

## Springfield School District - Integrated Elementary Curriculum

**Grade-1 Unit-2**

**Essential Question - *What is my place in my community and my country?***

[Unit 2 Curriculum](#)

**Math- enVisions Pacing Guide and Data Entry Calendar- [Pacing Guide](#) [Data Entry Calendar](#)**

	<p><b>Reading Focus: CC.1.1: Foundational Skills:</b> Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</p> <p><b>CC.1.2 Reading Informational Text:</b> Students read, understand, and respond to informational text—with an emphasis on comprehension, and making connections among ideas and between texts with a focus on textual evidence.</p> <p><b>CC.1.3: Reading Literature:</b> <i>Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence</i></p>	<p><b>Writing Focus: CC.1.4: Writing:</b> <i>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</i></p> <p><b>CC.1.4.2.M Write narratives</b> to develop real or imagined experiences or events.</p> <p><b>CC.1.4.1.X</b> 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><b>Content:</b></p> <p><b>7.Geography</b></p> <p><b>7.1</b> Basic Geographic Literacy</p> <p><b>7.2</b> Physical Characteristics of Places and Regions</p> <p><b>7.4</b> Interactions between People and the Environment</p> <p><b>8. History</b></p> <p><b>8.1</b> Historical Analysis</p> <p><b>8.2</b> Pennsylvania History</p> <p><b>8.3</b> United States History</p> <p><b>8.4</b> World History</p>
<p><b>1</b></p> <p>10/28-11/1</p>	<p><b>Instructional Focus:</b> <i>We can learn about ourselves and the world around us through reading.</i></p> <p><b>Standards/Student Objectives:</b></p> <p><b>CC.1.3.1.A</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>CC.1.2.1.A</b> Identify the main idea and retell key details of text.</p> <hr/> <p><b>Resources/Lessons:</b></p> <p><u>Everywhere, Wonder</u> by Matthew Swanson ~Write in response to text - identify the central message of the story</p> <hr/> <p><b>Wilson Lessons:</b> Unit 3, Week 2 (pages 142-153)</p>	<p><b>Instructional Focus:</b> <i>We can share and write about ourselves, our community and what we learn from reading.</i></p> <p><b>Standards/Student Objectives:</b></p> <p><b>CC.1.4.1.T</b> 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><b>CC.1.4.1.W</b> With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (write in response to text) <b>CC.1.4.1.X</b> 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><b>Resources/Lessons:</b></p> <p><b>Writing By Design:</b> Lessons 1-3 *Summary of a Narrative *Using Editing Checklists: add nouns - singular and plural</p> <hr/> <p><b>Grammar Skills:</b>BAW L-7 Declarative + Interrogative Sentences (pages 19-22)</p>	<p><b>Instructional Focus:</b> <i>We can learn, read, and write about the world around us.</i></p> <p><b>Standards/Student Objectives:</b></p> <p><b>7.1.1.A</b> Identify geographic tools</p> <p><b>7.1.1.B</b> Describe places in geographic reference in physical features</p> <p><b>7.2.1.A</b> Identify physical characteristics in the community and region</p> <p><b>7.2.1.B</b> Identify the basic physical processes that affect the physical characteristics of places.</p> <p><b>7.4.1.A</b> Describe how lakes, rivers, and streams impact people.</p> <hr/> <p><b>Resources/Lessons:</b></p> <p><b>Social Studies:</b> MWI - Maps and Globes - Map and Graph Skills Handbook MWI Chapter 2-Lesson 1 Our Community (pages 42-45)</p> <hr/>

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<b>Grade-1 Unit-2</b>		<b>Essential Question - <i>What is my place in my community, my country, and the world?</i></b>	
	<b>Reading Focus:</b> <u>CC.1.1: Foundational Skills</u> <u>CC.1.3: Reading Literature</u> <u>CC.1.2 Reading Informational Text</u>	<b>Writing Focus:</b> <u>CC.1.4: Writing: Students write for different purposes and audiences.</u> <u>CC.1.4.2.M Write narratives</u>	<b>Content:</b> <u>Geography, Culture, Traditions, Holidays</u>
<b>2</b>  11/4- 11/8	<p><b>Instructional Focus:</b> <i>We can learn about people in our community through reading informational text.</i></p> <p><b>Standards/Student Objectives:</b> <u>CC.1.3.1 Reading Literature</u> <u>CC.1.3.1.A</u> Retell stories, including key details, and demonstrate understanding of their central message or lesson. <u>CC.1.3.1.B</u> Ask and answer questions about key details in a text. <u>CC.1.2.1 Reading Informational Text</u> <u>CC.1.2.1.B</u> Ask and answer questions about key details in a text <u>CC.1.2.1.G</u> Use the illustrations and details in a text to describe its key ideas.</p> <hr/> <p><b>Resources/Lessons:</b></p> <p><u>Everywhere, Wonder</u> by Matthew Swanson ~<b>Write in response to text - identify the central message of the story</b></p> <hr/> <p><b>Wilson Lessons:</b> Unit 4, Week 1 2 Weeks (pages 154-167)</p>	<p><b>Instructional Focus:</b> <i>We can share and write about ourselves, our community, and what we learn from reading.</i></p> <p><b>Standards/Student Objectives:</b> <u>CC.1.4.1.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.1.Q</u> Use a variety of words and phrases. <u>CC.1.4.1.T</u> 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 <u>CC.1.4.1.W</u> With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (write in response to text) <u>CC.1.4.1.X</u> 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><b>Resources/Lessons:</b> <b>Writing by Design:</b> Lessons 4 and 5 *Summary of a Narrative Text *Continue using and expanding Writing by Design Editing Checklists</p> <hr/> <p><b>Grammar Skills:</b> BAW L-8 Common and Proper Nouns (pages 23-24)</p>	<p><b>Instructional Focus:</b> <i>We can learn, read, and write about the world around us.</i></p> <p><b>Standards/Student Objectives:</b> <u>7.1.1.A</u> Identify geographic tools <u>7.1.1.B</u> Describe places in geographic reference in physical features <u>7.2.1.A</u> Identify physical characteristics in the community and region <u>7.2.1.B</u> Identify the basic physical processes that affect the physical characteristics of places. <u>7.4.1.A</u> Describe how lakes, rivers, and streams impact people.</p> <hr/> <p><b>Resources/Lessons:</b></p> <p><b>Social Studies:</b> MWI Chapter 2-Lesson 2 Finding Places (pages 46-51)</p> <hr/>

Grade-1 Unit-2		Essential Question - <i>What is my place in my community, my country, and the world?</i>	
	<p><b>Reading Focus:</b> <u>CC.1.1: Foundational Skills</u> <u>CC.1.3: Reading Literature</u></p>	<p><b>Writing Focus:</b> <u>CC.1.4: Writing: Students write for different purposes and audiences.</u> <u>CC.1.4.2.M Write narratives</u></p>	<p><b>Content:</b> <u>Geography, Culture, Traditions, Holidays</u></p>
<p><b>3</b> 11/11-11/15</p>	<p><b>Instructional Focus:</b> <i>We can learn about people in our community through reading informational text.</i></p> <p><b>Standards/Student Objectives:</b> <u>CC.1.3.1 Reading Literature</u> <u>CC.1.3.1.A</u> Retell stories, including key details, and demonstrate understanding of their central message or lesson. <u>CC.1.3.1.C</u> Describe characters, settings, and major events in a story, using key details. <u>CC.1.3.1.D</u> Identify who is telling the story at various points in a text. <u>CC.1.2.1 Reading Informational Text</u> <u>CC.1.2.1.A</u> Identify the main idea and retell key details of text. <u>CC.1.2.1.B</u> Ask and answer questions about key details in a text <u>CC.1.2.1.G</u> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>Resources/Lessons:</b> <u>Me on the Map</u></p> <hr/> <p><b>Wilson Lessons:</b> Unit 4 Week 2 (pages 168-179)</p>	<p><b>Instructional Focus:</b> <i>We can share and write about ourselves, our community and what we learn from reading.</i></p> <p><b>Standards/Student Objectives:</b> <u>C.1.4.1.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.1.Q</u> Use a variety of words and phrases. <u>CC.1.4.1.T</u> 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 <u>CC.1.4.1.W</u> With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (write in response to text) <u>CC.1.4.1.X</u> 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> <p><b>Resources/Lessons:</b> WBD - Summary of a Narrative Text Lessons 6-7 Continue using and expanding WBD Editing Checklists</p> <hr/> <p><b>Grammar Skills:</b> BAW Lesson 9 Present-tense and Past-tense Verbs (pages 25-28)</p>	<p><b>Instructional Focus:</b> <i>We can learn, read, and write about the world around us.</i></p> <p><b>Standards/Student Objectives:</b> <u>7.1.1.A</u> Identify geographic tools <u>7.1.1.B</u> Describe places in geographic reference in physical features <u>7.2.1.A</u> Identify physical characteristics in the community and region <u>7.2.1.B</u> Identify the basic physical processes that affect the physical characteristics of places. <u>7.4.1.A</u> Describe how lakes, rivers, and streams impact people.</p> <p><b>Resources/Lessons:</b> <b>Social Studies:</b> <a href="#">CH 2 Geography of the Community</a> <a href="#">Lesson 3 Maps and Models</a> (pages 52-55)</p>

Grade-1 Unit-2		Essential Question - <i>What is my place in my community, my country, and the world?</i>	
	<p><b>Reading Focus:</b> <u>CC.1.1: Foundational Skills</u> <u>CC.1.3: Reading Literature</u></p>	<p><b>Writing Focus:</b> <u>CC.1.4: Writing: Students write for different purposes and audiences.</u> <u>CC.1.4.2.M Write narratives</u></p>	<p><b>Content:</b> <u>Geography, Culture, Traditions, Holidays, History</u></p>
<p>4</p> <p>11/18-11/22</p>	<p><b>Instructional Focus:</b> <i>We can learn about people in our community through reading informational text.</i></p> <p><b>Standards/Student Objectives:</b> <u>CC.1.3.1 Reading Literature</u> <u>CC.1.3.1.A</u> Retell stories, including key details, and demonstrate understanding of their central message or lesson. <u>CC.1.3.1.C</u> Describe characters, settings, and major events in a story, using key details. <u>CC.1.3.1.D</u> Identify who is telling the story at various points in a text. <u>CC.1.2.1 Reading Informational Text</u> <u>CC.1.2.1.A</u> Identify the main idea and retell key details of text. <u>CC.1.2.1.B</u> Ask and answer questions about key details in a text <u>CC.1.2.1.G</u> Use the illustrations and details in a text to describe its key ideas.</p> <hr/> <p><b>Resources/Lessons:</b> Lost (HM Anthology - Treasures)</p> <hr/> <p><b>Wilson Lessons:</b> Unit 5 Week 1 1 Week (pages 180-195)</p>	<p><b>Instructional Focus:</b> <i>We can share and write about ourselves, our community and what we learn from reading.</i></p> <p><b>Standards/Student Objectives:</b> <u>C.1.4.1.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.1.Q</u> Use a variety of words and phrases. <u>CC.1.4.1.T</u> 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 <u>CC.1.4.1.W</u> With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (write in response to text) <u>CC.1.4.1.X</u> 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><b>Resources/Lessons:</b></p> <p><b>Writing By Design:</b> Lessons 8 and 9 * Summary of a Narrative Text *Continue using and expanding Editing Checklists</p> <hr/> <p><b>Grammar Skills:</b> BAW L-10 Future Tense Verbs (pages 29-30)</p>	<p><b>Instructional Focus:</b> <i>We can learn, read, and write about the world around us.</i></p> <p><b>Standards/Student Objectives:</b> <u>7.1.1.A</u> Identify geographic tools <u>7.1.1.B</u> Describe places in geographic reference in physical features <u>7.2.1.A</u> Identify physical characteristics in the community and region <u>7.2.1.B</u> Identify the basic physical processes that affect the physical characteristics of places. <u>7.4.1.A</u> Describe how lakes, rivers, and streams impact people. <u>8.2.1.B</u> Identify symbols, slogans, or mottos that are representative of the state.</p> <hr/> <p><b>Resources/Lessons:</b></p> <p><b>Social Studies:</b> <u>MWI Chapter 2-Critical Thinking Skills - Ask and Answer Questions</u> (pages 56-57)</p> <p><a href="#">CH 2 Geography of the Community</a> <a href="#">Lesson 4 Continents and Oceans</a> (pages 58-61)</p> <hr/>

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	<p><b>Reading Focus:</b> <u>CC.1.1: Foundational Skills</u> <u>CC.1.3: Reading Literature</u></p>	<p><b>Writing Focus:</b> <u>CC.1.4: Writing: Students write for different purposes and audiences.</u> <u>CC.1.4.2.M Write narratives</u></p>	<p><b>Content:</b> <u>Geography, Culture, Traditions, Holidays, History</u></p>
<p><b>5</b></p> <p>12/2-12/6</p>	<p><b>Instructional Focus:</b> <i>We can learn about people in our community through reading informational text.</i></p> <p><b>Standards/Student Objectives:</b> <u>CC.1.2.1 Reading Informational Text</u> <u>CC.1.2.1.A</u> Identify the main idea and retell key details of text. <u>CC.1.2.1.B</u> Ask and answer questions about key details in a text <u>CC.1.2.1.G</u> Use the illustrations and details in a text to describe its key ideas.</p> <hr/> <p><b>Resources/Lessons:</b> <u>Pennsylvania</u> by M. J. York</p> <hr/> <p><b>Wilson Lessons:</b> Unit 6, Week 1 3 Weeks (pages 196-209)</p>	<p><b>Instructional Focus:</b> <i>We can share and write about ourselves, our community and what we learn from reading.</i></p> <p><b>Standards/Student Objectives:</b> <u>CC.1.4.1.T</u> 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 <u>CC.1.4.1.W</u> With guidance and support, recall information from experiences (<b>shared reading</b>) or gather information from provided sources to <b>respond to text</b> through writing and drawing (<b>*write in response to text</b>). <u>CC.1.4.1.X</u> Write routinely over extended time frames and shorter time frames (10-15 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <hr/> <p><b>Resources/Lessons:</b> <b>Writing by Design:</b> Assessment *Summary of a Narrative Text Assessment *Continue using and expanding WBD Editing Checklists</p> <hr/> <p><b>Grammar Skills:</b> BAW L-11 Exclamatory Sentences (pages 31-34)</p>	<p><b>Instructional Focus:</b> <i>People/citizens who contribute to our community make our lives better.</i></p> <p><b>Standards/Student Objectives:</b> <u>8.2.1.A</u> Identify groups of people who contribute to a community <u>8.2.1.C</u> Identify holiday and cultural celebrations in a community and why they are celebrated <u>8.4.1.A</u> Explain why cultures celebrate <u>8.4.1.C</u> Identify holidays and ceremonies of selected world cultures</p> <hr/> <p><b>Resources/Lessons:</b> <b>Social Studies:</b> <u>My World Interactive (MWI)</u> <u>CH 2 Geography of the Community</u> <u>Lesson 5 My State</u> (pages 62-68) <i>Or another resource about the state of Pennsylvania to use for informational text instruction</i></p> <hr/>

Grade-1 Unit-2		Essential Question - <i>What is my place in my community, my country, and the world?</i>	
	<p><b>Reading Focus:</b> <u>CC.1.1: Foundational Skills</u> <u>CC.1.3: Reading Literature</u></p>	<p><b>Writing Focus:</b> <u>CC.1.4: Writing: Students write for different purposes and audiences.</u> <u>CC.1.4.2.M Write narratives</u></p>	<p><b>Content:</b> <u>Geography, Culture, Traditions, Holidays, History</u></p>
<p><b>6</b> 12/9-12/13</p>	<p><b>Instructional Focus:</b> <i>We can learn about different places and cultures through reading..</i></p> <p><b>Standards/Student Objectives:</b>  <u>CC.1.2.1 Reading Informational Text</u>  <u>CC.1.2.1.A</u> Identify the main idea and retell key details of text.  <u>CC.1.2.1.B</u> Ask and answer questions about key details in a text  <u>CC.1.2.1.G</u> Use the illustrations and details in a text to describe its key ideas.</p> <hr/> <p><b>Resources/Lessons:</b>  <u>Holidays Around the World</u>  <a href="#">Passport</a>  <a href="#">Diwali (NF), Diwali (F)</a>  <a href="#">Diwali Lesson Plan</a>  <a href="#">Hanukkah</a>  <a href="#">Hanukkah Lesson Plan</a>  <a href="#">Christmas</a>  <a href="#">Christmas Lesson Plan</a>  <a href="#">Kwanzaa</a>  <a href="#">Kwanzaa Lesson Plan</a>  Lunar New Year  Ramadan/Eid  <a href="#">Peace on Earth</a></p> <hr/> <p><b>Wilson Lessons:</b>  Unit 6, Week 2  (pages 210-219)</p>	<p><b>Instructional Focus:</b> <i>We can share and write about ourselves, our community and what we learn from reading.</i></p> <p><b>Standards/Student Objectives:</b>  <u>C.1.4.1.M</u> Write narratives to develop real or imagined experiences or events.  <u>CC.1.4.1.Q</u> Use a variety of words and phrases.  <u>CC.1.4.1.T</u> 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  <u>CC.1.4.1.W</u> With guidance and support, recall information from experiences (<b>shared reading</b>) or gather information from provided sources to <b>respond to text</b> through writing and drawing (<b>*write in response to text</b>).  <u>CC.1.4.1.X</u> Write routinely over extended time frames and shorter time frames (10-15 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <hr/> <p><b>Resources/Lessons:</b>  <u>Holidays Around the World</u>  Writing in response to reading - writing about culture, customs, traditions, celebrations and shared cultural experiences.  <a href="#">Holidays</a>  <a href="#">Passport</a></p> <hr/> <p><b>Grammar Skills:</b>  BAW Lesson 12 - Review  (pages 35-36)</p>	<p><b>Instructional Focus:</b> <i>Different places, cultures, customs, and traditions, contribute to our community and make our lives better.</i></p> <p><b>Standards/Student Objectives:</b>  <u>8.2.1.A</u> Identify groups of people who contribute to a community  <u>8.2.1.C</u> Identify holiday and cultural celebrations in a community and why they are celebrated  <u>8.4.1.A</u> Explain why cultures celebrate  <u>8.4.1.C</u> Identify holidays and ceremonies of selected world cultures</p> <hr/> <p><b>Resources/Lessons:</b>  <b>Social Studies:</b>  MWI Chapter 2 Assessment  MWI Chapter 2 Quest pt 2 - Wrap and Share  (pages 69-71)</p>

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	<p><b>Reading Focus:</b> <u>CC.1.1: Foundational Skills</u> <u>CC.1.3: Reading Literature</u></p>	<p><b>Writing Focus:</b> <u>CC.1.4: Writing: Students write for different purposes and audiences.</u></p>	<p><b>Content:</b> <u>Geography, Culture, Traditions, Holidays, History</u></p>
<p>7</p> <p>12/16-12/20</p>	<p><b>Instructional Focus:</b> <i>We can learn about different places and cultures through reading..</i></p> <p><b>Standards/Student Objectives:</b></p> <p><u>CC.1.3.1 Reading Literature</u></p> <p><u>CC.1.3.1.A</u> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><u>CC.1.2.1 Reading Informational Text</u></p> <p><u>CC.1.2.1.A</u> Identify the main idea and retell key details of text.</p> <hr/> <p><b>Resources/Lessons:</b></p> <p><b>Holidays Around the World</b></p> <p><a href="#">Chinese New Year</a></p> <p><a href="#">Chinese New Year Lesson Plan</a></p> <p><a href="#">Diwali (NF), Diwali (F)</a></p> <p><a href="#">Diwali Lesson Plan</a></p> <p><a href="#">Hanukkah</a></p> <p><a href="#">Hanukkah Lesson Plan</a></p> <p><a href="#">Christmas</a></p> <p><a href="#">Christmas Lesson Plan</a></p> <p><a href="#">Kwanzaa</a></p> <p><a href="#">Kwanzaa Lesson Plan</a></p> <p><a href="#">Peace on Earth</a></p> <p><a href="#">Holidays</a></p> <p><a href="#">Passport</a></p> <hr/> <p><b>Wilson Lessons</b></p> <p>Unit 6 Week 3 (pages 220-231)</p>	<p><b>Instructional Focus:</b> <i>We can share and write about ourselves, our community and what we learn from reading.</i></p> <p><b>Standards/Student Objectives:</b></p> <p><u>CC.1.4.1.W</u> With guidance and support, recall information from experiences (<b>shared reading</b>) or gather information from provided sources to <b>respond to text</b> through writing and drawing (<b>*write in response to text</b>).</p> <p><u>CC.1.4.1.X</u> Write routinely over extended time frames and shorter time frames (10-15 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <p><b>Resources/Lessons:</b></p> <p><u>Writing in response to reading - writing about culture, customs, traditions, celebrations and shared cultural experiences.</u></p> <p><b>Holidays Around the World*</b></p> <p><a href="#">Chinese New Year</a></p> <p><a href="#">Chinese New Year Lesson Plan</a></p> <p><a href="#">Diwali (NF)</a></p> <p><a href="#">Diwali (F)</a></p> <p><a href="#">Diwali Lesson Plan</a></p> <p><a href="#">Hanukkah</a></p> <p><a href="#">Hanukkah Lesson Plan</a></p> <p><a href="#">Christmas</a></p> <p><a href="#">Christmas Lesson Plan</a></p> <p><a href="#">Kwanzaa</a></p> <p><a href="#">Kwanzaa Lesson Plan</a></p> <p><a href="#">Peace on Earth</a></p> <p><a href="#">Holidays</a></p> <hr/> <p><b>Grammar Skills:</b></p> <p>BAW Lesson 12 - Review (pages 35-36)</p>	<p><b>Instructional Focus:</b> <i>Different places, cultures, customs, and traditions, contribute to our community and make our lives better.</i></p> <p><b>Standards/Student Objectives:</b></p> <p><u>8.2.1.A</u> Identify groups of people who contribute to a community</p> <p><u>8.2.1.C</u> Identify holiday and cultural celebrations in a community and why they are celebrated</p> <p><u>8.4.1.A</u> Explain why cultures celebrate</p> <p><u>8.4.1.C</u> Identify holidays and ceremonies of selected world cultures</p> <p><b>Resources/Lessons:</b></p> <p><b>Holidays Around the World</b></p> <p><a href="#">Chinese New Year</a></p> <p><a href="#">Chinese New Year Lesson Plan</a></p> <p><a href="#">Diwali (NF)</a></p> <p><a href="#">Diwali (F)</a></p> <p><a href="#">Diwali Lesson Plan</a></p> <p><a href="#">Hanukkah</a></p> <p><a href="#">Hanukkah Lesson Plan</a></p> <p><a href="#">Christmas</a></p> <p><a href="#">Christmas Lesson Plan</a></p> <p><a href="#">Kwanzaa</a></p> <p><a href="#">Kwanzaa Lesson Plan</a></p> <p><a href="#">Peace on Earth</a></p> <p><a href="#">Holidays</a></p> <p><a href="#">Passport</a></p>
Last week before Winter Holiday Break			

Grade-1 Unit-2		Essential Question - <i>What is my place in my community, my country, and the world?</i>	
	<p><b>Reading Focus:</b> <u>CC.1.1: Foundational Skills</u> <u>CC.1.3: Reading Literature</u></p>	<p><b>Writing Focus:</b> <u>CC.1.4: Writing: Students write for different purposes and audiences.</u></p>	<p><b>Content:</b> <u>Geography, Culture, Traditions, Holidays</u></p>
<p><b>8</b> 1/2- 1/3</p>	<p><b>Instructional Focus:</b> <i>We can learn about different places and cultures through reading..</i></p> <p><b>Standards/Student Objectives:</b> <u>CC.1.3.1 Reading Literature</u> <u>CC.1.3.1.C</u> Describe characters, settings, and major events in a story, using key details. <u>CC.1.3.1.D</u> Identify who is telling the story at various points in a text. <u>CC.1.3.1.G</u> Use illustrations and details in a story to describe characters, setting, or events. <u>CC.1.3.1 Literature &amp; CC.1.2.1 Informational Text</u> <u>CC.1.3.1.E</u> Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. <u>CC.1.2.1 Reading Informational Text</u> <u>CC.1.2.1.A</u> Identify the main idea and retell key details of text. <u>CC.1.2.1.B</u> Ask and answer questions about key details in a text</p> <hr/> <p><b>Resources/Lessons:</b> <u>Shante Keys and the New Year's Peas</u> by Gail Piernas-Davenport</p> <hr/> <p><b>Wilson Lessons</b> Unit 7 Week 1 3 Weeks (pages 232-245)</p>	<p><b>Instructional Focus:</b> <i>We can share and write about ourselves, our community and what we learn from reading.</i></p> <p><b>Standards/Student Objectives:</b> <u>C.1.4.1.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.1.T</u> 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 <u>CC.1.4.1.W</u> With guidance and support, recall information from experiences (<b>shared reading</b>) or gather information from provided sources to <b>respond to text</b> through writing and drawing (<b>*write in response to text</b>). <u>CC.1.4.1.X</u> Write routinely over extended time frames and shorter time frames (15-20 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <hr/> <p><b>Resources/Lessons:</b> <b>Writing by Design:</b> Lessons 1-3 *Summary of an Informative Text *Continue using and expanding WBD Editing Checklists</p> <hr/> <p><b>Grammar Skills:</b> BAW Review Lesson 9 Present-tense and Past-tense verbs Lesson 10 Future-tense verbs Lesson 11 Exclamatory Sentences</p>	<p><b>Instructional Focus:</b> <i>Different places, cultures, customs, and traditions, contribute to our community and make our lives better.</i></p> <p><b>Standards/Student Objectives:</b> <u>8.1.1.A</u> Demonstrate an understanding of chronology. <u>8.1.1.C</u> Identify sources of historical information. <u>8.3.1.A</u> Identify Americans who played a significant role in American history. <u>8.3.1.B</u> Identify American landmarks and their significance.</p> <hr/> <p><b>Resources/Lessons:</b> <b>Social Studies:</b> <a href="#">CH 3 Symbols and Traditions of the United States</a> <a href="#">MWI Chapter 3 - Intro and Quest pt1</a> <a href="#">Lesson 1 We Are Americans</a> (pages 72-79)</p>



Grade-1 Unit-2		Essential Question - <i>What is my place in my community, my country, and the world?</i>	
	<p><b>Reading Focus:</b> <u>CC.1.1: Foundational Skills</u> <u>CC.1.3: Reading Literature</u></p>	<p><b>Writing Focus:</b> <u>CC.1.4: Writing: Students write for different purposes and audiences.</u></p>	<p><b>Content:</b> <u>Geography, Culture, Traditions, Holidays</u></p>
<p><b>9</b> 1/6- 1/10</p>	<p><b>Instructional Focus:</b> <i>We can learn about different places and cultures through reading..</i></p> <p><b>Standards/Student Objectives:</b></p> <p><u>CC.1.3.1 Literature &amp; CC.1.2.1 Informational Text</u> <u>CC.1.3.1.E</u> Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.</p> <p><u>CC.1.2.1 Reading Informational Text</u> <u>CC.1.2.1.A</u> Identify the main idea and retell key details of text. <u>CC.1.2.1.B</u> Ask and answer questions about key details in a text</p> <hr/> <p><b>Resources/Lessons:</b> <u>Scholastic News MLK</u> <u>Sometimes People March by Tessa Allen</u></p> <hr/> <p><b>Wilson Lessons</b> Unit 7, Week 2 (pages 246-255)</p>	<p><b>Instructional Focus:</b> <i>We can share and write about ourselves, our community and what we learn from reading.</i></p> <p><b>Standards/Student Objectives:</b></p> <p><u>CC.1.4.1.W</u> With guidance and support, recall information from experiences (<b>shared reading</b>) or gather information from provided sources to <b>respond to text</b> through writing and drawing (<b>*write in response to text</b>).</p> <p><u>CC.1.4.1.X</u> Write routinely over extended time frames and shorter time frames (15-20 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <hr/> <p><b>Resources/Lessons:</b> <b>Writing by Design</b> Lessons 4 and 5 *Summary of an Informative Text *Continue using and expanding WBD Editing Checklists</p> <hr/> <p><b>Grammar Skills:</b> BAW L-13 Imperative Sentences (pages 37-40)</p>	<p><b>Instructional Focus:</b> <i>Different places, cultures, customs, and traditions, contribute to our community and make our lives better.</i></p> <p><b>Standards/Student Objectives:</b></p> <p><u>8.1.1.A</u> Demonstrate an understanding of chronology. <u>8.1.1.C</u> Identify sources of historical information. <u>8.3.1.A</u> Identify Americans who played a significant role in American history. <u>8.3.1.B</u> Identify American landmarks and their significance.</p> <hr/> <p><b>Resources/Lessons:</b></p> <p><b>Social Studies:</b> <u>My World Interactive (MWI)</u> <u>CH 3 Symbols and Traditions of the United States</u> MWI Chapter 3-Lesson 2 - American Symbols MWI Chapter 3 Literacy Skills - Cause and Effect (pages 80-85)</p> <hr/>

Grade-1 Unit-2		Essential Question - <i>What is my place in my community, my country, and the world?</i>	
	<p><b>Reading Focus:</b> <u>CC.1.1: Foundational Skills</u> <u>CC.1.3: Reading Literature</u></p>	<p><b>Writing Focus:</b> <u>CC.1.4: Writing: Students write for different purposes and audiences.</u></p>	<p><b>Content:</b> <i>Geography, Culture, Traditions, Holidays</i></p>
<p><b>10</b></p> <p>1/13- 1/17</p>	<p><b>Instructional Focus:</b> <i>We can learn about different places and cultures through reading..</i></p> <p><b>Standards/Student Objectives:</b>  <u>CC.1.3.1 Reading Literature</u>  <u>CC.1.3.1.C</u> Describe characters, settings, and major events in a story, using key details.  <u>CC.1.3.1.D</u> Identify who is telling the story at various points in a text.  <u>CC.1.3.1 Literature &amp; CC.1.2.1 Informational Text</u>  <u>CC.1.3.1.E</u> Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.  <u>CC.1.2.1 Reading Informational Text</u>  <u>CC.1.2.1.A</u> Identify the main idea and retell key details of text.  <u>CC.1.2.1.B</u> Ask and answer questions about key details in a text</p> <hr/> <p><b>Resources/Lessons:</b>  <b>MLK Jr. Scholastic or other text</b>  <u>Sometimes People March by Tessa Allen</u></p> <hr/> <p><b>Wilson Lessons</b>  Unit 7, Week 3  (pages 256-268)</p>	<p><b>Instructional Focus:</b> <i>We can share and write about ourselves, our community and what we learn from reading.</i></p> <p><b>Standards/Student Objectives:</b>  <u>CC.1.4.1.M</u> Write narratives to develop real or imagined experiences or events.  <u>CC.1.4.1.T</u> 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  <u>CC.1.4.1.W</u> With guidance and support, recall information from experiences (<b>shared reading</b>) or gather information from provided sources to <b>respond to text</b> through writing and drawing (<b>*write in response to text</b>).  <u>CC.1.4.1.X</u> Write routinely over extended time frames and shorter time frames (15-20 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <hr/> <p><b>Resources/Lessons:</b>  <b>Writing by Design:</b> Lessons 6 and 7  *Summary of an Informative Text  *Continue using and expanding WBD Editing Checklists</p> <hr/> <p><b>Grammar Skills:</b>  BAW Lesson 14 Possessive Nouns  (pages 41-42)</p>	<p><b>Instructional Focus:</b> <i>Different places, cultures, customs, and traditions, contribute to our community and make our lives better.</i></p> <p><b>Standards/Student Objectives:</b>  <u>8.1.1.A</u> Demonstrate an understanding of chronology.  <u>8.1.1.C</u> Identify sources of historical information.  <u>8.3.1.A</u> Identify Americans who played a significant role in American history.  <u>8.3.1.B</u> Identify American landmarks and their significance.</p> <hr/> <p><b>Resources/Lessons:</b>  <b>Social Studies:</b>  <u>My World Interactive (MWI)</u>  <u>CH 3 Symbols and Traditions of the United States</u>  MWI Chapter 3-Lesson 3 - American Documents  MWI Chapter 3 - Lesson 4 American Songs  (pages 86-95)</p> <hr/>

Grade-1 Unit-2		Essential Question - <i>What is my place in my community, my country, and the world?</i>	
	<p><b>Reading Focus:</b> <u>CC.1.1: Foundational Skills</u> <u>CC.1.3: Reading Literature</u></p>	<p><b>Writing Focus:</b> <u>CC.1.4: Writing: Students write for different purposes and audiences.</u></p>	<p><b>Content:</b> <i>Geography, Culture, Traditions, Holidays</i></p>
<p><b>11</b></p> <p>1/21- 1/24</p>	<p><b>Instructional Focus:</b> <i>We can learn about different places and cultures through reading..</i></p> <p><b>Standards/Student Objectives:</b> <u>CC.1.3.1 Reading Literature</u> <b>CC.1.3.1.A</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson. <b>CC.1.3.1.B</b> Ask and answer questions about key details in a text. <u>CC.1.3.1 Literature &amp; CC.1.2.1 Informational Text</u> <b>CC.1.3.1.E</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. <u>CC.1.2.1 Reading Informational Text</u> <b>CC.1.2.1.A</b> Identify the main idea and retell key details of text. <b>CC.1.2.1.B</b> Ask and answer questions about key details in a text</p> <hr/> <p><b>Resources/Lessons:</b> <u>A True Story About Jackie Robinson (Testing the Ice)</u> by Sharon Robinson and Kadir Nelson</p> <hr/> <p><b>Wilson Lessons</b> Unit 8, Week 1 (pages 270- 283) 2 Weeks</p>	<p><b>Instructional Focus:</b> <i>We can share and write about ourselves, our community and what we learn from reading.</i></p> <p><b>Standards/Student Objectives:</b> <b>C.1.4.1.M</b> Write narratives to develop real or imagined experiences or events. <b>CC.1.4.1.T</b> 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 <b>CC.1.4.1.W</b> With guidance and support, recall information from experiences (<b>shared reading</b>) or gather information from provided sources to <b>respond to text</b> through writing and drawing (<b>*write in response to text</b>). <b>CC.1.4.1.X</b> Write routinely over extended time frames and shorter time frames (15-20 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <hr/> <p><b>Resources/Lessons:</b> <b>Writing by Design:</b> Lesson 8 *Summary of an Informative Text *Continue using and expanding WBD Editing Checklists</p> <hr/> <p><b>Grammar Skills:</b> BAW Lesson 15 Adjectives (pages 43-46)</p>	<p><b>Instructional Focus:</b> <i>Different places, cultures, customs, and traditions, contribute to our community and make our lives better.</i></p> <p><b>Standards/Student Objectives:</b> <b>8.1.1.A</b> Demonstrate an understanding of chronology. <b>8.1.1.C</b> Identify sources of historical information. <b>8.3.1.A</b> Identify Americans who played a significant role in American history. <b>8.3.1.B</b> Identify American landmarks and their significance.</p> <hr/> <p><b>Resources/Lessons:</b></p> <p><b>Social Studies:</b> <u>My World Interactive (MWI)</u> <u>CH 3 Symbols and Traditions of the United States</u> MWI Chapter 3 Lesson 5 American Heroes MWI Chapter 3 -Critical Thinking Skills (pages 96-101)</p> <hr/>

Grade-1 Unit-2		Essential Question - <i>What is my place in my community, my country, and the world?</i>	
	<p><b>Reading Focus:</b> <u>CC.1.1: Foundational Skills</u> <u>CC.1.3: Reading Literature</u></p>	<p><b>Writing Focus:</b> <u>CC.1.4: Writing: Students write for different purposes and audiences.</u></p>	<p><b>Content:</b> <u>Geography, Culture, Traditions, Holidays</u></p>
<p><b>12</b> 1/27- 1/31</p>	<p><b>Instructional Focus:</b> <i>We can learn about different places and cultures through reading..</i></p> <p><b>Standards/Student Objectives:</b> <u>CC.1.3.1 Reading Literature</u> <b>CC.1.3.1.A</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson. <b>CC.1.3.1.B</b> Ask and answer questions about key details in a text. <u>CC.1.3.1 Literature &amp; CC.1.2.1 Informational Text</u> <b>CC.1.3.1.E</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. <u>CC.1.2.1 Reading Informational Text</u> <b>CC.1.2.1.A</b> Identify the main idea and retell key details of text. <b>CC.1.2.1.B</b> Ask and answer questions about key details in a text</p> <hr/> <p><b>Resources/Lessons:</b> <u>Leveled readers from My World Interactive Chapter 3</u> <a href="#">Elizabeth Leads the Way</a> <a href="#">Elizabeth Leads the Way Student Pages</a> <a href="#">Elizabeth Leads the Way Teacher Pages</a> Additional Instructional Options:  <ul style="list-style-type: none"> <li>• <a href="#">Vocabulary</a></li> <li>• <a href="#">Context Clues</a></li> <li>• <a href="#">Retelling</a></li> <li>• <a href="#">Shades of Meaning</a></li> </ul>           Famous Women</p> <hr/> <p><b>Wilson Lessons</b> Unit 8, Week 2 (pages 284-293)</p>	<p><b>Instructional Focus:</b> <i>We can share and write about ourselves, our community and what we learn from reading.</i></p> <p><b>Standards/Student Objectives:</b> <b>C.1.4.1.M</b> Write narratives to develop real or imagined experiences or events. <b>CC.1.4.1.T</b> 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 <b>CC.1.4.1.W</b> With guidance and support, recall information from experiences (<b>shared reading</b>) or gather information from provided sources to <b>respond to text</b> through writing and drawing (<b>*write in response to text</b>). <b>CC.1.4.1.X</b> Write routinely over extended time frames and shorter time frames (15-20 minutes to build stamina) for a range of discipline-specific tasks, purposes, and audiences</p> <hr/> <p><b>Resources/Lessons:</b> <b>Writing by Design:</b> Assessment *Summary of an Informative Text Assessment *Continue using and expanding WBD Editing Checklists</p> <hr/> <p><b>Grammar Skills:</b> BAW L-16 Articles A, And, The (pages 47-48)</p>	<p><b>Instructional Focus:</b> <i>Different places, cultures, customs, and traditions, contribute to our community and make our lives better.</i></p> <p><b>Standards/Student Objectives:</b> <b>8.1.1.A</b> Demonstrate an understanding of chronology. <b>8.1.1.C</b> Identify sources of historical information. <b>8.3.1.A</b> Identify Americans who played a significant role in American history. <b>8.3.1.B</b> Identify American landmarks and their significance.</p> <hr/> <p><b>Resources/Lessons:</b> <b>Social Studies:</b> <u>My World Interactive (MWI)</u> <a href="#">CH 3 Symbols and Traditions of the United States</a> <u>MWI Chapter 3 - Lesson 6 Our National Holidays</u> <u>MWI Chapter 3 - Citizenship - Chapter 3 Assessment</u> (pages 102-108)</p>

