound of C? How can you use the "rainbow j" to help remember your special sound of G?	modeling discussion and word banks anchor charts / examples Another Sound for C and G markings "Rainbow S and Rainbow J"	Canter activities Read alouds, identify words soft C and G. Activity pages form Reading Horizons Whole class transfer card student transfer cards	Spelling assessment Teacher / Student discussion Marker boards / markers -
159		I can use adjectives to tell the color or shape of an object. (L.1.1e) Grammar	What describing words can you use to tell the color or shape of an object? How do adjectives help describe objects?	Graphic Organizers, think-pair-share, students describing each other,	*Students will describe the color and shape of various classroom objects through whole group discussion. * adjective sort * Grammar Jammer - pearsonrealize.com	*Students choose an attribute block. They must trace the block in the drawing space of their paper and then describe the block in writing using adjectives to describe the color and shape.
160		I can write an opinion piece stating which Cinderella story I think best tells the story. C 1.1 a-g) I can use information from different Cinderella stories to support my opinion. RL 1.9 Writing / Composition	What important details would need to be included in an invitation? Why do you include these details of the event in the invitation?	Writing prompts, journal writing, grammar folder/notebook, whole group discussion, portfolio writing, interactive notebook	Pre-writing with a model from the teacher. Looking at other examples of invitations for important things to include.	
161		I can identify the meaning of my weekly vocabulary words. (L.1.4, 1.5) I can identify synonyms and antonyms for my weekly vocabulary words. (L 1.4, 1.5) I can use my vocabulary words in a sentence and illustration. (L 1.4, 1.5) Vocabulary	What is the definition of _____? What are words that mean the same (synonyms) and different (antonyms)? How can you use your vocabulary words in a sentence and illustration?	Lesson 1: (habitat, shelter, survive) Pg: 9 Lesson 2: (adapted, blubber, burrow, exposed, tundra) Pg:23 Lesson 3: (Camouflage, carnivore, herbivores, omnivore, scavengers) Pg: 37 Lesson 4: (coexist, hardly, predators, prey) pg: 51	Read Alouds morning message Vocabulary Sing with Me - pearsonrealize.com Vocabulary Games - pearsonrealize.com	Weekly Vocabulary Assessments Headbands game Turn and Talk - partner discussion Student generated questions Teacher / student question and answer Vocabulary center
162	Domain 8 Lessons 5-8 (1 Pausing point Day) 5-Days RH	Lesson 5 I can identify characteristics of the temperate deciduous forest habitat. [RI.1.2] Lesson 6 I can explain how the tropical rainforest habitat is similar to the deciduous forest habitat. [RI.1.9] Lesson 7 I can identify characteristics of the freshwater habitat. [RI.1.2, RI.1.8] Lesson 8 I can identify characteristics of the saltwater habitat. [RI.1.2] Comprehension	Lesson 5: Are all forests the same, or are there different kinds of forests? Describe the temperate deciduous forest habitat., How is the temperate deciduous forest habitat of the Great Smoky Mountains like the other habitats that you have learned about? How is it different? What animal is this? Where does the gray squirrel find shelter in the temperate deciduous forest? What food does the gray squirrel in a temperate deciduous forest eat? Is the gray squirrel a carnivore, herbivore, or omnivore? What animal is this? Where does the black bear find shelter in the temperate deciduous forest? In a temperate deciduous forest, what food does the black bear eat? Is the black bear a carnivore, herbivore, or omnivore? During the winter, the black bear hibernates. What does that mean? How are the gray squirrel, barred owl, black bear, and deer alike? How are they different? Lesson 6: What is a tropical rainforest? Why is it dark on the ground or floor of a tropical rainforest? How have the plants adapted to live in the tropical rainforest? What animal is this? What food does a boa constrictor eat in the tropical rainforest? Is the boa constrictor a carnivore, herbivore, or omnivore? (carnivore) Where do you think the boa constrictor might find shelter in the tropical rainforest? What adaptations does a jaguar have in order to live in the tropical rainforest? Lesson 7: Is most of the earth's water fresh water or salt	Habitat Journal: Lesson 5: Discuss and write about characteristics of a deciduous habitat (p. 113) Lesson 6: Discuss and write about characteristics of a tropical rainforest habitat (p. 99) Lesson 7: Discuss and write about characteristics of a freshwater habitat (p. 113) Lesson 8: Discuss and write about characteristics of a saltwater habitat (p.128) Think Pair Share Lesson 6: How is the read-aloud about the tropical rainforest different from the read-aloud about the temperate deciduous forest? (p.96) Lesson 7: Describe a freshwater habitat. (p.118)	Park Ranger Habitat Journal Student and teacher pictures of the habitats (Great Smokey Mountains)	Check for understanding
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	A	B	C	D	E	F
	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
1		I can identify how to add a suffix to words ending in a long vowel. I can identify how to add a suffix to words that end with silent e. I can prove how to add a suffix to a word using Phonetic Skill 3 or (RF.1.3c,f) RH Chapter 3, Lesson 48 pgs. 149-158 (Adding Suffixes to Phonetic Skill 3 & 4 words) Phonics	How do you spell _____? How can you prove your word with a suffix (-er, -est, -ed, -ing) using Phonetic Skill 3? How can you prove your word with a suffix (-er, -est, -ed, -ing) using Phonetic Skill 4? How do you add a suffix to _____? (give examples of words from your lesson)	modeling discussion and word banks anchor charts / examples Phonetic Skill 3 & 4 poster - examples of words that follow those skills	Center activities Read alouds, identify words that follow Phonetic Skill 3 & 4. Activity pages from Reading Horizons Whole class transfer card student transfer cards	Spelling assessment Teacher / Student discussion Marker boards / markers -
164		I can delete the final sound of a word. I can delete the beginning sound of a word. (RF.1.2 c) Phonological Awareness	What do you have left if you take the ending sound off of _____? How can you delete the beginning sound in _____? What do you have left in the word _____ if you delete the beginning sound?	Phonological Awareness book - green book pgs. 128-129 deletion of final sound pgs 124-125 deletion of beginning sound	PA - green book activities Blending sounds video - youtube mirroring - use with white boards and makers Reading Street student book	Small Group formative check PAST progress monitoring
165		I can read my first grade sight words for the week. (RF.1.3g) RH Chapter 3, lesson 56 - list 13 (old, any, same, tell, boy) Sight Words	How many sight words can you identify in the text(s) this week? How can you use _____ in a sentence? How do you spell _____?	FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, push lights, etc. Identify sight words within a text (highlighters), Kagan structures	-Pearson Site- Decodable Readers -Unscramble the sight words (on Pearson Site)	Use dictated sentences to assess sight words sight word check list RH weekly assessments / Chapter assessments Sight word booklets Small Group formative assessment Journal entries
166		I can use adjectives to tell the size of an object. (L.1.1e) Grammar	What describing words can you use to tell the color or shape of an object? How do adjectives help describe objects? How can you describe the _____? (give the student an object to describe)	Graphic Organizers think-pair-share students describing each other Anchor chart - adjectives	Grammar Jammer - pearsonrealize.com morning messages journal prompts model poems using adjectives to describe a topic or object	Spinner Game: Students spin a shape. They must describe the color, shape, and/or size of the object that they landed on in writing. Sentence frames with missing adjectives Students use adjectives from anchor chart to describe a topic or object that is selected for them. Student workbook pgs. 447, 454, 456
167		I can write a descriptive poem with facts about the topic. (C.1.2) I can listen to others for suggestions and add more details to strengthen my poem. (C.1.2a-g) I can use correct letter formation when writing. (HW 1.1) I can use capital letters, correct punctuation, and spelling when writing. (L.1.2 a,b,d,e) Writing / Composition	What is the topic of your poem going to be about? What describing words could you use on your topic? Why do you add details to a poem? What facts can you add to your poem on your topic?	Writing prompts, journal writing, grammar folder/notebook, whole group discussion, portfolio writing, interactive notebook	* anchor chart * poetry examples - descriptive poems * poetry examples	*Students choose a topic and use adjectives to complete a descriptive poem - could be a partner activity.
168		I can identify the meaning of my weekly vocabulary words. (L.1.4, 1.5) I can use my vocabulary words in a sentence and illustration. (L.1.4, 1.5) Vocabulary	What is the definition of _____? How can you use your vocabulary words in a sentence and illustration?	Anchor charts Vocabulary Journals/Frayer Model Headband game Vocabulary Match -up(Lanyards) Vocabulary Station Lesson 5: climate, species, store , temperate, territory Lesson 6: canopy , colonies, humid, stalk Lesson 7: amphibious, float , freshwater, gills, waterproof Lesson 8: plankton, regeneration, shallow , slopes, valleys	Read Alouds morning message Vocabulary Sing with Me - pearsonrealize.com Vocabulary Games - pearsonrealize.com	Weekly Vocabulary Assessments Headbands game Turn and Talk - partner discussion Student generated questions Teacher / student question and answer Vocabulary center
169		Lesson 9: I can explain why and how habitat destruction can cause extinction. Comprehension	Lesson 9: What can cause a habitat to change? How do people affect habitats? What reasons are given in the read-aloud to support the statement that eagles were becoming endangered? Why is it important to protect animals' habitats?			Checking for Understanding Domain Assessment
170	Domain 8 Lesson 9 / Domain Review and Assessment 3 Days RH					
171		I can prove a word with Phonetic Skill 5. I can read and spell words with vowel teams. I can add a suffix to words that follow Phonetic Skill 5. (RF.2.3b) RH Chapter 3, Lesson 50 pgs. 163-174 RH Chapter 3, Lesson 55 pgs. 207-216 Phonics	How do you spell _____? What vowel team do you use to spell _____? How can you prove your word with Phonetic Skill 5? How do you add a suffix to a vowel team word? How do you add a suffix to a word that ends with an e? How do you add a suffix to a word that ends with an e?	modeling discussion and word banks anchor charts / examples Vowel Team examples Suffix examples - added to vowel team words and words with an e eding.	Center activities Read alouds, identify words with vowel teams. Activity pages from Reading Horizons Whole class transfer card student transfer cards	Spelling assessment Teacher / Student discussion Marker boards / markers -
172		I can delete the final sound of a word. I can add a phoneme and blend the new sounds to make a word. (RF.1.2 c) Phonological Awareness	What do you have left if you take the ending sound off of _____? How can you add a new sound to a word to change it? What new word do you have when you add the sound _____ to _____?	Phonological Awareness book - green book pgs. 130-131 deletion of final sound pgs 134-135 adding a phoneme to a word to make a new word	PA - green book activities Blending sounds video - youtube mirroring - use with white boards and makers Reading Street student book FCRR activities	Small Group formative check PAST progress monitoring

	A	B	C	D	E	F
	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
1		I can read my first grade sight words for the week. (RF 1.3g) RH Chapter 3, lesson 58 - list 14 (following, came, want, show, also) Sight Words	How many sight words can you identify in the text(s) this week? How can you use _____ in a sentence? How do you spell _____?	FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, push lights, etc. Identify sight words within a text (highlighters), Kagan structures	-Pearson Site- Decodable Readers -Unscramble the sight words (on Pearson Site)	Use dictated sentences to assess sight words sight word check list RH weekly assessments / Chapter assessments Sight word booklets Small Group formative assessment Journal entries
173		I can write a descriptive poem with facts about the topic. (C.1.2) I can listen to others for suggestions and add more details to strengthen my poem. (C.1.5) I can use correct letter formation when writing. (HW 1.1) I can use capital letters, correct punctuation, and spelling when writing. (L1.2 a,b,d,e) Writing / Composition	What is the topic of your poem going to be about? What describing words could you use on your topic? Why do you add details to a poem? What facts can you add to your poem on your topic?	Writing prompts, journal writing, grammar folder/notebook, whole group discussion, portfolio writing, interactive notebook	Poetry examples Modeling poetry Month to Month Trait Based Writing	Spring Poem with descriptions of smells, colors, etc. They also use adjectives within the poem. * Give students a topic and have them write a poem with a partner describing their object or topic.
174		I can use adjectives that describe what kind in my writing and speaking. (L 1.1e) Grammar	How can you use adjectives to describe what kind? What adjectives would you use in your writing to describe the kind of horses that are needed on a Ranch? How would you describe a cowboy to your partner using adjectives that tell what kind?	writing prompts, interactive notebooks, graphic organizers, color coded sort, build-a-phrase	Grammar Jammer - pearsonrealize.com morning messages journal prompts model poems using adjectives to describe a topic or object	-Sentence sort: Students pull a sentence card and determine what type of sentence it is. They can then record the sentence and expand it to add more detail. Student workbook pgs. 463, 470, 472
175		I can identify the meaning of my weekly vocabulary words. (L1.4, 1.5) I can identify synonyms and antonyms for my weekly vocabulary words. (L 1.4, 1.5) I can use my vocabulary words in a sentence and illustration. (L 1.4, 1.5) Vocabulary	What is the definition of _____? What are words that mean the same (synonyms) and different (antonyms)? How can you use your vocabulary words in a sentence and illustration?	Lesson 9: (Destroy, endanger, endangered species, extinction) Pg:132	Read Alouds morning message Vocabulary Sing with Me - pearsonrealize.com Vocabulary Games - pearsonrealize.com	Weekly Vocabulary Assessments Headbands game Turn and Talk - partner discussion Student generated questions Teacher / student question and answer Vocabulary center
176	Domain 9/Fairy Tales Lessons 1-5 5 days RH	Lesson 1: "Sleeping Beauty" *I can identify characters, settings, and events in a fairy tale. (RL.1.3) Lesson 2: "Rumpelstiltskin" *I can describe the problem and solution in the plot of a fairy tale. (RL.1.3) Lesson 3: "Rapunzel" *I can identify characters, settings, and events in a fairy tale. (RL.1.3) Lesson 4: "The Frog Prince, Part I" *I can identify characters, settings, and events in a fairy tale. (RL.1.3) Lesson 5: "The Frog Prince, Part II" * I can identify elements in a fairy tale to determine if their predictions were correct. (RL.1.3, RL.1.10) Comprehension	Lesson 1: At the beginning of the fairy tale, why do the king and queen have a feast? Who is invited to the feast? What are some of the gifts given to the child by the fairies? What does it mean to give the gift of virtue? Do you think the king makes a good decision not to invite the thirteenth fairy? Why is the thirteenth fairy angry? What does she do? How do the twelfth fairy, who had not yet given her gift, and then the king try to solve, or fix, the problem of the evil spell? What happens on the princess's fifteenth birthday when she finds a spindle? How does this fairy tale end? Is it a happy ending? Lesson 2: What talent does the father boast that his clever daughter has at the beginning of this fairy tale? What problem does the miller's boasting make for his daughter? What does the daughter promise the little man each night he spins gold for her? Do you think the daughter made a good decision to promise her first child to the little man? When the little man goes to see the queen to make his claim for the child, the queen starts to cry and he feels pity for her. He then gives her a chance to get out of her promise. What does the queen have to do in order to keep her child? How does this fairy tale end? Lesson 3: In the beginning of the fairy tale, what does the woman long for from the witch's garden? What happened to her before she gets some? What does her husband do? Do you think there is any other way he could have solved this problem? When the witch catches the husband in the	Lesson 1- "Sleeping Beauty" Think Pair Share: What elements of this fairy tale could not happen in real life? Lesson 2-"Rumpelstiltskin" Think Pair Share: What lessons or morals can we learn from this fairy tale? Think Pair Share: Think about the characters you heard about in the read-aloud today. Pick one character to focus on. Your partner will pick a different character. Describe your character to your partner. Lesson 3- "Rapunzel" Think Pair Share: What happens in this fairy tale that is fantasy? Lesson 4- "The Frog Prince, Part I" Think Pair Share: Do you agree with the king that the princess should keep her promise? Why or why not? Lesson 5- "The Frog Prince, Part II" Think Pair Share: Think of an example of how you might use the word bowl in both ways.	Lesson 1- "Sleeping Beauty" Application Graphic Organizer Elements of Fairy Tales Chart Lesson 2- "Rumpelstiltskin" Application On Stage Elements of Fairy Tales Chart Lesson 3- "Rapunzel" Application Elements of Fairy Tales Chart Comparison of Fairy Tales Venn Diagram Lesson 4- "The Frog Prince, Part I" Application Syntactic Awareness Activity Elements of Fairy Tales Chart Lesson 5- "The Frog Prince, Part II" Application Multiple Meaning Word Activity Elements of Fairy Tales Chart	Lesson 1- "Sleeping Beauty" *Check for understanding questions *Exit Pass (pg. 21) Lesson 2- "Rumpelstiltskin" *Check for understanding questions *Exit Pass (pg. 38) Lesson 3- "Rapunzel" *Check for understanding questions *Elements of Fairy Tales Chart Lesson 4- "The Frog Prince, Part I" *Check for understanding questions *Elements of Fairy Tales Chart Lesson 5- "The Frog Prince, Part II" *Check for understanding questions *Elements of Fairy Tales Chart
177		I can read and spell words ending with letter K. I can identify when to use letter K after vowel teams. I can identify when to use letter K after a guardian consonant as in (milk). (RF.2.3b) RH Chapter 3, Lesson 52 pgs. 183-189 Phonics	How do you spell _____? What vowel team do you use to spell _____? How can you prove your word with Phonetic Skill 5? How do you know if you can use letter K at the end of the word. What are some examples of words that might end in K.	modeling discussion and word banks anchor charts / examples Vowel Team examples ending in the letter K	Canter activities Read alouds, identify words with vowel teams. Activity pages from Reading Horizons Whole class transfer card student transfer cards	Spelling assessment Teacher / Student discussion Marker boards / markers -
178		I can delete the final sound of a word. I can add a phoneme and blend the new sounds to make a word. (RF 1.2 c) Phonological Awareness	What do you have left if you take the ending sound off of _____? How can you add a new sound to a word to change it? What new word do you have when you add the sound _____ to _____?	Phonological Awareness book - green book pgs. 132-133 deletion of final sound pgs 136-137 adding a phoneme to a word to make a new word	PA - green book activities Blending sounds video - youtube mirroring - use with white boards and markers Reading Street student book FCRR activities	Small Group formative check PAST progress monitoring
179						

	A	B	C	D	E	F
	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
1						
180		I can read my first grade sight words for the week. (RF 1.3g) RH Chapter 3, lesson 58 - list 14 (around, form, three, small, set) Sight Words	How many sight words can you identify in the text(s) this week? How can you use _____ in a sentence? How do you spell _____?	FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, push lights, etc. Identify sight words within a text (highlighters), Kagan structures	-Pearson Site- Decodable Readers -Unscramble the sight words (on Pearson Site)	Use dictated sentences to assess sight words sight word check list RH weekly assessments / Chapter assessments Sight word booklets Small Group formative assessment Journal entries
181		I can use adjectives in my writing and speaking. (L.1.1e) Grammar	How can I use descriptive adjectives in my writing? How can I add describing words for the nouns in my writing and speaking?	FCRR Activities Small Group Games Grammar Folder/Notebook Writing Prompts-identify adjectives in writing (highlight)	Grammar Jammer - pearsonrealize.com morning messages journal prompts model poems using adjectives to describe a topic or object	* Cloze sentences using adjectives * journal responses using adjectives to describe the amount.
182		I can write a person narrative response. I can use adjectives when describing a personal treasure. (C 1.3) I can use correct letter formation when writing. (HW 1.1) I can use capital letters, correct punctuation, and spelling when writing. (L.1.2 a,b,d,e) Writing	What treasure can you write about and describe that means something to you? How can you use adjectives to describe your treasure?	Writing prompts, journal writing, grammar folder/notebook, whole group discussion, portfolio writing, interactive notebook	Read alouds from Month to Month Writing Traits book Fantasy Read alouds Word bank for writing center for letter writing Graphic organizers for letter writing interactive writing	* Students respond to a prompt given by teacher * Journal entries * Students are able to use adjectives within writing.
183		I can identify the meaning of my weekly vocabulary words. (L.1.4, 1.5) I can use my vocabulary words in a sentence and illustration. (L 1.4, 1.5) Vocabulary	What is the definition of _____? What are words that mean the same (synonyms) and different (antonyms)? How can you use your vocabulary words in a sentence and illustration?	Anchor charts Vocabulary Journals/Frayer Model Headband game Vocabulary Match -up(Lanyards) Vocabulary Station * Vocabulary Word Lesson 1: enchanted, prick, spell, virtue, & wisdom Lesson 2: boasting, claim, clever, pity, & succeed Lesson 3: delight , longed, merciful, & rage Lesson 4: court, glee, retrieved , wailed, & well Lesson 5: contented , disgusting, glared, & scold	Read Alouds morning message	Weekly Vocabulary Assessments Headbands game Turn and Talk - partner discussion Student generated questions Teacher / student question and answer Vocabulary center
184	Domain 9/Fairy Tales Lessons 6-8 / 2 Pausing Point Days 5 Days RH	Pausing Point (2 Days) Lesson 6: "Hansel and Gretel, Part I" *I can retell and identify elements of a fairy tale. (RL.1.3) Lesson 7: "Hansel and Gretel, Part II" * I can identify elements in a fairy tale to determine if their predictions were correct. (RL.1.3, RL.1.10) Lesson 8: "Jack and the Beanstalk, Part I" * I can retell and identify elements of a fairy tale. (RL.1.3) Comprehension	Pausing Point (2 Days) Lesson 6: What characters appear in this story? Are they real or magical? How would you describe Hansel? What problems do Hansel and Gretel have in the story? Why do the woodcutter and his wife plan to leave Hansel and Gretel in the woods? What does Hansel do when he hears the plan to leave him and Gretel in the woods? At first, does Hansel's plan for solving the problem of being left in the woods work? Why or why not? How does the stepmother feel when she sees Hansel and Gretel return? What does she do the next time she plans to leave them in the woods? What is Hansel's plan the next time he hears that he and Gretel will be left deep into the woods? Does his plan for solving the problem of being left in the woods work this time? Why or why not? Lesson 7: In the beginning of Part II, Hansel and Gretel are lost in the woods. How do they end up finding the old woman's house? Describe the outside of the old woman's house. Why is her house made of these things? What new problem do Hansel and Gretel have after arriving at the woman's house? Hansel holds out a bone to trick the witch into thinking he is too skinny to eat. Does his plan work? Why or why not? What does Gretel do to trick the wicked witch once she realizes the witch is planning to cook her? What do the children do once the wicked witch is gone? Does	Pausing Point (2 Days) Lesson 6- "Hansel and Gretel, Part I" Think Pair Share: Do you think the woodcutter should have gone along with the stepmother's plan for leaving Hansel and Gretel in the woods when he knew it was wrong? Lesson 7- "Hansel and Gretel, Part II" Think Pair Share: Which character do you think is the most clever: Hansel, Gretel, or the wicked witch? Why? Lesson 8- "Jack and the Beanstalk, Part I"	Pausing Point (2 Days) Lesson 6- "Hansel and Gretel, Part I" Application Narrative Writing Review Heroic and Evil Character Identification Lesson 7- "Hansel and Gretel, Part II" Application Retell the Read-Aloud Plan a Narrative Retelling Activity Lesson 8- "Jack and the Beanstalk, Part I" Application Draft a Narrative Retelling Activity	Lesson 6- "Hansel and Gretel, Part I" *Check for Understanding Questions *Exit Pass (pg. 109) *Heroic and Evil Character Identification Lesson 7- "Hansel and Gretel, Part II" *Check for Understanding Questions *Plan a Narrative Retelling Activity Lesson 8- "Jack and the Beanstalk, Part I" *Check for Understanding Questions *Draft a Narrative Retelling Activity
185		I can read and spell words with digraph blends with consonants l,r and s. I can prove my words with phonetic markings. (RF.2.3e) RH Chapter 3, Lesson 53 pgs. 191-198 Phonics	How do you spell _____? How did you make a blend with digraphs sh, th, ch, and ph? How can you prove your word with the phonetic markings? What are some digraph blend words you can prove?	modeling discussion and word banks anchor charts / examples	Canter activities Read alouds, identify words with digraph blends Activity pages form Reading Horizons Whole class transfer card student transfer cards	Spelling assessment Teacher / Student discussion Marker boards / markers -

	A	B	C	D	E	F
	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
1						
186		I can add a phoneme and blend the new sounds to make a word. (RF 1.2 c) Phonological Awareness	How can you add a new sound to a word to change it? What new word do you have when you add the sound ____ to ____?	Phonological Awareness book - green book pgs 138-139 adding a phoneme to a word to make a new word	PA - green book activities Blending sounds video - youtube mirroring - use with white boards and makers Reading Street student book FCRR activities	Small Group formative check PAST progress monitoring
187		I can read my first grade sight words for the week. (RF 1.3g) RH Chapter 3, lesson 58 - list 14 (put, end, does, another, well) Sight Words	How many sight words you can identify in the text(s) this week? How can you use ____ in a sentence? How do you spell ____?	FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, push lights, etc. Identify sight words within a text (highlighters), Kagan structures	-Pearson Site- Decodable Readers -Unscramble the sight words (on Pearson Site)	Use dictated sentences to assess sight words sight word check list RH weekly assessments / Chapter assessments Sight word booklets Small Group formative assessment Journal entries
188		I can write an explanatory text, naming the topic, and giving directions on how to complete a task. (C1.2) I can use correct letter formation when writing. (HW 1.1) I can use capital letters, correct punctuation, and spelling when writing. (L1.2 a,b,d,e) Writing / Composition	What is the topic of your explanatory text going to be? What directive steps would you take to complete the task (first, next, third, last)?	Writing Prompts Journal Writing FCRR Activities	Read alouds from Month to Month Writing Traits book Fantasy Read alouds Word bank for writing center for letter writing Graphic organizers for letter writing interactive writing	-Student Workbook pg. 492: Students write directions on how to do something. Directions should be clear and easy to understand. An example is given for support.
189		I can use adjectives in my writing and speaking. (L.1.1e) Grammar	How can I use descriptive adjectives in my writing? How can I add describing words for the nouns in my writing and speech?	FCRR Activities Small Group Games Grammar Folder/Notebook Writing Prompts-identify adjectives in writing (highlight)	Grammar Jammer - pearsonrealize.com morning messages journal prompts model poems using adjectives to describe a topic or object	Student workbook pgs. 495, 502, 504 Comparative Adjectives sort / activity
190		I can identify the meaning of my weekly vocabulary words. (L1.4, 1.5) I can use my vocabulary words in a sentence and illustration. (L 1.4, 1.5) Vocabulary	What is the definition of _____? What are words that mean the same (synonyms) and different (antonyms)? How can you use your vocabulary words in a sentence and illustration?	Anchor charts Vocabulary Journals/Frayer Model Headband game Vocabulary Match -up(Lanyards) Vocabulary Station * Vocabulary Word Lesson 6: comforted , glittered, & shocked Lesson 7: cackled , creep , heaving, perched , & wicked	Read Alouds morning message	Weekly Vocabulary Assessments Headbands game Turn and Talk - partner discussion Student generated questions Teacher / student question and answer Vocabulary center
191	Domain 9 Lesson 9 / Domain Review and Assessment 3 Days	Lesson 9: "Jack and the Beanstalk, Part II" * I can identify elements in a fairy tale to determine if their predictions were correct. (RL.1.3, RL.1.10) Domain Review Domain Assessment Comprehension	Lesson 9: What does the giant's wife tell Jack to do in the beginning of this part of the fairy tale when the rude giant comes into the house to gulp down his breakfast? What is the first treasure Jack takes from the giant? Why does Jack go back up the beanstalk a second time even after hearing the giant's bellowing voice? How does the giant's wife treat Jack the second time? Does she recognize Jack from before? What treasures does Jack take from the giant this time? What happens when Jack tries to escape with the hen and the harp? In the first half of the fairy tale, Jack and his mother had a problem when their cow stopped giving milk and they had no other way to eat. How this problem was solved? What new problems does Jack encounter in this second half of the fairy tale? How were these problems are solved? What parts of this fairy tale are fantasy? Domain Review Domain Assessment	Lesson 9- "Jack and the Beanstalk, Part II" Think Pair Share: Do you think it is right for Jack to take the coins, hen, and harp from the giant? Why or why not? Domain Review Domain Assessment	Lesson 9- "Jack and the Beanstalk, Part II" Application Edit a Narrative Retelling Activity Domain Review Domain Assessment	Lesson 9- "Jack and the Beanstalk, Part II" *Check for Understanding Questions *Edit a Narrative Retelling Activity Domain Review Domain Assessment
192		I can read and spell words with sounds of GH. I can identify the sound of GH in a word. I can prove a word that is spelled with GH. (RF.2.3e) RH Chapter 3, Lesson 57 pgs. 225-232 Phonics	How do you spell _____? How do you know what GH says in _____? What are the sounds of GH? What are some words that have GH sound as /g/? What are some words that have GH sound as /f/? What are some words that have long i sound with GH?	modeling discussion and word banks anchor charts / examples	Canter activities Read alouds, identify words GH as sounds within words Activity pages form Reading Horizons Whole class transfer card student transfer cards	Spelling assessment Teacher / Student discussion Marker boards / markers -
193		I can substitute a phoneme and blend the new sounds to make a word. (RF 1.2 c) Phonological Awareness	How can you make a new word by changing the first sound to ____? How can you add a new sound to a word to change it? What new word do you have when you add the sound ____ to ____?	Phonological Awareness book - green book pgs 140-141 substituting a phoneme in a word to make a new word	PA - green book activities Blending sounds video - youtube mirroring - use with white boards and makers Reading Street student book FCRR activities	Small Group formative check PAST progress monitoring

	A	B	C	D	E	F
	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
1						
194		I can read my first grade sight words for the week. (RF 1.3g) RH Chapter 4, lesson 60 - list 15 (large, must, big, even, such) Sight Words	How many sight words you can identify in the text(s) this week? How can you use _____ in a sentence? How do you spell _____?	FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, push lights, etc. Identify sight words within a text (highlighters), Kagan structures	-Pearson Site- Decodable Readers -Unscramble the sight words (on Pearson Site)	Use dictated sentences to assess sight words sight word check list RH weekly assessments / Chapter assessments Sight word booklets Small Group formative assessment Journal entries
195		I can write an animal fantasy with illustrations with descriptive details and a clear sequence. (C.1.3) I can use correct letter formation when writing. (HW 1.1) I can use capital letters, correct punctuation, and spelling when writing. (L1.2 a,b,d,e) Writing / Composition	What does it mean for a story to be fantasy? What sorts of things might happen to an animal in an animal fantasy? What sorts of things would not happen to an animal in an animal fantasy? How would you write an animal fantasy?	writing prompts, journal writing, graphic organizers	Read alouds from Month to Month Writing Traits book Fantasy Read alouds Word bank for writing center for letter writing Graphic organizers for letter writing interactive writing	-Student Workbook pg. 508: Students are given an example of an Animal Fantasy. They then write their own. Characters must be animals that do things real animals might not or can't do.
196		I can write an sentence that gives a command. (L1.1h) Grammar	What are the components of a sentence that gives a command? How can you use a command in a story or when speaking?	sentence sort, writing prompts, journal writing	Grammar Jammer - pearsonrealize.com morning messages journal prompts model poems using adjectives to describe a topic or object	-Student Workbook pgs. 511, 518, 520
197		I can identify the meaning of my weekly vocabulary words. (L1.4, 1.5) I can use my vocabulary words in a sentence and illustration. (L 1.4, 1.5) Vocabulary	What is the definition of _____? What are words that mean the same (synonyms) and different (antonyms)? How can you use your vocabulary words in a sentence and illustration?	Anchor charts Vocabulary Journals/Frayer Model Headband game Vocabulary Match -up(Lanyards) Vocabulary Station * Vocabulary Word Lesson 9: barked, bellowing, bounding, gulped, & rudely	Read Alouds morning message	Weekly Vocabulary Assessments Headbands game Turn and Talk - partner discussion Student generated questions Teacher / student question and answer Vocabulary center
198	Domain 10 Lessons 1-5 5 Days RH	Lesson 1 - The New World *I can identify the first English settlements in America. (RI.1.2) Lesson 2 - A Taxing Time: The Boston Tea Party *I can describe the Boston Tea Party. (RI.1.2) *I can describe the Boston Tea Party by examining a picture. (RI.1.6) Lesson 3 - The Shot Heard Round The World	Lesson 1 - *Who were the very first people known to live in North America? *English Pilgrims settled Plymouth Colony. Name two other English colonies in North America that were settled before the Pilgrims arrived in Plymouth. *Why is Roanoke Island called "The Lost Colony?" *In what ways were indentured servants and enslaved	Lesson 1 - *Think Pair Share *If you could travel back in time, would you rather be one of the Native Americans who first lived in North America, one of the sailors who traveled with Columbus, or one of the English colonists? What do you think you might like and dislike about living in that time?	Lesson 1 - Application Activity *Sequence the first English settlements in America (pg. 19) *Working with Maps (pg. 19-20) Lesson 2 - Application Activity	Lesson 1 - *Check for understanding questions *Send Home Activity Page 1.2 Lesson 2 - *Check for understanding questions *Exit Pass (pg. 36)
199		I can read and spell words with the sounds of y. I can identify the sounds of Y using the 5 Phonic Skills. (RF.2.3a) RH Chapter 4, Lesson 59 pgs. 5-16 Phonics	How do you spell _____? How do you know the sound of Y in your word? What sounds can Y make in words? When can Y have long I sound? When can Y have long e sound?	modeling discussion and word banks anchor charts / examples	Carter activities Read alouds, identify words with y Activity pages from Reading Horizons Whole class transfer card student transfer cards	Spelling assessment Teacher / Student discussion Marker boards / markers -
200		I can substitute a phoneme and blend the new sounds to make a word. (RF 1.2 c) Phonological Awareness	How can you make a new word by changing the first sound to _____? How can you add a new sound to a word to change it? What new word do you have when you add the sound _____ to _____?	Phonological Awareness book - green book pgs 142-143 substituting a phoneme in a word to make a new word	PA - green book activities Blending sounds video - youtube mirroring - use with white boards and markers Reading Street student book FCRR activities	Small Group formative check PAST progress monitoring
201		I can read my first grade sight words for the week. (RF 1.3g) RH Chapter 4, lesson 60 - list 15 (because, turn, here, why, ask) Sight Words	How many sight words you can identify in the text(s) this week? How can you use _____ in a sentence? How do you spell _____?	FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, push lights, etc. Identify sight words within a text (highlighters), Kagan structures	-Pearson Site- Decodable Readers -Unscramble the sight words (on Pearson Site)	Use dictated sentences to assess sight words sight word check list RH weekly assessments / Chapter assessments Sight word booklets Small Group formative assessment Journal entries
202		I can write a fantasy story in response to the <i>Mole and the Baby Bird</i> . (C 1.3) I can use correct letter formation when writing. (HW 1.1) I can use capital letters, correct punctuation, and spelling when writing. (L1.2 a,b,d,e) Writing	How will you begin your fantasy narrative? Who will the characters be? Where will the setting be?	modeling, writing journals, writing stations	Read alouds from Month to Month Writing Traits book Fantasy Read alouds Word bank for writing center for letter writing Graphic organizers for letter writing interactive writing	-Student Workbook pgs. 524, 528: Students are given an example of a letter written to a character. They then write their own on pg. 528 describing feelings or opinions to a story character, including a friendly greeting and closing.
203		I can use a pronoun in a sentence. (L1.1c) Grammar	How can you construct a sentence using a pronoun? What pronoun can you use from the anchor chart to complete a sentence? How does a pronoun change a sentence when writing or speaking?	interactive notebook, grammar jammer - Pearson Realize, noun / pronoun sort	Morning messages Grammar Jammer anchor chart journal entries center activities	-Student Workbook pgs. 527, 534, 536

	A	B	C	D	E	F
	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
1		I can identify the meaning of my weekly vocabulary words. (L1.4, 1.5) I can use my vocabulary words in a sentence and illustration. (L 1.4, 1.5) Vocabulary	What is the definition of _____? How can you use your vocabulary words in a sentence and illustration?	Anchor charts Vocabulary Journals/Frayer Model Headband game Vocabulary Match -up(Lanyards) Vocabulary Station * Vocabulary Word - Lesson 1 - colony, founded, freedom, governments, settlements Lesson 2 - goods, harbor, representatives, revolted, taxes Lesson 3 - militia, obeyed, signal, spies, volunteers Lesson 4 - approved, commander in chief, declaration, independent Lesson 5 - alternating, patriotism, represent, seamstress	Read Alouds morning message Vocabulary Sing with Me - pearsonrealize.com Vocabulary Games - pearsonrealize.com	Weekly Vocabulary Assessments Headbands game Turn and Talk - partner discussion Student generated questions Teacher / student question and answer Vocabulary center
204	Domain 10 Lessons 6-9 / 1 Pausing Point Day 5 days RH	Lesson 6: George Washington, Commander in Chief *I can describe the contributions of George Washington. (RI.1.1) *I can describe the contributions of George Washington by examining a picture. (RI.1.6) Lesson 7: Will This War Never End? *I can describe the contributions of George Washington. (RI.1.1) Lesson 8: *I can describe the contributions of George Washington. (RI.1.1) Lesson 9: *I can describe the contributions of George Washington. (RI.1.1) *I can describe the contributions of Benjamin Franklin by examining a picture. (RI.1.6) 1 Pausing Day Comprehension	Lesson 6 - *How would you describe George Washington's army? *What happened on Christmas day in 1776? Lesson 7 - *How did General Washington win the war? *With the war over, it meant that the colonists would no longer be ruled by the British king. Who was going to be their new king? *Who was Martha Washington? How did she show patriotism during the war? * Did George Washington remain commander in chief after the war ended? Lesson 8 - *What did George Washington do after the war ended? *If Washington loved Mount Vernon so much, why do you think he left again, first going to Philadelphia for another meeting, and then becoming president of the country? *Why do you think Washington felt it was important to have a permanent, or lasting, army and navy? *What reasons did the author give for calling George Washington the "Father of Our Country"? Lesson 9 -	Lesson 6 - Think Pair Share * Why were George Washington and his army willing to fight the Redcoats? Who? Pair Share * Think of a question you can ask your neighbor about the read-aloud that starts with the word who. For example, you could ask, "Who did you hear about in today's read-aloud?" Turn to your neighbor, and ask your who question. Listen to your neighbor's response. Then your neighbor will ask a new who question, and you will get a chance to respond. Lesson 7 - Think Pair Share *In the beginning of the read-aloud, you heard that some people questioned whether the war was worthwhile. How do you think they felt at the end of the war? Lesson 8 - Think Pair Share *If you had the chance to meet George Washington, what would you say to him or ask him? Lesson 9 -	Lesson 6 - Application Activity *Picture Galley - creating captions for pictures (pg. 94) Lesson 7 - Application Activity (pg.107) *Prepare and display the lyrics to "Yankee Doodle" (or at least the refrain) on the board/chart paper. * Gather musical instruments so students can form a colonial marching band. Lesson 8 - Application Activity *Saying and Phrases (pg. 120) *Syntactic Awareness Activity (pg. 121) *Sequencing Events (pg. 122) Lesson 9 - Application Activity *Saying and Phrases (pg. 133) *Picture Gallery (pg. 134)	Lesson 6 - *Check for understanding questions *Exit Pass (pg. 95) Lesson 7 - *Check for understanding questions *Exit Pass (pg. 108) Lesson 8 - *Check for understanding questions *Exit Pass (pg. 122) Lesson 9 - *Check for understanding questions *Exit Pass (pg. 135)
205		I can read and spell words using Decoding Skill 1. I can prove a word using the 5 Phonetic Skills. I can use Decoding Skill 1 to read a 2 syllable word. (RF.2.3c) (RF.1.3e) RH Chapter 4, Lesson 61 pgs. 25-34	How do you spell _____? How can you prove a 2 syllable word using Decoding Skill 1? What does Decoding Skill 1 mean? How do you use Decoding Skill 1? What does "one must run"?	modeling discussion and word banks anchor charts / examples	Canter activities Read alouds, identify words with 2 syllables; like (mo/tel) Activity pages form Reading Horizons Whole class transfer card student transfer cards	Spelling assessment Teacher / Student discussion Marker boards / markers -
206		I can substitute a phoneme and blend the new sounds to make a word. (RF.1.2 c) Phonological Awareness	How can you make a new word by changing the first sound to _____? How can you add a new sound to a word to change it? What new word do you have when you add the sound _____ to _____?	Phonological Awareness book - green book pgs 144-145 substituting a phoneme in a word to make a new word	PA - green book activities Blending sounds video - youtube mirroring - use with white boards and makers Reading Street student book FCRR activities	Small Group formative check PAST progress monitoring
207		I can read my first grade sight words for the week. (RF.1.3g) RH Chapter 4, lesson 60 - list 15 (went, men, read, need, land) Sight Words	How many sight words can you identify in the text(s) this week? How can you use _____ in a sentence? How do you spell _____?	FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, push lights, etc. Identify sight words within a text (highlighters), Kagan structures	-Pearson Site- Decodable Readers -Unscramble the sight words (on Pearson Site)	Use dictated sentences to assess sight words sight word check list RH weekly assessments / Chapter assessments Sight word booklets Small Group formative assessment Journal entries
208		I can write an informational story about plants and seeds. (C1.2a-g) I can use correct letter formation when writing. (HW 1.1) I can use capital letters, correct punctuation, and spelling when writing. (L1.2 a,b,d,e) Writing	What key details would you include in your informational story? How can you organize your story to give your reader information? What is some factual information you can include in your story?	writing prompts, journal writing, whole group modeling and writing, Kagan structures	Read alouds from Month to Month Writing Traits book Fantasy Read alouds Word bank for writing center for letter writing Graphic organizers for letter writing interactive writing	* journal entries * students choose a nonfiction topic to write a book or literary story about - creating a literary nonfiction story.
209						

	A	B	C	D	E	F
1	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
210		I can use pronouns (I and me) correctly in a sentence. (L 1.1c) Grammar	How would you use I and Me correctly in a sentence? How do you know if you are correct?	Grammar packet, Grammar Jammer, daily fix-its	Morning messages Grammar Jammer anchor chart journal entries center activities	-Student Workbook pgs. 543, 550, 552
211		I can identify the meaning of my weekly vocabulary words. (L1.4, 1.5) I can use my vocabulary words in a sentence and illustration. (L 1.4, 1.5) Vocabulary	What is the definition of _____? How can you use your vocabulary words in a sentence and illustration?	Anchor charts Vocabulary Journals/Frayer Model Headband game Vocabulary Match -up(Lanyards) Vocabulary Station * Vocabulary Word - Lesson 6 - army, daring, defeat, struggled Lesson 7 - confidant, surrendering, wilderness Lesson 8 - capital, permanent, president, united Lesson 9 - almanac, apprentice, invention	Read Alouds morning message Vocabulary Sing with Me - pearsonrealize.com Vocabulary Games - pearsonrealize.com	Weekly Vocabulary Assessments Headbands game Turn and Talk - partner discussion Student generated questions Teacher / student question and answer Vocabulary center
212	Domain 10 Lessons 10-12 / 1 Pausing Point Day / Domain Review	Lesson 10 - *I can describe the contributions of Thomas Jefferson. (RI.1.1) *I can describe the contributions of Thomas Jefferson by examining a picture. (RI.1.6) PAUSING POINT DAY	Lesson 10 - *What important job did Thomas Jefferson have that George Washington also had some years before him? *Jefferson is called "the father of American architecture," what did he design? *Do you think that money is a good place to put the faces of people we want to remember? Why or why not?	Lesson 10 - Think Pair Share *What is the most interesting thing that you learned about Thomas Jefferson? Lesson 11 - Think Pair Share	Lesson 10 - *Picture Gallery (pg. 148) *Liberty Kids *School House Rock Lesson 11 - Application Activity	Lesson 10 - *Check for understanding questions *Exit Pass (pg. 149) Lesson 11 - *Check for understanding questions *Application Page 11.1 (pg. 167-168)
213		I can read and spell words with vowels that have "schwa" sound. I can identify words with vowels that have "schwa" sound; such as about and agenda. (RF.2.3e) RH Chapter 4, Lesson 62 pgs. 35-42 Phonics	How do you spell _____? What words can you identify that has "schwa" sound? How do you know the vowel has "schwa" sound?	modeling discussion and word banks anchor charts / examples	Center activities Read alouds, identify words with "schwa" sound Activity pages form Reading Horizons Whole class transfer card student transfer cards	Spelling assessment Teacher / Student discussion Marker boards / markers -
214		I can substitute a phoneme and blend the new sounds to make a word. (RF 1.2 c) Phonological Awareness	How can you make a new word by changing the first sound to _____? How can you add a new sound to a word to change it? What new word do you have when you add the sound _____ to _____?	Phonological Awareness book - green book pgs 144-145 substituting a phoneme in a word to make a new word	PA - green book activities Blending sounds video - youtube mirroring - use with white boards and makers Reading Street student book FCRR activities	Small Group formative check PAST progress monitoring
215		I can read my first grade sight words for the week. (RF 1.3g) RH Chapter 4, lesson 65 - list 16 (different, home, move, try, kind) Sight Words	How many sight words you can identify in the text(s) this week? How can you use _____ in a sentence? How do you spell _____?	FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, push lights, etc. Identify sight words within a text (highlighters), Kagan structures	-Pearson Site- Decodable Readers -Unscramble the sight words (on Pearson Site)	Use dictated sentences to assess sight words sight word check list RH weekly assessments / Chapter assessments Sight word booklets Small Group formative assessment Journal entries
216		I can write an expository piece about simple machines. (C 1.2a-g) I can use correct letter formation when writing. (HW 1.1) I can use capital letters, correct punctuation, and spelling when writing. (L1.2 a,b,d,e) Writing	What details about simple machines will you include? How can you explain simple machines to your audience?	journal prompts, modeling anchor charts graphic organizers nonfiction books about simple machines	Read alouds from Month to Month Writing Trails book Fantasy Read alouds Word bank for writing center for letter writing Graphic organizers for letter writing interactive writing	-Student Workbook pgs. 540, 544: Students are given an example of an advertisement along with a couple key features of an advertisement. They then brainstorm topics for their advertisement on pg. 560 and proceed to use this web to write their advertisement.
217		I can use pronouns when speaking or writing. (L 1.1c) Grammar	How can you use pronouns in your writing? What pronouns can you use when you are speaking? How do pronouns change your speaking and writing?	graphic organizers, modeling, Kagan structures, FCRR activities, Grammar Jammers, Daily Fix-Its	Morning messages Grammar Jammer anchor chart journal entries center activities	-Student Workbook pgs. 559, 566, 568
218		I can identify the meaning of my weekly vocabulary words. (L1.4, 1.5) I can use my vocabulary words in a sentence and illustration. (L 1.4, 1.5) Vocabulary	What is the definition of _____? How can you use your vocabulary words in a sentence and illustration?	Anchor charts Vocabulary Journals/Frayer Model Headband game Vocabulary Match -up(Lanyards) Vocabulary Station * Vocabulary Word - Lesson 10 - anniversary, architecture, domed, university Lesson 11 - equally, justice, liberty Lesson 12 - seal, symbols	Read Alouds morning message Vocabulary Sing with Me - pearsonrealize.com Vocabulary Games - pearsonrealize.com	Weekly Vocabulary Assessments Headbands game Turn and Talk - partner discussion Student generated questions Teacher / student question and answer Vocabulary center

	A	B	C	D	E	F
	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
1	CKLA - Domain 10 / A New Nation / Assessment CKLA - Domain 11 / Frontier Explorers / Lesson 1-4 (5 - days) RH	Domain 10 End of Domain Assessment (1 - Day) Domain 11 Lesson 1 - Daniel Boone and the Opening of the West * I can describe Daniel Boone and the Appalachian Mountains. (RI 1.1) * I can describe why the Appalachian Mountains were a barrier for settlers. (RI 1.3) Lesson 2 - Crossing the Appalachian Mountains * I can describe Daniel Boone's adventures as a trailblazer. (RI 1.3) Lesson 3 - Jefferson and Monroe * I can explain why Thomas Jefferson wanted to buy the city of New Orleans. (RI 1.3) Lesson 4 - The Louisiana Purchase * I can explain the significance of the Louisiana Territory and the Louisiana Purchase. (RI 1.3) Comprehension	Lesson 1 - Daniel Boone and the Opening of the World Questions on pg. 16 * Where did Daniel Boone live? Where did Daniel Boone want to go? Why? * What kept the English settlers from moving farther west across North America? * How would you describe Daniel Boone? Lesson 2 - Crossing the Appalachian Mountains Questions on pg. 30 * How were Daniel Boone and John Finley able to cross the Appalachian Mountains into Kentucky? * What did Daniel Boone do in Kentucky? * What did Daniel Boone create that made it easier for the settlers to cross the Appalachian Mountains? * How did Daniel Boone make the Wilderness Road? Why was it called Wilderness Road? * Why was the Wilderness Road so important? Lesson 3 - Jefferson and Monroe Questions on pg. 44 * Who was the president of the United States at the time of this read-aloud? Who was James Monroe? * How did people use the Mississippi River? * Why did Thomas Jefferson want to buy New Orleans? * Who was Napoleon? Why was Thomas Jefferson worried that Napoleon might suddenly stop American ships from	Lesson 1 - Daniel Boone and the Opening of the World Think Pair Share * Do you think Daniel Boone will find his way over the mountains? Timeline Image Cards - Pg. 10-11 Lesson 2 - Crossing the Appalachian Mountains Think Pair Share * What does it mean when people call Daniel Boone a trailblazer? (Pg. 30) * Chart - Somebody Wanted But So Then Lesson 3 - Jefferson and Monroe Evaluate * How could buying New Orleans help the United States? Lesson 4 - The Louisiana Purchase Evaluate * Why was the Louisiana Purchase significant for the United States?	Lesson 1 - Daniel Boone and the Opening of the World Application * Timeline - Daniel Boone (Pg. 18) * The Appalachian Mountains (Pg. 18) * Read Alouds: Daniel Boone, Tools of the Frontier, Life on the Frontier Lesson 2 - Crossing the Appalachian Mountains Application * Multiple Meaning Word Activity: Pass (Pg. 32) * Role Play Daniel Boone crossing the Appalachian Mountains * Write about Daniel Boone's experience? * Research/Read Alouds: Wilderness Trail/Road Lesson 3 - Jefferson and Monroe Application * Syntactic Awareness Activity: Sentence Types (Pg. 46) * The Mississippi River * Biographies of James Monroe, Thomas Jefferson * Read alouds: New Orleans, Mississippi River * Landforms Lesson 4 - The Louisiana Purchase Application	Domain 10 Assessment Lesson 1 - Daniel Boone and the Opening of the World * Check for Understanding Questions * Timeline Activities Lesson 2 - Crossing the Appalachian Mountains * Check for Understanding Questions * Somebody Wanted But So Then chart Pg. 34 Lesson 3 - Jefferson and Monroe * Check for Understanding Questions * Activity Page 3.1 - Mississippi River Lesson 4 - The Louisiana Purchase * Check for Understanding Questions * Louisiana Purchase Puzzle
219		I can read and spell words ending in Y. I can identify when Y says the long e sound at the end of a word. I can identify when Y says the long i sound at the end of a word. I can add a suffix to a word ending in Y. (RF.2.3c,e) RH Chapter 4, Lesson 64 pgs. 47-54 RH Chapter 4, Lesson 71 pgs. 101-110 Phonics	How do you spell _____? How can you prove when Y says long i or long e sound? How many syllables do words have if Y says long i sound? How can you add a suffix to a word ending with Y?	modeling discussion and word banks anchor charts / examples	Canter activities Read alouds, identify words with Y ending words Activity pages form Reading Horizons Whole class transfer card student transfer cards	Spelling assessment Teacher / Student discussion Marker boards / markers -
220						
221		I can substitute a phoneme and blend the new sounds to make a word. (RF 1.2 c) Phonological Awareness	How can you make a new word by changing the first sound to _____? How can you add a new sound to a word to change it? What new word do you have when you add the sound _____ to _____?	Phonological Awareness book - green book pgs 144-145 substituting a phoneme in a word to make a new word (change word prompts)	PA - green book activities Blending sounds video - youtube mirroring - use with white boards and makers Reading Street student book FCRR activities	Small Group formative check PAST progress monitoring
222		I can read my first grade sight words for the week. (RF 1.3g) RH Chapter 4, lesson 65 - list 16 (hand, picture, again, change, off) Sight Words	How many sight words you can identify in the text(s) this week? How can you use _____ in a sentence? How do you spell _____?	FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, push lights, etc. Identify sight words within a text (highlighters), Kagan structures	-Pearson Site- Decodable Readers -Unscramble the sight words (on Pearson Site)	Use dictated sentences to assess sight words sight word check list RH weekly assessments / Chapter assessments Sight word booklets Small Group formative assessment Journal entries
223		I can write an autobiography in narrative form with sequenced events and details. (C 1.3a-g) I can use correct letter formation when writing. (HW 1.1) I can use capital letters, correct punctuation, and spelling when writing. (L1.2 a,b,d,e) Writing	What are some important things about yourself you would want a reader to know? What event have happened in your life that are interesting or important to you that you would like to share? How would you write an autobiography about yourself sequencing those events and details in the correct order with temporal words?	graphic organizers, whole group discussion, writing prompts, think-pair-share, portfolio writing	Fantasy Read alouds Word bank for writing center for letter writing Graphic organizers for letter writing interactive writing	Read Biographies about Daniel Boone, James Monroe, Napoleon, Thomas Jefferson, etc. Have students to write a biography about why these men were important in history. OR based upon biographies you have read this week, write an autobiography about you and your life.
224		I can use conjunctions correctly when writing and speaking. (L 1.1f) Grammar	What conjunctions can you use from the anchor chart when you speak or write? How can you make a sentence with a conjunction? How do conjunctions change your speaking and writing?	whole group discussion, journal entries, Daily Fix-Its, Grammar Workbooks, modeling, FCRR activities	Morning messages Grammar Jammer anchor chart journal entries center activities	-Student Workbook pgs. 575, 582, 584

	A	B	C	D	E	F
	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
1		<p>I can identify the meaning of my weekly vocabulary words. (L1.4, 1.5)</p> <p>I can use my vocabulary words in a sentence and illustration. (L 1.4, 1.5)</p> <p>Vocabulary</p>	<p>What is the definition of _____?</p> <p>What are words that mean the same (synonyms) and different (antonyms)?</p> <p>How can you use your vocabulary words in a sentence and illustration?</p>	<p>Anchor charts</p> <p>Vocabulary Journals/Frayer Model</p> <p>Headband game</p> <p>Vocabulary Match -up(Lanyards)</p> <p>Vocabulary Station</p> <p>* Vocabulary Words</p> <p>Lesson 1: barrier, claimed, frontier, settlements, woodsmen</p> <p>Lesson 2: passes, pioneers, trailblazer, wilderness</p> <p>Lesson 3: loyal, mouth</p> <p>Lesson 4: purchase, territory</p>	<p>Read Alouds</p> <p>morning message</p> <p>Vocabulary Sing with Me - pearsonrealize.com</p> <p>Vocabulary Games - pearsonrealize.com</p>	<p>Weekly Vocabulary Assessments</p> <p>Headbands game</p> <p>Turn and Talk - partner discussion</p> <p>Student generated questions</p> <p>Teacher / student question and answer</p> <p>Vocabulary center</p>
225	<p>CKLA - Domain 11 / Frontier Explorers / Lesson 5-7 (2 Pausing Point Days) (5 - Days) RH</p>	<p>Domain 11 Pausing Point (2 Days)</p> <p>Lesson 5 - Lewis and Clark</p> <p>I can explain the reasons that Lewis and Clark went on their expedition. (RI 1.2)</p> <p>Lesson 6 - Lewis and Clark: The Journey Begins</p> <p>* I can describe the beginning of Lewis and Clark's expedition. (RI 1.7)</p> <p>* I can act out Lewis and Clark's final preparations and the day they set out for their expedition. (RI 1.2)</p> <p>Lesson 7 - Discovery and Danger on the Prairie</p> <p>* I can describe Lewis and Clark's encounters with Native Americans. (RI 1.3)</p> <p>* I can record information about the tasks Lewis and Clark have accomplished. (RI 1.2)</p> <p>Comprehension</p>	<p>Lesson 5 - Lewis and Clark</p> <p>Questions on pg. 74</p> <p>* Why did Thomas Jefferson want someone to explore the Louisiana Territory? Who would explore the Louisiana Territory for Jefferson?</p> <p>* What were the three things that Jefferson wanted Lewis to do on his trip?</p> <p>Lesson 6 - Lewis and Clark: The Journey Begins</p> <p>Questions on pg. 85</p> <p>* What kinds of things do you think ou would need to take with you?</p> <p>* Name a few of thier skills.</p> <p>* Where did Lewis and Clark begin their journey?</p> <p>Lesson 7 - Discovery and Danger on the Prairie</p> <p>Questions on pg. 98</p> <p>* What is the area called where today's read aloud took place? What animals did Lewis and Clark encounter? Who had been living on that land for thousands of years?</p> <p>* How were thier meetings with the two tribes different? How were they the same?</p> <p>* Which of President Jefferson's tasks did Lewis and Clark accomplish in the read-aloud?</p>	<p>Lesson 5 - Lewis and Clark</p> <p>Evaluate</p> <p>* Why were these three tasks important to the United States? (Pg. 74)</p> <p>* Map of Route to School</p> <p>Lesson 6 - Lewis and Clark: The Journey Begins</p> <p>Infer</p> <p>* Why did the Corps of Discovery travel up the river instead of on foot? (Pg. 85)</p> <p>Lesson 7 - Discovery and Danger on the Prairie</p> <p>Think Pair Share</p> <p>* What do you think was discovered that was new to Lewis and Clark and what was dangerous in this read-aloud? (Pg. 98)</p>	<p>Lesson 5 - Lewis and Clark</p> <p>Application</p> <p>* Vocabulary Instructional Activity: Route (Pg. 75)</p> <p>* Role Play</p> <p>* Read About: Lewis and Clark</p> <p>Lesson 6 - Lewis and Clark: The Journey Begins</p> <p>Application</p> <p>* Role Play - On Stage (Pg. 87)</p> <p>* Read Aloud Books: Lewis and Clark</p> <p>Lesson 7 - Discovery and Danger on the Prairie</p> <p>Application</p> <p>* Tracking Lewis and Clark - Three Tasks (Pg. 100)</p>	<p>Mid Domain Review</p> <p>Mid Domain Assessment</p> <p>Lesson 5 - Lewis and Clark</p> <p>* Check for Understanding Questions</p> <p>* Map route to school</p> <p>Lesson 6 - Lewis and Clark: The Journey Begins</p> <p>* Check for Understanding Questions</p> <p>* Exit Pass (Pg. 87)</p> <p>Lesson 7 - Discovery and Danger on the Prairie</p> <p>* Check for Understanding Questions</p> <p>* Activity Page 7.1 - Three Tasks</p>
226						
227		<p>I can read and spell words with 2-syllables.</p> <p>I can prove a 2-syllable word using Decoding Skill 2.</p> <p>I can use Decoding Skill 2 to read words with double consonants.</p> <p>(RF.2.3c)</p> <p>RH Chapter 4, Lesson 66 pgs. 61-71</p> <p>RH Chapter 4, Lesson 68 pgs 77-84</p> <p>Phonics</p>	<p>How do you spell _____?</p> <p>How can you prove your word?</p> <p>What does Decoding Skill 2 mean?</p> <p>How do you know how to divide the word into syllables?</p>	<p>modeling</p> <p>discussion and word banks</p> <p>anchor charts / examples</p>	<p>Canter activities</p> <p>Read alouds, identify words with 2 syllables; like fun/ny or cam/pus</p> <p>Activity pages form Reading Horizons</p> <p>Whole class transfer card</p> <p>student transfer cards</p>	<p>Spelling assessment</p> <p>Teacher / Student discussion</p> <p>Marker boards / markers -</p>
228		<p>I can substitute a phoneme and blend the new sounds to make a word. (RF 1.2 c)</p> <p>Phonological Awareness</p>	<p>How can you make a new word by changing the first sound to _____?</p> <p>How can you add a new sound to a word to change it?</p> <p>What new word do you have when you add the sound _____ to _____?</p>	<p>Phonological Awareness book - green book</p> <p>pgs 144-145 substituting a phoneme in a word to make a new word (change word prompts)</p>	<p>PA - green book activities</p> <p>Blending sounds video - youtube</p> <p>mirroring - use with white boards and makers</p> <p>Reading Street student book</p> <p>FCRR activities</p>	<p>Small Group formative check</p> <p>PAST progress monitoring</p>
229		<p>I can read my first grade sight words for the week. (RF 1.3g)</p> <p>RH Chapter 4, lesson 65 - list 16 (play, spell, air, away, animal)</p> <p>Sight Words</p>	<p>How many sight words you can identify in the text(s) this week?</p> <p>How can you use _____ in a sentence?</p> <p>How do you spell _____?</p>	<p>FCRR Fluency Activities</p> <p>Multisensory Tools: gel bags, sand trays, plastic canvas, push lights, etc.</p> <p>Identify sight words within a text (highlighters), Kagan structures</p>	<p>-Pearson Site- Decodable Readers</p> <p>-Unscramble the sight words (on Pearson Site)</p>	<p>Use dictated sentences to assess sight words</p> <p>sight word check list</p> <p>RH weekly assessments / Chapter assessments</p> <p>Sight word booklets</p> <p>Small Group formative assessment</p> <p>Journal entries</p>
230		<p>I can write an informative poem in which I name the topic and supply details. (C1.2a-g)</p> <p>I can use correct letter fomation when writing. (HW 1.1)</p> <p>I can use capitol letters, correct punctuation, and spelling when writing. (L1.2 a,b,d,e)</p> <p>Writing</p>	<p>What is the topic of your informative poem?</p> <p>What facts/details can you provide on the topic in your poem?</p>	<p>modeling, journal entries, Kagan structures, whole group discussions</p>	<p>Fantasy Read alouds</p> <p>Word bank for writing center for letter writing</p> <p>Graphic organziers for letter writing</p> <p>interactive writing</p>	<p>Students may work together to write a short informational paragraph summarizing Lewis and Clark's expedition using information gathered from a graphic organizer completed in various lesons.</p>
231		<p>I can use frequently occuring prepositions like during, beyond, and toward in my writing. (L1.1g)</p> <p>Grammar</p>	<p>What prepositions can you identify in your writing?</p>	<p>writing prompts, grammar notebooks/workbooks, journal writing</p>	<p>Morning messages</p> <p>Grammar Jammer</p> <p>anchor chart</p> <p>journal entries</p> <p>center activites</p>	<p>-Student Workbook pgs. 591, 598, 600</p>

	A	B	C	D	E	F
	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
1		I can identify the meaning of my weekly vocabulary words. (L1.4, 1.5) I can use my vocabulary words in a sentence and illustration. (L 1.4, 1.5) Vocabulary	What is the definition of _____? What are words that mean the same (synonyms) and different (antonyms)? How can you use your vocabulary words in a sentence and illustration?	Anchor charts Vocabulary Journals/Frayer Model Headband game Vocabulary Match -up(Lanyards) Vocabulary Station * Vocabulary Words Lesson 5: brave Lesson 6: communicate, corps, diary, expedition Lesson 7: guided, honored, prairie	Read Alouds morning message Vocabulary Sing with Me Vocabulary Games	Headbands game Turn and Talk - partner discussion Student generated questions Teacher / student question and answer Vocabulary center
232	CKLA - Domain 11 / Frontier Explorers / Lesson 8-11 / Domain Review/Assessment (6 - Days) RH	Lesson 8 - Sacagawea * I can describe how Sacagawea came to be part of Lewis and Clark's expedition. (RI 1.3) * I can record information about the tasks Lewis and Clark have accomplished. (RI 1.2) Lesson 9 - Red Cedars and Grizzly Bears * I can describe additional things Lewis and Clark encountered related to the tasks they were asked to accomplish. (RI 1.2) * I can record information about the tasks Lewis and Clark have accomplished. (RI 1.2) Lesson 10 - Rivers and Mountains * I can explain why Lewis and Clark were unable to accomplish the last task. (RI 1.3) * I can record information about the tasks Lewis and Clark have accomplished. (RI 1.2) Lesson 11 - To the Pacific and Back * I can describe the end of Lewis and Clark's expedition. (RI 1.2) Domain Review (1 Day) Domain Assessment (1 Day) Optional - Culminating Activities (2 Days) Comprehension	Lesson 8 - Sacagawea Questions on pg. 112 * Who did Lewis and Clark spend the winter with? Why? * How did the Mandan tribe get food and where did they live? * What kind of relationship did Lewis and Clark have with the Native Americans you learned about today? * Why did Lewis and Clark decide to split the expedition into two groups? What did Lewis have the men take back to Jefferson? Lesson 9 - Red Cedars and Grizzly Bears Questions on pg. 124 * Which task or tasks did Lewis and Clark accomplish in the story today? What was one plant that Lewis and Clark discovered? Could Lewis and Clark bring a red cedar back with them? What did they decide to do instead? * What was the animal that Lewis and Clark discovered? How are the grizzly and the black bear the same? How are they different? * Why did Lewis tell the group they must do things in parties of two or more? Lesson 10 - Rivers and Mountains Questions on pg. 139 * How did Lewis and Clark cross the Rocky Mountains - by boat or by foot?	Lesson 8 - Sacagawea Infer * Which two of President Jefferson's three tasks did Lewis and Clark accomplish in the read-aloud today? Which task have they not yet completed? (Pg. 112) Lesson 9 - Red Cedars and Grizzly Bears Think Pair Share * Which of the things that Lewis and Clark encountered, the grizzly bear or the red cedar tree, was more important? Why? Lesson 10 - Rivers and Mountains Think Pair Share * Lewis and Clark still wanted to travel to the Pacific Ocean, if you could travel somewhere where would it be and why? Lesson 11 - To the Pacific and Back Think Pair Share * Which one of the tasks do you think was the most important? Why?	Lesson 8 - Sacagawea Application * Tracking Lewis and Clark (Pg. 114) * Three Tasks (Pg. 114) Lesson 9 - Red Cedars and Grizzly Bears Application * Tracking Lewis and Clark (Pg. 126) * Three Tasks (Pg. 126) Lesson 10 - Rivers and Mountains Application * Tracking Lewis and Clark (Pg. 141) * Three Tasks - Activity 7.1 (Pg. 142) Lesson 11 - To the Pacific and Back Application * Lewis and Clark's Expedition (Pg. 156)	Lesson 8 - Sacagawea * Check for Understanding Questions * Activity 7.1 Three Tasks Lesson 9 - Red Cedars and Grizzly Bears * Check for Understanding Questions * Activity Page 7.1 - Three Tasks Lesson 10 - Rivers and Mountains * Check for Understanding Questions * Activity Page 7.1 - Three Tasks Lesson 11 - To the Pacific and Back * Check for Understanding Questions Domain Review Domain Assessment Culminating Activities
233		I can read and spell words with 2-syllables. I can prove a 2-syllable word using Decoding Skill 2. I can use Decoding Skill 2 to read words with double consonants. (RF.2.3c) RH Chapter 4, Lesson 66 pgs. 61-71 RH Chapter 4, Lesson 68 pgs 77-84 Phonics	How do you spell _____? How can you prove your word? What does Decoding Skill 2 mean? How do you know how to divide the word into syllables?	modeling discussion and word banks anchor charts / examples	Canter activities Read alouds, identify words with 2 syllables; like fun/ny or cam/pus Activity pages form Reading Horizons Whole class transfer card student transfer cards	Spelling assessment Teacher / Student discussion Marker boards / markers -
234		I can substitute a phoneme and blend the new sounds to make a word. (RF 1.2 c) Phonological Awareness	How can you make a new word by changing the first sound to _____? How can you add a new sound to a word to change it? What new word do you have when you add the sound _____ to _____?	Phonological Awareness book - green book pgs 144-145 substituting a phoneme in a word to make a new word (change word prompts)	PA - green book activities Blending sounds video - youtube mirroring - use with white boards and makers Reading Street student book FCRR activities	Small Group formative check PAST progress monitoring
235		I can read my first grade sight words for the week. (RF 1.3g) RH Chapter 4, lesson 65 - list 16 (play, spell, air, away, animal) Sight Words	How many sight words you can identify in the text(s) this week? How can you use _____ in a sentence? How do you spell _____?	FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, push lights, etc. Identify sight words within a text (highlighters), Kagan structures	-Pearson Site- Decodable Readers -Unscramble the sight words (on Pearson Site)	Use dictated sentences to assess sight words sight word check list RH weekly assessments / Chapter assessments Sight word booklets Small Group formative assessment Journal entries
236		I can write an informative poem in which I name the topic and supply details. (C1.2a-g) I can use correct letter formation when writing. (HW 1.1) I can use capital letters, correct punctuation, and spelling when writing. (L1.2 a,b,d,e) Writing	What is the topic of your informative poem? What facts/details can you provide on the topic in your poem?	modeling, journal entries, Kagan structures, whole group discussions	Fantasy Read alouds Word bank for writing center for letter writing Graphic organizers for letter writing interactive writing	Write an informative poem about the Frontier Explorers we have learned about. Write a short informative piece summarizing the Lewis and Clark expedition. Write about who was the most influential person to the Lewis and Clark expedition.
237						

	A	B	C	D	E	F
	Unit	Learning Targets	Quality Questions	Discussion Techniques	Literacy Experiences	Formative Assessments
1						
238		I can use frequently occurring prepositions like during, beyond, and toward in my writing. (L1.1g) Grammar	What prepositions can you identify in your writing?	writing prompts, grammar notebooks/workbooks, journal writing	Morning messages Grammar Jammer anchor chart journal entries center activities	-Student Workbook pgs. 591, 598, 600
239		I can identify the meaning of my weekly vocabulary words. (L1.4, 1.5) I can use my vocabulary words in a sentence and illustration. (L 1.4, 1.5) Vocabulary	What is the definition of _____? What are words that mean the same (synonyms) and different (antonyms)? How can you use your vocabulary words in a sentence and illustration?	Anchor charts Vocabulary Journals/Frayer Model Headband game Vocabulary Match -up(Lanyards) Vocabulary Station * Vocabulary Words Lesson 8: permanent, plunged, protection , translate Lesson 9: overturned, record Lesson 10: confidently, dull , waterfall Lesson 11: canyons, communities, contentment , current	Read Alouds morning message Vocabulary Sing with Me Vocabulary Games	Headbands game Turn and Talk - partner discussion Student generated questions Teacher / student question and answer Vocabulary center
240		I can retell a story, including key details, and understand the message or lesson. (RL1.2) Comprehension	How can you retell the story using key details? What is the message/lesson of the story? How do you know? What key details support the message or lesson?	sequence cards think-pair-share prompts journal writing Group discussion - student reading book graphic organizer Close Read: <i>The Hatchet</i>	* writing prompt - modeling and shared writing to take graphic organizer information into a reading response * read alouds - stories that teach a lesson * Pearson Realize - central idea / main idea video	-Student Workbook pg. 587: Students read the folktale and answer the questions pertaining to the theme, and details presented in the story.
241		I can read and spell words with 2-syllables. I can prove a 2-syllable word using Decoding Skill 2. I can use Decoding Skill 2 to read words with double consonants. (RF.2.3c) RH Chapter 4, Lesson 66 pgs. 61-71 RH Chapter 4, Lesson 68 pgs 77-84 Phonics	How do you spell _____? How can you prove your word? What does Decoding Skill 2 mean? How do you know how to divide the word into syllables?	modeling discussion and word banks anchor charts / examples	Canter activities Read alouds, identify words with 2 syllables; like fun/ny or cam/pus Activity pages form Reading Horizons Whole class transfer card student transfer cards	Spelling assessment Teacher / Student discussion Marker boards / markers -
242		I can substitute a phoneme and blend the new sounds to make a word. (RF 1.2 c) Phonological Awareness	How can you make a new word by changing the first sound to _____? How can you add a new sound to a word to change it? What new word do you have when you add the sound to _____?	Phonological Awareness book - green book pgs 144-145 substituting a phoneme in a word to make a new word (change word prompts)	PA - green book activities Blending sounds video - youtube mirroring - use with white boards and makers Reading Street student book FCRR activities	Small Group formative check PAST progress monitoring
243		I can read my first grade sight words for the week. (RF 1.3g) RH Chapter 4, lesson 65 - list 16 (play, spell, air, away, animal) Sight Words	How many sight words can you identify in the text(s) this week? How can you use _____ in a sentence? How do you spell _____?	FCRR Fluency Activities Multisensory Tools: gel bags, sand trays, plastic canvas, push lights, etc. Identify sight words within a text (highlighters), Kagan structures	-Pearson Site- Decodable Readers -Unscramble the sight words (on Pearson Site)	Use dictated sentences to assess sight words sight word check list RH weekly assessments / Chapter assessments Sight word booklets Small Group formative assessment Journal entries
244		I can write an informative poem in which I name the topic and supply details. (C1.2a-g) I can use correct letter formation when writing. (HW 1.1) I can use capital letters, correct punctuation, and spelling when writing. (L1.2 a,b,d,e) Writing	What is the topic of your informative poem? What facts/details can you provide on the topic in your poem?	modeling, journal entries, Kagan structures, whole group discussions	Read alouds from Month to Month Writing Traits book Fantasy Read alouds Word bank for writing center for letter writing Graphic organizers for letter writing interactive writing	-Student Workbook pg. 588: Students are given an example of a poem. They are given key features of a poem to keep in mind. Students use these tools to help them write their own informative poem.
245		I can use frequently occurring prepositions like during, beyond, and toward in my writing. (L1.1g) Grammar	What prepositions can you identify in your writing?	writing prompts, grammar notebooks/workbooks, journal writing	Morning messages Grammar Jammer anchor chart journal entries center activities	-Student Workbook pgs. 591, 598, 600
246		I can identify the meaning of my weekly vocabulary words. (L1.4, 1.5) I can identify synonyms and antonyms for my weekly vocabulary words. (L 1.4, 1.5) I can use my vocabulary words in a sentence and illustration. (L 1.4, 1.5) Vocabulary	What is the definition of _____? What are words that mean the same (synonyms) and different (antonyms)? How can you use your vocabulary words in a sentence and illustration?	Anchor charts Vocabulary Journals/Frayer Model Headband game Vocabulary Match -up(Lanyards) Vocabulary Station * Vocabulary Word - () * Synonym () * Antonym ()	Read Alouds morning message Vocabulary Sing with Me - pearsonrealize.com Vocabulary Games - pearsonrealize.com	Weekly Vocabulary Assessments Headbands game Turn and Talk - partner discussion Student generated questions Teacher / student question and answer Vocabulary center