

Springfield School District - Integrated Elementary Curriculum

Grade-1 Unit-1

Essential Question - *What does it mean to be a good citizen in your community?*

	<p>Reading Focus: CC.1.1: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</p> <p>CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence</p>	<p>Writing Focus: CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>CC.1.4.1.T Writing Process - With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>CC.1.4.1.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Content Area Focus: Classroom responsibility & community</p> <p>5. Civics and Government</p> <p>5.1 Principles and Documents of Government</p> <p>5.2 Rights and Responsibilities of Citizenship</p> <p>5.3 How Government Works</p> <p>5.4 How International Relationships Work</p>
<p>1</p> <p>9/3-9/6</p>	<p>Instructional Focus: Stories teach us lessons about ourselves and our community.</p> <p>Reading Standards/Student Objectives:</p> <p>CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <hr/> <p>Resources/Lessons:</p> <p>Shared Reading Lesson Focus:</p> <p>~Retelling beginning/middle/end</p> <p>~Identify the central message</p> <p><u>Leo the Late Bloomer</u></p> <p><u>Ish</u></p> <p><u>Elmer</u></p> <p><u>Olivia</u></p> <hr/> <p>Fundations: Orientation (Pages 62-65)</p>	<p>Instructional Focus: We can share and write our own stories about ourselves and our community.</p> <p>Writing Standards/Student Objectives:</p> <p>CC.1.4.1.X Write routinely over extended time frames and shorter time frames (5-10 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <hr/> <p>Resources/Lessons:</p> <p>Writing Lesson Focus:</p> <p>~Write in response to text - identify the central message of the story .</p> <p><u>Ish</u></p> <p><u>Elmer</u></p> <p>~Write in response to text - Hopes and Dreams</p> <p><u>Leo the Late Bloomer</u></p>	<p>Instructional Focus: We are competent, caring, contributing citizens of our community.</p> <p>Academic Standards/Student Objectives:</p> <p>5.1.1.B Explain the importance of rules in the classroom.</p> <hr/> <p>Resources/Lessons:</p> <p><u>Harold and the Purple Crayon (Guided Discovery)</u></p> <p><u>Olivia</u></p> <p><u>When Sophie Gets Angry...</u></p> <hr/> <p>Responsive Classroom - Morning Meeting, Guided Discovery, Logical Consequences</p> <ul style="list-style-type: none"> ● Creating Classroom Rules ● Creating Recess Rules

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	Reading: <i>Foundational skills & Literature</i>	Writing: <i>Community, Process, & Narrative</i>	Content: <i>Classroom responsibility & community</i>
2 9/9- 9/13	<p>Instructional Focus: <i>Stories teach us lessons about ourselves and our community.</i></p> <p>Reading Standards/Student Objectives:</p> <p>CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <hr/> <p>Resources/Lessons:</p> <p>Shared Reading Lesson Focus: ~Retelling beginning/middle/end ~Identify the central message</p> <p>Growth Mindset: Jabari Jumps by Gaia Cornwall - slideshow Jabari Jumps by Gaia Cornwall - PDF I Am Enough by Grace Byers - Slideshow I Am Enough by Grace Byers - PDF</p> <hr/> <p>Fundations: Orientation (Pages 66-69)</p>	<p>Instructional Focus: <i>We can share and write our own stories about ourselves and our community.</i></p> <p>Writing Standards/Student Objectives:</p> <p>CC.1.4.1.X Write routinely over extended time frames and shorter time frames (5-10 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <hr/> <p>Resources/Lessons:</p> <p>Writing Lesson Focus: ~Write in response to text - Hopes and Dreams, Growth Mindset Goals</p> <p>*Collaborative conversation and writing (shared and guided) in response to shared reading of Growth Mindset texts. *Start Introducing Writing Checklists</p> <hr/> <p>Writing By Design: BAW Lesson 1- Complete Sentences (pages 1-4)</p>	<p>Instructional Focus: <i>We are competent, caring, contributing citizens of our community.</i></p> <p>Academic Standards/Student Objectives:</p> <p>5.1.1.B Explain the importance of rules in the classroom.</p> <hr/> <p>Resources/Lessons:</p> <p>MWI Chapter 1 - Jump Start Activity, Sing About It, Big Question Activity MWI Chapter 1-Lesson 1-Acting as Good Citizens</p> <hr/> <p>Responsive Classroom - Morning Meeting, Guided Discovery, Logical Consequences</p>

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	Reading: Foundational skills & Literature	Writing: Community, Process, & Narrative	Content: Classroom responsibility & community
3 9/16- 9/20	<p>Instructional Focus: Stories teach us lessons about ourselves and our community.</p> <p>Reading Standards/Student Objectives: CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.</p> <hr/> <p>Resources/Lessons:</p> <p>Shared Reading Lesson Focus: ~Retelling beginning/middle/end ~Identify the central message ~Identify characters, setting, and major events</p> <p>Chrysanthemum ~Write in response to text - identify the central message of the story</p> <hr/> <p>Fundations: Unit 1 Week 1 (Pages 70-79) 3 Weeks</p>	<p>Instructional Focus: We can share and write our own stories about ourselves and our community.</p> <p>Writing Standards/Student Objectives: CC.1.4.1.W With guidance and support, recall information from experiences (shared reading) or gather information from provided sources to respond to text through writing and drawing (*write in response to text). CC.1.4.1.X Write routinely over extended time frames and shorter time frames (5-10 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <hr/> <p>Resources/Lessons:</p> <p>Writing Lesson Focus: Writing Process and Six Traits</p> <p>Introduce Writing By Design - Lessons 1-3</p> <p>Start using Editing Checklists: Complete sentences (noun & verb) Correct punctuation at the end of each sentence Correct capitalization (Beginning of sentence & proper nouns)</p> <hr/> <p>Grammar: Grammar: (cont.) Complete Sentences(noun & verb) Correct punctuation at the end of each sentence Correct capitalization (beginning of sentence & proper nouns)</p>	<p>Instructional Focus: We are competent, caring, contributing citizens of our community.</p> <p>Academic Standards/Student Objectives: 5.1.1.A Explain the purposes of rules in the classroom and school community. 5.1.1.B Explain the importance of rules in the classroom.</p> <hr/> <p>Resources/Lessons:</p> <p>MWI Chapter 1-Literacy Skills - Distinguish Fact from Fiction MWI Chapter 1-Lesson 2-Rights and Responsibilities (pages 8-13)</p> <hr/> <p>Responsive Classroom - Morning Meeting, Guided Discovery, Logical Consequences</p>

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	Reading: Foundational skills & Literature	Writing: Community, Process, & Narrative	Content: Classroom responsibility & community
4 9/23- 9/27	<p>Instructional Focus: <i>Stories teach us lessons about ourselves and our community.</i></p> <p>Reading Standards/Student Objectives:</p> <p>CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.</p> <p>CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events.</p> <hr/> <p>Resources/Lessons:</p> <p>Shared Reading Lesson Focus:</p> <p>~Identify the central message</p> <p>~Identify and describe characters, setting, and major events</p> <p>Continue with books by Kevin Henkes - Teacher's choice - <u>Wembley Worried</u>, <u>Chester's Way</u>, <u>Lilly's Purple Plastic Purse</u>, <u>Owen</u></p> <p>~Write in response to text - identify the central message of the story</p> <hr/> <p>Fundations: Unit 1 Week 2 (Pages 80-89)</p>	<p>Instructional Focus: <i>We can share and write our own stories about ourselves and our community.</i></p> <p>Writing Standards/Student Objectives:</p> <p>CC.1.4.1.W With guidance and support, recall information from experiences (shared reading) or gather information from provided sources to respond to text through writing and drawing (*write in response to text).</p> <p>CC.1.4.1.X Write routinely over extended time frames and shorter time frames (5-10 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <hr/> <p>Resources/Lessons:</p> <p>Writing Lesson Focus: <i>Writing Process and Six Traits</i></p> <p>Introduce Writing By Design: Lessons 4-6</p> <p>Start using Editing Checklists:</p> <p>Complete sentences (noun & verb)</p> <p>Correct punctuation at the end of each sentence</p> <p>Correct capitalization (Beginning of sentence & proper nouns)</p> <hr/> <p>Grammar Skills:</p> <p>BAW - Lesson 2 - Singular Nouns (pages 5 and 6)</p>	<p>Instructional Focus: <i>We are competent, caring, contributing citizens of our community.</i></p> <p>Academic Standards/Student Objectives:</p> <p>5.1.1.A Explain the purposes of rules in the classroom and school community.</p> <p>5.1.1.B Explain the importance of rules in the classroom.</p> <p>5.1.1.E Describe students' responsibilities in the school and community.</p> <hr/> <p>Resources/Lessons:</p> <p><u>My World Interactive (MWI)</u></p> <p>MWI Chapter 1-Lesson 3-Following Rules and Laws</p> <p>MWI Chapter 1 - Critical Thinking Skills - Solve a Problem (pages 14-19)</p> <hr/> <p>Responsive Classroom - Morning Meeting, Guided Discovery, Logical Consequences</p>

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<p>5</p> <p>9/30-10/4</p>	<p>Instructional Focus: <i>Stories teach us lessons about ourselves and our community.</i></p> <p>Reading Standards//Student Objectives: CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events. CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <hr/> <p>Resources/Lessons:</p> <p>Continue with books by Kevin Henkes - Teacher's choice - <i>Wembley Worried, Chester's Way, Lilly's Purple Plastic Purse, Owen</i> ~Write in response to text - identify the central message of the story</p> <hr/> <p>Fundations: Unit 1 Week 3 (pages 90-100)</p>	<p>Instructional Focus: <i>We can share and write our own stories about ourselves and our community.</i></p> <p>Writing Standards/Student Objectives: CC.1.4.1.W With guidance and support, recall information from experiences (shared reading) or gather information from provided sources to respond to text through writing and drawing (*write in response to text). CC.1.4.1.X Write routinely over extended time frames and shorter time frames (5-10 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <hr/> <p>Resources/Lessons:</p> <p>WBD - Personal Narrative Lessons 1-3 Using Editing Checklists: add nouns - singular and plural</p> <hr/> <p>Grammar Skills: BAW - Lesson 3 - Plural Nouns(pages 7-10)</p>	<p>Instructional Focus: <i>We are competent, caring, contributing citizens of our community.</i></p> <p>Academic Standards/Student Objectives: 5.1.1.B Explain the importance of rules in the classroom. 5.2.1.D Explain responsible school behavior. 5.3.1.F Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action.</p> <hr/> <p>Resources/Lessons:</p> <p><u>My World Interactive (MWI)</u> <u>MWI Chapter 1-Lesson 4 My Leaders</u> (pages 20-23)</p> <hr/> <p>Responsive Classroom - Morning Meeting, Guided Discovery, Logical Consequences</p>

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6 10/7- 10/11	<p>Instructional Focus: <i>Stories teach us lessons about ourselves and our community.</i></p> <p>Reading Standards/Student Objectives: CC.1.1.1.E Read with accuracy and fluency to support comprehension. CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <hr/> <p>Resources/Lessons: The Most Magnificent Thing The Most Magnificent Thing Activity</p> <p>~Write in response to text - identify the central message of the story</p> <hr/> <p>Foundations: Unit 2 Week 1 (pages 102-115) 2 Weeks</p>	<p>Instructional Focus: <i>We can share and write our own stories about ourselves and our community.</i></p> <p>Writing Standards/Student Objectives: CC.1.4.1.W With guidance and support, recall information from experiences (shared reading) or gather information from provided sources to respond to text through writing and drawing (*write in response to text). CC.1.4.1.X Write routinely over extended time frames and shorter time frames (5-10 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <hr/> <p>Resources/Lessons: WBD - Personal Narrative Lessons 4-6 Using Editing Checklists: add nouns - singular and plural</p> <hr/> <p>Grammar Skills: BAW - Lesson 4 - Verbs (pages 11-12)</p>	<p>Instructional Focus: <i>We are competent, caring, contributing citizens of our community.</i></p> <p>Academic Standards/Student Objectives: 5.2.1.C Identify school projects / activities that support leadership and public service. 5.2.1.D Explain responsible school behavior. 5.3.1.F Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action. 5.3.1.D Identify positions of authority in the classroom community 5.4.1.A Identify ways to avoid conflict 5.4.1.B describe how classrooms can work together 5.4.1.E Explain how a classroom community reaches compromise</p> <hr/> <p>Resources/Lessons: MWI Chapter 1-Lesson 5 My Government (pages 24-27)</p> <hr/> <p>Responsive Classroom - Morning Meeting, Guided Discovery, Logical Consequences</p>

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<p>7</p> <p>10/14-10/18</p>	<p>Instructional Focus: <i>Stories teach us lessons about ourselves and our community.</i></p> <p>Reading Standards/Student Objectives:</p> <p>CC.1.1.1.E Read with accuracy and fluency to support comprehension.</p> <p>CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CC.1.3.1.B Ask and answer questions about key details in a text.</p> <p>CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.</p> <hr/> <p>Resources/Lessons:</p> <p>The Empty Pot by Demi (Text-PDF)</p> <p>The Empty Pot - Pt1 Lesson Plan</p> <p>The Empty Pot - Pt1 Student pages</p> <p>Additional Instruction</p> <ul style="list-style-type: none"> • Vocabulary • Retelling • Shades of Meaning • Multiple Meanings <hr/> <p>Fundations: Unit 2 Week 2 (pages 116-126)</p>	<p>Instructional Focus: <i>We can share and write our own stories about ourselves and our community.</i></p> <p>Writing Standards/Student Objectives:</p> <p>CC.1.4.1.W With guidance and support, recall information from experiences (shared reading) or gather information from provided sources to respond to text through writing and drawing (*write in response to text).</p> <p>CC.1.4.1.X Write routinely over extended time frames and shorter time frames (5-10 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <hr/> <p>Resources/Lessons:</p> <p>WBD - Personal Narrative Lessons 6-8</p> <p>Using Editing Checklists: add nouns - singular and plural</p> <hr/> <p>Grammar Skills:</p> <p>BAW - Lesson 5 - Using Nouns and Verbs in Sentences (pages 13-16)</p>	<p>Instructional Focus: <i>We are competent, caring, contributing citizens of our community.</i></p> <p>Academic Standards/Student Objectives:</p> <p>5.2.1.D Explain responsible school behavior.</p> <p>5.3.1.F Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action.</p> <p>5.2.1.C Identify school projects / activities that support leadership and public service.</p> <p>5.3.1.D Identify positions of authority in the classroom community</p> <hr/> <p>Resources/Lessons:</p> <p>My World Interactive (MWI)</p> <p>Chapter 1 Lesson 6 (pages 28-33)</p> <p>MWI Chapter 1 - Citizenship - Abraham Lincoln: Honest Abe (page 34)</p>

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8 10/21- 10/25	<p>Instructional Focus: Stories teach us lessons about ourselves and our community.</p> <p>Reading Standards/Student Objectives:</p> <p>CC.1.1.1.E Read with accuracy and fluency to support comprehension.</p> <p>CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CC.1.3.1.B Ask and answer questions about key details in a text.</p> <p>CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.</p> <hr/> <p>Resources/Lessons:</p> <p>The Empty Pot by Demi (Text-PDF)</p> <p>The Empty Pot - Pt1 Lesson Plan</p> <p>The Empty Pot - Pt1 Student pages</p> <p>Additional Instruction</p> <ul style="list-style-type: none"> • Vocabulary • Retelling • Shades of Meaning • Multiple Meanings <p>Fundations:</p> <p>Fundations: Unit 3 Week 1 (pages 128-141)</p> <p>2 Weeks</p>	<p>Instructional Focus: We can share and write our own stories about ourselves and our community.</p> <p>Writing Standards/Student Objectives:</p> <p>CC.1.4.1.W With guidance and support, recall information from experiences (shared reading) or gather information from provided sources to respond to text through writing and drawing (*write in response to text).</p> <p>CC.1.4.1.X Write routinely over extended time frames and shorter time frames (5-10 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <hr/> <p>Resources/Lessons:</p> <p>WBD - Personal Narrative Lessons 9, 10, Assessment</p> <p>Using Editing Checklists:</p> <p>add nouns - singular and plural</p> <hr/> <p>Grammar Skills:</p> <p>BAW - Lesson 6 Review (pages 17-18)</p>	<p>Instructional Focus: We are competent, caring, contributing citizens of our community.</p> <p>Academic Standards/Student Objectives:</p> <p>5.2.1.D Explain responsible school behavior.</p> <p>5.3.1.F Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action.</p> <p>5.2.1.C Identify school projects / activities that support leadership and public service.</p> <p>5.3.1.D Identify positions of authority in the classroom community</p> <hr/> <p>Resources/Lessons:</p> <p>My World Interactive (MWI)</p> <p>MWI - Chapter 1 Assessment (pages 35-36)</p>