

**Crawfordsville Community Schools
Course Description**

**Relationships
Grade 1 - High Ability**

MASTER 3/6/2023

NARRATIVE DESCRIPTION

The first-grade high-ability student in language arts will explore many types of children's literature as he/she considers a variety of relationships. Realistic fiction will provide the basis for considering family and peer relationships; poetry and nonfiction will be used to discover the relationships between man and nature; historical fiction will allow the exploration of relationships between past and present; fantasy will provide the basis for considering the relationship between truth and imagination; folktales will be used to discern the relationship between good and evil.

Skills of evaluation, analysis, and synthesis will be emphasized throughout the units. Writing opportunities will be extensive and stress the planning, designing, and constructing of elements or ideas developed in the multiple activities and discussions. Products will include charts, bulletin board displays, and posters as well as a variety of stories, research reports, and poems.

Students will utilize the *Junior Great Books, Series 2, Semesters 1 and 2*, an interpretive reading, writing, and discussion curriculum based on an anthology of challenging short stories for second graders, to strengthen their developing reading skills.

Students will use a 6 trait writing rubric to evaluate the quality of their written work. These rubrics will be used as a guide in the development of their writing piece and as an evaluation of their end product.

Students will participate in an intensive phonics program, Phonics First by Brainspring Educator Academy, which is a multisensory, systematic, structured, sequential, direct-instruction approach to teach students systematic processes for decoding (reading) and encoding (spelling). This program also provides 4 layers of High-Frequency reading and writing words. Students will be evaluated every two weeks.

Differentiated District-Wide Goals

The high-ability student will maximize his/her gifted potential by pursuing a challenging, differentiated curriculum which will accelerate his/her learning experiences allowing him/her to become an independent yet interactive learner and leader.

The high-ability student will consistently utilize critical, logical, analytical, and creative thinking skills to seek original solutions to teacher- and self-directed problems that are timely and realistic.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare him/her to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student, growing aware of his/her own uniqueness, will develop ways to effectively share his/her gifts and talents with others in the school and larger community.

The high-ability student will become more aware of the needs he/she has in common with others and will utilize this knowledge to relate in a positive manner with peers and others in the different communities for which they are involved.

Differentiated Learner Objectives

The first-grade high-ability students in language arts will understand the dynamics of different peer relationships and communities and analyze how they and others will impact these communities.

The first-grade high-ability student in language arts will read selections depicting life from two periods of history. He/she will evaluate whether the changes observed are positive or negative for society and will illustrate a poster to present his/her ideas.

The first-grade high-ability student in language arts will listen to and read a variety of folktales from around the world. The student will identify the elements of folktales and compare and contrast good and evil through class discussions. The class will also analyze folktales to determine the value they tend to impart to society. The class will design posters to convey the class ideas and be used as references.

The first-grade high-ability student in language arts will explore literature that depicts man's preserving and destroying nature. Students will recognize and explain ways in which man can preserve nature for future generations. The class will develop classroom routines to recycle and reduce, and finish the year with a repurposing business project. The classroom routine and project are to develop a mindset to assist with preserving nature.

Course Concepts

Positive relationships with peers and within a community enrich the quality of one's life. Language Arts offers a variety of stories describing positive and negative relationships providing discussion opportunities for this discovery.

The basic nature of humankind remains constant in spite of societal variations. Through fiction and nonfiction, literature one can depict these variations and conclude the basic needs remain constant.

Folktales were used to transmit values of the society and show the forces of existence for both good and evil throughout the world. Literature provides many opportunities for the reader to analyze, compare, and chart these values and ideas.

Imagination aids in the development of social, emotional, creative, physical, lingual, and problem-solving skills in children.

Man has the capacity to preserve or destroy his natural world. Nonfiction literature will provide examples of man destroying or preserving nature.

UNITS

<u>THEMES</u>	<u>LENGTH OF TIME</u>
Interacting with Peers and Becoming a Member of Communities	9 weeks
Celebrating Past and Present	9 weeks
Distinguishing Good and Evil/Exploring Reality and Imagination	9 weeks
Balance of Man and Nature	9 weeks

Evaluation

The teacher will choose from either writing activity: write a story or a poem about a new classmate, write a sequel with a new character for one of the book series collections in the classroom library. The piece will be evaluated by students on the basis of an enjoyment rating scale.

The first-grade high-ability student in language arts will compare and contrast the needs of people 50 years ago with those of today through the use of a chart and discussion and will be evaluated by the teacher and students using a rating scale of 1-5-10.

The students' persuasive book review of their favorite version of Cinderella will be evaluated by both student and teacher using a rubric generated by the class and teacher. The rating scale will use 1-3-5 and the 6 traits of writing.

The student's "picture in words" description writing and the illustrating piece will be evaluated by peers using a rating scale of 1-3-5. Peers will rate the piece on the basis of enjoyment and pleasure.

Students will be assessed every two weeks on encoding the words taught during the phonics program.

Selected Resources

Teacher Resources

Junior Great Books Series 2, Teacher's Edition. Volumes 1, 2, and 3. Chicago, IL: The Great Books Foundation, 1990.

Crawfordsville District Public Library

Hose School Library

High Ability Classroom Library

Epic Library

Literacy Pro Library

Peter, Evelyn I., and Wagner, Laurel E. *Phonicsfirst: Curriculum and Lesson Guide.* Michigan: Brainspring, 2019. Print.

Beland, Kathy. "Second Step Elementary." *Elementary School Curriculum\ Second Step, 1985*, <https://www.secondstep.org/elementary-school-curriculum>.

Smekens, Kristina. "Smekens Education Solutions, Inc." *Smekens Education*, smekenseducation.com

Student Resources

Junior Great Books Series 2, student books. Book One, Book Two. Chicago, IL: The Great Books Foundation, 1990.

Crawfordsville District Public Library

Hose School Library

High Ability Classroom Library

Epic Library

Literacy Pro Library

STATE STANDARDS

RF.1: LEARNING OUTCOME FOR READING FOUNDATIONS - Develop, build, and apply knowledge of foundational reading skills

- 1.RF.1: Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.

RF.2: PRINT CONCEPTS - Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories.

- 1.RF.2.1: Students are expected to build upon and continue applying concepts learned previously.
- 1.RF.2.2: Students are expected to build upon and continue applying concepts learned previously.
- **1.RF.2.3: Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).**
- 1.RF.2.4: Learn and apply knowledge of alphabetical order.

RF.3: PHONOLOGICAL AWARENESS

Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds

- 1.RF.3.1: Produce rhyming words.
- **1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.**
- 1.RF.3.3: Orally blend sounds in words.
- **1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.**
- **1.RF.3.5: Segment the individual sounds in one-syllable words.**

RF.4: PHONICS - Decode and read words by applying phonics and word analysis skills

- **1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.**
- 1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.
- **1.RF.4.3: Apply knowledge of final –e and common vowel teams (vowel digraphs) representing long vowel sounds.**
- **1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).**
- 1.RF.4.5: Read words in common word families (e.g., -at, -ate).

- 1.RF.4.6: Read grade appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, - est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).

RF.5: FLUENCY - Demonstrate accuracy and fluency when reading

- ***1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.***

RL.1: LEARNING OUTCOME FOR READING LITERATURE - Read and comprehend a variety of literature independently and proficiently

- 1.RL.1: With support, read and comprehend literature that is grade-level appropriate.

RL.2: KEY IDEAS AND TEXTUAL SUPPORT - Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes

- ***1.RL.2.1: Ask and answer questions about the main idea and key details in a text.***
- ***1.RL.2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.***
- 1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.
- 1.RL.2.4: Make and confirm predictions about what will happen next in a story.

RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION

Build comprehension and appreciation of literature, using knowledge of literary structure and point of view

- 1.RL.3.1: Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
- 1.RL.3.2: Identify who is telling the story at various points in a text

RL.4: CONNECTION OF IDEAS - Build comprehension and appreciation of literary elements and themes and analyze how sensory tools impact meaning

- 1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.
- 1.RL.4.2: Compare and contrast the adventures and experiences of characters in stories.

RN.1: LEARNING OUTCOME FOR READING NONFICTION - Read and comprehend a variety of nonfiction independently and proficiently

- 1.RN.1: With support, read and comprehend With support, read and comprehend nonfiction that is grade-level appropriate.

RN.2: KEY IDEAS AND TEXTUAL SUPPORT - Extract and conduct meaning from nonfiction texts using a range of comprehension skills

- ***1.RN.2.1: Ask and answer questions about key details to clarify and confirm understanding of a text.***
- ***1.RN.2.2: Retell main ideas and key details of a text.***
- 1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RN.3: FEATURES AND STRUCTURES - Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective

- 1.RN.3.1: Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
- 1.RN.3.2: Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.
- 1.RN.3.3: Standard begins at second grade.

RN.4: CONNECTION OF IDEAS - Build understanding of nonfiction texts by verifying points and making connections between topics and ideas

- 1.RN.4.1: Identify the reasons the author gives to support points in a text.
- 1.RN.4.2: Identify basic similarities in and differences between two texts on the same topic.
- 1.RN.4.3: Standard begins at sixth grade.

RV.1: LEARNING OUTCOMES FOR READING VOCABULARY - Build and apply vocabulary using various strategies and sources

- 1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

RV.2: VOCABULARY BUILDING - Use strategies to determine and clarify words and understand their relationship

- 1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.
- 1.RV.2.2: Define and sort words into categories (e.g., antonyms, living things, synonyms).
- 1.RV.2.3: Standard begins at sixth grade.
- 1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.
- 1.RV.2.5: Standard begins at second grade.

RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS - Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meaning of words and their uses

- 1.RV.3.1: Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).
- 1.RV.3.2: Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.
- 1.RV.3.3: Standard begins at third grade.

W.1: LEARNING OUTCOME FOR WRITING - Write effectively for a variety of tasks, purposes, and audiences

- 1.W.1: Write routinely over brief time frames and for a variety of purposes and audiences.

W.2: HANDWRITING - Demonstrate the ability to write legibly

- **1.W.2.1: Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.**
- 1.W.2.2: Students are expected to build upon and continue applying concepts learned previously.

W.3: WRITING GENRES - Develop writing skills by writing for different purposes and to specific audiences or people

- 1.W.3.1: Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal should be considered.
- **1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.**
- 1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.

W.4: THE WRITING PROCESS - Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others

- 1.W.4: Apply the writing process to –
 - With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.
 - Use available technology to produce and publish legible documents.

W.5: THE RESEARCH PROCESS - Build knowledge about the research process and the topic under study by conducting short research

- 1.W.5: With support, conduct simple research on a topic.
 - Identify several sources of information and indicate the sources.
 - Organize information, using graphic organizers or other aids.
 - Make informal presentations on information gathered.

W.6: CONVENTIONS OF STANDARD ENGLISH - Demonstrate command of the conventions of standard English

- 1.W.6.1: Demonstrate command of English grammar and usage, focusing on:
 - 1.W.6.1a: Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.
 - 1.W.6.1b: Verbs – Writing sentences using verbs to convey a sense of past, present, and future.
 - 1.W.6.1c: Adjectives/Adverbs – Standard begins at second grade.
 - 1.W.6.1d: Prepositions – Standard begins at fourth grade.
 - 1.W.6.1e: Usage – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- 1.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:
 - **1.W.6.2a: Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.**
 - 1.W.6.2b: Punctuation – Correctly using a period, question mark, and exclamation mark at the end of a sentence.
 - Using commas in dates and to separate items in a series.
 - **1.W.6.2c: Spelling – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions**
Correctly spelling words with common spelling patterns.
Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.

SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING - Develop and apply effective communication skills through speaking and active listening

- 1.SL.1: Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.

SL.2: DISCUSSION AND COLLABORATION - Develop and apply reciprocal communication skills by participating in a range of collaborative discussions

- 1.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- 1.SL.2.2: Standard begins in third grade.
- **1.SL.2.3: Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.**
- 1.SL.2.4: Ask questions to clarify information about topics and texts under discussion.

- 1.SL.2.5: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.3: COMPREHENSION - Develop and apply active listening and interpretation skills using various strategies

- **1.SL.3.1: Ask and answer questions about what a speaker says to clarify something that is not understood.**
- 1SL.3.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS - Develop and apply the skills to communicate ideas effectively in a variety of situations

- 1.SL.4.1: Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.
- 1.SL.4.2: Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.
- 1.SL.4.3: Give and follow three- and four-step directions.

ML.1: LEARNING OUTCOME FOR MEDIA LITERACY - Develop an understanding of media and the roles and purposes of media

- 1.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.

ML.2: MEDIA LITERACY - Recognize the purpose of media and the ways in which media can have influences

- 1.ML.2.1: Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.
- 1.ML.2.2: Standard begins in fifth grade.

Crawfordsville Community Schools

2-22-2022

Language Arts

Unit 1

Interacting with Peers and Becoming a Member of Communities

High-Ability Grade 1

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize his/her gifted potential by pursuing a challenging, differentiated curriculum which will accelerate his/her learning experiences allowing him/her to become an independent yet interactive learner and leader.

The high-ability student will consistently utilize critical, logical, analytical, and creative thinking skills to seek original solutions to teacher- and self-directed problems that are timely and realistic.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare him/her to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student, growing aware of his/her own uniqueness, will develop ways to effectively share his/her gifts and talents with others in the school and larger community.

The high-ability student will become more aware of the needs he/she has in common with others and will utilize this knowledge to relate in a positive manner with peers and others in the different communities for which they are involved.

DIFFERENTIATED LEARNER OBJECTIVES

The first-grade high-ability student in language arts will analyze, discuss, and role-play the value of peer relationships.

The first-grade high-ability students in language arts will analyze and discuss character traits in order to develop the skill sets necessary for community participation.

The first-grade high-ability students in language arts will understand the dynamics of different peer relationships and communities and analyze how they and others will impact these communities.

MAJOR CONCEPTS

People seek to establish relationships with peers and members of their community through communication. Literature illustrates these relationships creating opportunities to identify, connect, and contrast.

Relationships are shaped by the personal values of the individuals involved. Literature articulates the main character's values providing a framework for discussion over multiple stories.

Positive relationships with peers and within a community enrich the quality of one's life. Language Arts offers a variety of stories describing positive and negative relationships providing discussion opportunities for this discovery.

CONTENT OUTLINE

- I. Children's literature reveals the peer and community relationships which are the next stages formed after the family.
 - A. Peer relationships and community involvement are formed through choice.
 - B. The need for peer and community relationships continues throughout life.
 1. Having friends is socially important to us.
 2. People choose to participate in group relationships.
 - a) Clubs and organizations abound.
 - b) People live in towns and communities.
- II. Children's literature portrays a person's personal values and how these values influence peer relationships and community involvement.
 - A. People tend to feel most comfortable in relationships with people and communities who have similar values.
 - B. Relationships with those who have different values can cause a person to alter his/her own values.
 1. Different values in a relationship or in a community cause a person to examine his/her own values.
 2. A change in value can be either a positive or negative event.
- III. Authors develop stories to reveal positive peer relationships and community involvement enriching a person's life.
 - A. Good relationships provide understanding, support, and enjoyable companionship.
 - B. Good relationships provide the opportunity to give friendship as well as receive it.
 - C. Positive peer relationships allow participants to be true to their own values.
- IV. Literature can identify both positive and negative examples of relationships.
 - A. Learning to understand others will help enhance our relationships.
 - B. Recognizing problems and pitfalls in relationships can help us avoid similar situations.
 - C. Communication, both written and oral, is a necessary skill to maintain positive peer relationships and community involvement.

DIFFERENTIATED ACTIVITIES

This pool of activities has been designed to differentiate the curriculum for high-ability students. You may choose from this list or add new and original activities.

INTRODUCTORY ACTIVITIES

Students will create a web showing their relationships with other people. Analyze which relationships you have through choice. Color-code your web to depict that analysis.

(1.RL.2.1), (1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)
(1.RN.2.3), (1.RV.1), (1.RV.2.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.4.2), (1.SL.4.3)

Students will create a web showing their involvement in different types of communities. Analyze which communities you have through choice. Color-code your web to depict that analysis.

(1.RL.2.1), (1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)
(1.RN.2.3), (1.RV.1), (1.RV.2.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.4.2), (1.SL.4.3)

Students will suppose that they have no peer relationships with their classmates. Discuss what your life would be like. Share your ideas.

(1.RF.3.2), (1.RF.3.3), (1.RL.2.1), (1.RN.2.1), (1.W.3.2), (1.SL.2.3), (1.SL.3.1)
(1.RV.1), (1.SL.1), (1.SL.2.1), (1.SL.2.2), (1.SL.2.4), (1.SL.2.5)

Students will tour the school, playground, classroom, and classroom library; create a map of these communities, and understand how these different communities are laid out and why. Students will discuss the correlation between the communities and their participation in the communities.

(1.RF.3.2), (1.RF.3.3), (1.RF.3.4), (1.RF.3.5), (1.RF.4.1), (1.RF.4.3), (1.RL.2.1), (1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)
(1.RF.3.3), (1.RF.4.2), (1.RN.2.3), (1.RN.3.3), (1.RV.1), (1.W.1), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3),

Students will create a diagram with the names of people who work at the school, list their job titles, and list character traits for their jobs.

(1.RF.3.2), (1.RF.3.3), (1.RF.3.4), (1.RF.3.5), (1.RF.4.1), (1.RF.4.3), (1.RL.2.1), (1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)
(1.RF.4.2), (1.RN.2.3), (1.RV.1), (1.RV.2.2), (1.W.1), (1.W.6.1c), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2),

Students will read a variety of books and discuss the character traits. Discuss how their character traits help or hurt them in the story. Discuss how these characters could be used as examples for the students' communities.

Stand Tall Molly Lou Melon, by Patty Lovell; *Abigale The Happy Whale*, by Peter Farrelly; *The Paperboy*, by Dav Pilkey; *The Empty Pot*, by Demi; *Spaghetti in a Hotdog Bun*, by Maria Dismondy; *Enemy Pie*, by Derek Munson; *What If Everybody Did That?*, by Colleen M.

Madden; *Job Wanted*, by Teresa Bateman; *Ruby's Wish*, by Shirin Yim Bridge; *Pumpkin Fiesta*, by Caryn Yacowitz

(1.RL.2.1), (1.RL.2.2), (1.SL.2.3), (1.SL.3.1)

(1.RF.4.6), (1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RV.1), (1.RV.2.1), (1.RV.2.2), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2),

Students will create a daily procedure schedule for “the lesson”, “the workshop”, and “the sharing” parts of the classroom community. Practice the routines and procedures. Discuss, role-play, and/or create an anchor chart for the importance of these routines for each individual and for the community.

(1.RN.2.1), (1.RN.2.2), (1.SL.2.3), (1.SL.3.1)

(1.RF.1), (1.RF.3.3), (1.SL.1), (1.SL.2.1), (1.SL.2.2), (1.SL.2.4)

Teachers will explicitly teach the key components to reading and reading comprehension. Fluency, vocabulary, and accuracy are key components for reading text. Retelling, summarizing, asking questions, making predictions, making connections, visualizing, determining the main idea, and story synthesizing are key components to comprehending the text. Discuss the importance of these key components to the reading community.

(1.RN.2.1), (1.RN.2.2), (1.SL.2.3), (1.SL.3.1)

(1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.3), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2),

Students will read or listen to *The Prince of the Pond*. Discuss the characteristic traits of the Prince and how they influence the outcome to the story. How do his traits help or hinder him in his community? (*Stuart Little*, *The Trumpet of the Swan*)

(1.RL.2.1), (1.RL.2.2), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RL.1), (1.RL.2.3), (1.RL.2.4)

DEVELOPMENTAL ACTIVITIES

Students will read The Cricket in Times Square, The Happy Lion, and/or Miss Maggie; (Junior Great Books). In a group discussion, students will consider the role of friendship in the story and how it enhanced the lives of the characters. (Consider the feelings of the characters, what each character gets from the relationship, what each character gives to the relationship and the changes that occur.)

(1.RF.5), (1.RL.2.1), (1.RL.2.2), (1.SL.2.3), (1.SL.3.1)

(1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RV.1), (1.RV.2.1), (1.RV.3.1), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.3), (1.ML.1), (1.ML.2.1)

Students will read Perfect Crane, Hurricane Flowers, and/or My Great-Grandmother's Gourd; (Junior Great Books). In a group discussion, students will consider themes as family, kindness, companionship

(1.RF.5), (1.RL.2.1), (1.RL.2.2), (1.SL.2.3), (1.SL.3.1)

(1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RV.1), (1.RV.2.1), (1.RV.3.1), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2,5), (1.SL.3.2), (1.SL.4.3), (1.ML.1), (1.ML.2.1)

Students will read the first book of each series collection in the classroom library; ex.) Bailey School Kids, Dragon Masters, Encyclopedia Brown, Who Would Win. Students will then establish the main characters and their relationships with the other characters. They will develop posters for each series to hang in the library for future reference and develop a sequel with a new character. How would this new character fit into the already existing community?

(1.RF.2.3), (1.RF.5), (1.RL.2.1), (1.RL.2.2), (1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RN.1), (1.RN.2.3), (1.RN.3.1), (1.RN.3.2), (1.RN.4.1), (1.RN.4.2), (1.RV.1), (1.RV.2.1), (1.RV.2.2), (1.RV.2.3), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.3.3), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2,5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3), (1.ML.1), (1.ML.2.1)

Students will use the fictional stories listed above and generate an anchor chart of the craft and structure elements for fiction reading. They will then reflect and discuss how this helps the fictional reading community.

(1.RL.2.1), (1.RL.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RV.1), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.3.3), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2,5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3), (1.ML.1), (1.ML.2.1)

Students will use the nonfiction books listed above and generate an anchor chart of the structural elements used in nonfiction reading. Students will then reflect and discuss how this helps the nonfiction reading community.

(1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RN.1), (1.RN.2.3), (1.RN.3.1), (1.RN.3.2), (1.RN.3.3), (1.RN.4.1), (1.RN.4.2), (1.RN.4.3), (1.RV.1), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.3.3), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2,5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3), (1.ML.1), (1.ML.2.1)

Students will read the chapter book *The Littles by John Peterson*. This whole-group activity will develop the routines and traits of students for a healthy reading community. (reading, thinking, writing, participating, sharing, supporting, disagreeing)

(1.RF.5), (1.RL.2.1), (1.RL.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RV.1), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.3.3), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2,5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3), (1.ML.1), (1.ML.2.1)

Students will participate in an intensive phonics program that is a multisensory, systematic, structured, sequential, direct-instruction approach to teach students systematic processes for decoding (reading) and encoding (spelling).

(1.RF.2.3), (1.RF.3.2), (1.RF.3.4), (1.RF.3.5), (1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5)
(1.RF.1), (1.RF.2.1), (1.RF.2.2), (1.RF.2.4), (1.RF.3.1), (1.RF.3.3), (1.RF.4.2), (1.RF.4.5),
(1.RF.4.6)

CULMINATING ACTIVITIES

Students will develop scenarios (good and bad) to role play, and discuss the effects on the school, classroom, library, recess, or reading communities. Discuss how you and others feel about each scenario. Compare using a Venn Diagram of the role-playing scenarios with the characters from the fictional stories read in class. Write a brief paragraph from your comparison.

(1.RF.5), (1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3),
(1.SL.3.1)

(1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RV.1),
(1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.3.3), (1.W.4), (1.W.6.1), (1.W.6.1a),
(1.W.6.1b), (1.W.6.1c), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5),
(1.SL.3.2), (1.SL.4.2), (1.SL.4.3), (1.ML.1), (1.ML.2.1)

Students will write a cinquain or haiku poem about a friend or school. Share your poem with your class.

(1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)
(1.W.1), (1.W.2.2), (1.W.3.1), (1.W.3.3), (1.W.4), (1.W.5), (1.W.6.1), (1.W.6.1a), (1.W.6.1b),
(1.W.6.1c), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2),
(1.SL.4.2), (1.SL.4.3)

Students will create a wheel with a themed center: friendship. The spaces between the spokes represent a cause and a corresponding effect to the theme.

(1.RL.2.1), (1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3),
(1.SL.3.1)

(1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RV.1),
(1.W.2.2), (1.W.3.1), (1.W.3.3), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.2),
(1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3),

Students will read or listen to Kanga and Roo Come to the Forest and Baby Piglet Has a Bath by A.A. Milne (JGB). Write a story about a new classmate. How would you make him/her feel comfortable?

(1.RF.5), (1.RL.2.1), (1.RL.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c),
(1.SL.2.3), (1.SL.3.1)

(1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RV.1),
(1.RV.2.1), (1.RV.3.1), (1.RV.3.2), (1.W.2.2), (1.W.3.1), (1.W.3.3), (1.W.4), (1.W.6.1), (1.W.6.1a),
(1.W.6.1b), (1.W.6.1c), (1.W.1e), (1.W.6.2), (1.W.6.2b), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2)

EVALUATION

The maps depicting the areas of our classroom and school will be evaluated with a checklist generated by the teacher and students.

The book posters created to help guide students' book selections in the classroom library will be evaluated by peers using a rating scale with written positive feedback.

Students will be assessed every two weeks on encoding the words taught during the phonics program.

The teacher will choose from either writing activity: write a story or a poem about a new classmate, write a sequel with a new character for one of the book series collections in the classroom library. The piece will be evaluated by students on the basis of an enjoyment rating scale.

SELECTED RESOURCES

TEACHER RESOURCES

Junior Great Books Series 2, Teacher's Edition. Volumes 1, 2, and 3. Chicago, IL: The Great Books Foundation, 1990.

Crawfordsville District Public Library

Hose School Library

High Ability Classroom Library

Peter, Evelyn I., and Wagner, Laurel E. *Phonicsfirst: Curriculum and Lesson Guide.* Michigan: Brainspring, 2019. Print.

Beland, Kathy. "Second Step Elementary." *Elementary School Curriculum\ Second Step, 1985*, <https://www.secondstep.org/elementary-school-curriculum>.

Smekens, Kristina. "Smekens Education Solutions, Inc." *Smekens Education*, smekenseducation.com

Napoli, Donna Jo. *The Prince of the Pond.* Penguin Group USA, 1994.

Lovell, Patty. *Stand Tall, Molly Lou Melon.* United States, G.P. Putnam's Sons, 2001.

Farrelly, Peter. *Abigale the Happy Whale*. United States, Little, Brown Books for Young Readers, 2006.

Pilkey, Dav. *The Paperboy*. United States, Orchard Books, 1999.

The Empty Pot. United States, H. Holt, 1996.

Dismondy, Maria. *Spaghetti in a Hot Dog Bun: Having the Courage to Be Who You Are*. United States, Nelson Publishing & Marketing, 2008.

Munson, Derek. *Enemy Pie (Reading Rainbow Book, Children S Book about Kindness, Kids Books about Learning)*. South Korea, Chronicle Books, 2000.

Bateman, Teresa. *Job Wanted*. United States, Holiday House, 2019.

Bridges, Shirin Yim. *Ruby's Wish*. United States, Chronicle Books, 2015.

Yacowitz, Caryn. *Pumpkin Fiesta*. United States, HarperCollins, 1998.

Javernick, Ellen. *What If Everybody Did That?*. United States, Marshall Cavendish Children, 2010.

STUDENT RESOURCES

Junior Great Books Series 2, student books. Book One, Book Two. Chicago, IL: The Great Books Foundation, 1990.

Peterson, John. *The Littles*. United States, Scholastic Incorporated, 1967.

Crawfordsville Community Schools

2-22-2022

Language Arts

Unit 2

Celebrating Past and Present

High-Ability Grade 1

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize his/her gifted potential by pursuing a challenging, differentiated curriculum which will accelerate his/her learning experiences allowing him/her to become an independent yet interactive learner and leader.

The high-ability student will consistently utilize critical, logical, analytical, and creative thinking skills to seek original solutions to teacher- and self-directed problems that are timely and realistic.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare him/her to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student, growing aware of his/her own uniqueness, will develop ways to effectively share his/her gifts and talents with others in the school and larger community.

The high-ability student will become more aware of the needs he/she has in common with others and will utilize this knowledge to relate in a positive manner with peers and others in the different communities for which they are involved.

DIFFERENTIATED LEARNER OBJECTIVES

The first-grade high-ability student in language arts will compare and contrast the needs of people 100 years ago with those of people today and will create charts and design bulletin boards to present the information.

The first-grade high-ability student in language arts will read selections depicting life from two periods of history. He/she will evaluate whether the changes observed are positive or negative for society and will illustrate a poster to present his/her ideas.

The first-grade high-ability student in language arts will interpret the positions of the earth's land masses and the creatures that roamed the earth thousands of years ago. Students will evaluate and discuss the similarities and differences between both the land masses and the creatures.

MAJOR CONCEPTS

The basic nature of humankind remains constant in spite of societal variations. Through fiction and nonfiction, literature one can depict these variations and conclude the basic needs remain constant.

As change happens, both positive and negative effects occur. Fictional and Nonfictional literature provides discussion opportunities to criticize and defend the effects of change.

Animal existence is determined by its adaptability to change. Nonfiction literature will help identify these changes; transference and conclusions can be articulated to understand the need for adaptations.

CONTENT OUTLINE

- I. Literature documents information and evidence proving people have certain basic needs that prevail through time and place.
 - A. Food, shelter, and clothing are necessities for all people.
 - B. Family groupings occur in all societies.
 - C. All people seek peer relationships.
 - D. All people need a feeling of self-worth.

- II. Authors develop literature providing the reader opportunities to understand and analyze the concept that changes create both positive and negative effects.
 - A. A positive change for one person or animal may be a negative change for another
 - B. As change occurs, effort must be expended to minimize negative aspects.
 - C. As society becomes more complex, self-sufficiency declines.
 - D. As the land masses shift and change so does the animal population.

DIFFERENTIATED ACTIVITIES

This pool of activities has been designed to differentiate the curriculum for high-ability students. You may choose from this list or add new and original activities.

INTRODUCTORY ACTIVITIES

Students will listen to ***Sarah, Plain and Tall, or Mailing May***. Students will then make a list of things they can infer about the characters' lives from the past. Students will also compare them to our lives today by creating a T chart. (Students will use post-it notes and record then the teacher will scribe onto an anchor chart)

(1.RF.5), (1.RL.2.1), (1.RL.2.2),(1.RN.2.1),(1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.SL.2.3), (1.SL.3.1)

(1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RN.2.3), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.1.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.SL3.2)

Students will read or listen to *The Secret School* by Avi. Students will then compare and contrast their school environment to that of 100 years ago.

(1.RF.2.3), (1.RL.2.1), (1.RL.2.2), (1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.SL.2.3), (1.SL.3.1)

(1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RN.2.3), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.1.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.SL3.2)

Students will read or listen to *Little House in the Big Woods* by Laura Ingalls Wilder. Students will compare and contrast the responsibilities of children to that of 100 years ago.

(1.RF.2.3), (1.RL.2.1), (1.RL.2.2), (1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.SL.2.3), (1.SL.3.1)

(1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RN.2.3), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.1.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.SL3.2)

Students will listen to a book like *Hour of the Olympics* (Magic Treehouse). As a class, students will discuss how a child's life in ancient times was similar to their life today. Students will create a class chart.

(1.RF.2.3), (1.RL.2.1), (1.RL.2.2), (1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.SL.2.3), (1.SL.3.1)

(1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RN.2.3), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.1.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.SL3.2)

Students will read or listen to *Twister on Tuesday* from the Magic Treehouse series. Students will then analyze the needs of the people in the story and how they met their needs. Students will present their analysis in a class chart.

(1.RF.2.3), (1.RL.2.1), (1.RL.2.2), (1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.SL.2.3), (1.SL.3.1)

(1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RN.2.3), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.1.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.SL3.2)

Students will examine newspaper ads and catalogs from 50 or more years ago. Students will utilize the book *What Is This Thing? Everyday Things of Long Ago* by Nancy Polette. Students will then draw or cut out pictures to create a poster contrasting products we have today with those that were used to fill the same needs, label the pictures, and describe the purpose of the product.

(1.RF.2.3), (1.RF.5), (1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RN.1), (1.RN.2.3), (1.RN.3.1), (1.RN.3.2), (1.RN.4.1), (1.RN.4.2), (1.RV.2.1), (1.RV.2.2), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.4), (1.W.5), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

Students will listen to *The Magic School Bus in the Time of the Dinosaurs* by Joanna Cole and/or *Show Me Dinosaurs* by Janet Riehecky. Students will work with a partner to chart the learned information concerning time periods, dinosaurs, plants, and earth formations.

(1.RF.2.3), (1.RL.2.1), (1.RL.2.2), (1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.SL.2.3), (1.SL.3.1)

(1.RN.1), (1.RN.2.3), (1.RN.3.1), (1.RN.3.2), (1.RN.4.1), (1.RN.4.2), (1.RV.2.1), (1.RV.2.2), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.4), (1.W.5), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

Students in small groups will create a personal dictionary with new vocabulary, definitions, and or pictures.

(1.RF.3.2), (1.RF.3.5), (1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RV.1), (1.RV.2.1), (1.RV.2.2), (1.RV.3.1), (1.RV.3.2), (1.W.4), (1.SL.2.4), (1.SL.2.5), (1.SL.4.2), (1.SL.4.3)

DEVELOPMENTAL ACTIVITIES

Students will participate in an activity called APPLE VALLEY SCHOOL, a simulation that allows students to pretend to go to a one-room schoolhouse in the last half of the 19th century. (I will need to discuss with Rex about what standards to use, the curriculum states 2nd-grade core standards)

(1.RF.2.3), (1.RF.3.2), (1.RF.3.4), (1.RF.3.5), (1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5), (1.RL.2.1), (1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RN.1), (1.RN.2.3), (1.RN.3.1), (1.RN.3.2), (1.RN.4.1), (1.RN.4.2), (1.RV.1), (1.RV.2.1), (1.RV.2.2), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.1), (1.W.2.2), (1.W.4), (1.W.5), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

Students will conduct an interview with a grandparent, a family member, friend, or someone selected by the teacher to collect information about the needs of people 50 or more years ago. Students will use this information to compare and contrast these needs with those of today. Students will also create a chart presenting the information on how the needs were and are met in each time period.

(1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RN.2.3), (1.RN.3.1), (1.RN.3.2), (1.RN.4.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.3.3), (1.W.4), (1.W.5), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

Students will read or listen to a Biography of Thomas Edison. The class will choose one of Edison's inventions. Students will analyze the positive and negative impact of this invention on people's lives. Students will create a bulletin board to present the class ideas.

(1.RF.2.3), (1.RF.3.2), (1.RF.3.3), (1.RF.3.4), (1.RF.3.5), (1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5), (1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RF.1), (1.RF.3.3), (1.RF.4.2), (1.RF.4.5), (1.RF.4.6), (1.RN.1), (1.RN.2.3), (1.RN.3.1), (1.RN.3.2), (1.RV.1), (1.RV.2.1), (1.RV.3.2), (1.W.1), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.3.3), (1.W.4), (1.W.5), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3), (1.ML.1), (1.ML.2.1)

Students will utilize the books *“My Teacher Likes to Say”* by Denise Brennan-Nelson and *Rural Midwestern Idioms/Folk Sayings* by Bob Bohlken to collect folk sayings such as “run like the wind” or “flat as a pancake”. Students will create their own explanation about how one of the sayings might have originated and share their explanations with the class. (Alternative: Create your own folk saying.)

(1.RF.2.3), (1.RF.3.2), (1.RF.3.4), (1.RF.3.5), (1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5), (1.RL.2.1), (1.RL.2.2), (1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RF.1), (1.RF.3.1), (1.RF.4.2), (1.RF.4.5), (1.RF.4.6), (1.RL.1), (1.RN.1), (1.RN.2.3), (1.RN.4.1), (1.RN.4.2), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

Students will read *Coyote Stole the Sun (JGB)* and use the examples of ‘following his nose’ to explore other idioms. Students will make a list, and the class will compare and contrast with *Louhi, Witch of North Farm*, a story from the epic poem Kalevala.

(1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5), (1.RL.2.1), (1.RL.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RF.1), (1.RF.3.1), (1.RF.4.2), (1.RF.4.5), (1.RF.4.6), (1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

Students will utilize a variety of books from the local library, school library, and classroom library to research a dinosaur from each of the time periods. Questions to be answered will include; What is the Dinosaur's name and how did it get its name, Is the dinosaur a Herbivore or Carnivore, and what types of things does it eat, What are some of the dinosaur's attributes, and why are these attributes important. The class will create a bulletin board displaying the research findings.

(1.RF.2.3), (1.RF.3.2), (1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5), (1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RF.1), (1.RF.3.1), (1.RF.4.2), (1.RF.4.5), (1.RF.4.6), (1.RN.1), (1.RN.2.3), (1.RN.3.1), (1.RN.3.2), (1.RV.1), (1.RV.2.4), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

As a class, students will generate a timeline of the Mesozoic and Cenozoic Eras. This timeline will be displayed in the bulletin board with the dinosaur research findings from above. Students will also illustrate the land masses during each era and display them on the bulletin board.
(1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5), (1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

Students will recognize and chart the basic needs of people. The chart will classify these needs in order for students to see their value.

(1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)
(1.RN.2.3), (1.RN.3.1), (1.RN.3.2), (1.RV.1), (1.RV.2.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

Students will read a variety of books authored by Jan Brett. Brett gathered information to depict a wide variety of animals and human cultures by researching and visiting the geographical location of her book settings. Students will analyze the setting and the character's needs while understanding these geographic locations. Students will place markers on a map locating the setting for each book. Students will identify the cultural differences by filling in a graphic organizer and designing a tri-fold display board to share.

(1.RF.2.3), (1.RF.3.2), (1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5), (1.RL.2.1), (1.RL.2.2), (1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)
(1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RN.2.3), (1.RN.4.1), (1.RN.4.2), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

Students will listen to *The Bat Poet*, by Randall Jarrell. The class will recognize the needs of the bat, the mockingbird, the chipmunk, and the other bats. Students collaborate by choosing a character, writing a Haiku poem, and articulating their interpretations with an oral presentation.
(1.RF.5), (1.RL.2.1), (1.RL.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

Students will participate in an intensive phonics program that is a multisensory, systematic, structured, sequential, direct-instruction approach to teaching students systematic processes or decoding (reading) and encoding (spelling).

(1.RF.2.3), (1.RF.3.2), (1.RF.3.3), (1.RF.3.4), (1.RF.3.5), (1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5)

(1.RF.1), (1.RF.2.1), (1.RF.2.2), (1.RF.2.4), (1.RF.3.1), (1.RF.3.3), (1.RF.4.2), (1.RF.4.5), (1.RF.4.6)

CULMINATING ACTIVITIES

Students will evaluate their feelings about whether they would rather live today or 100 years ago. In small groups, students will share their feelings and reasons. Students will then write an essay stating their choice and three (3) reasons for their choices. Students will celebrate by reading their essay to the class.

(1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RN.1), (1.RN.2.3), (1.RN.3.1), (1.RN.3.2), (1.RV.2.4), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3), (1.ML.1), (1.ML.2.1)

Students will design and construct a structure to protect their miniature dinosaur using jelly beans or gum drops with toothpicks. This structure will have the stability to provide shelter for their dinosaurs. Students will write the steps, draw their plan, and discuss them within a small group before construction. After construction students will evaluate the process and discuss within that same small group what changes they would make if doing this again and what was difficult about this project.

(1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RN.2.3), (1.RV.1), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3), (1.ML.1), (1.ML.2.1)

Students will become paleontologists. Each will be given a plaster of Paris with a dinosaur bone (puzzle piece), as the students work with tools to uncover their bone the class will put the 3D puzzle together and determine what dinosaur we uncovered. (Puzzles of T-Rex, Triceratops, Stegosaurus)

(1.SL.2.3), (1.SL.3.1)

(1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3),

EVALUATION

The first-grade high-ability student in language arts will compare and contrast the needs of people 50 years ago with those of today through the use of a chart and discussion and will be evaluated by the teacher and students using a rating scale of 1-5-10.

The first-grade high-ability student in language arts will create a Thomas Edison bulletin board with the positive and negative statements generated after evaluating one of his inventions. The teacher and students will evaluate the board using a rating scale of 1-5-10.

The first-grade high-ability student in language arts will answer dinosaur research questions. The student will be evaluated with a rubric generated by students and the teacher using 6 traits of vocabulary. The scale will have scores of 1-5-10.

The first-grade high-ability student in language arts will be assessed every two weeks on encoding the words taught during the phonics program. Rating scale based on percentages.

SELECTED RESOURCES

TEACHER RESOURCES

MacLachlan, Patricia. *Sarah, Plain and Tall*. , 2015. Print.

Tunnell, Michael O, and Ted Rand. *Mailing May*. New York: HarperCollins World, 2001. Print.

Avi, . *The Secret School*. Boston, Mass: Houghton Mifflin Harcourt, 2013. Internet resource.

Wilder, Laura I, and Garth Williams. *Little House in the Big Woods*. , 2021. Print.

Osborne, Mary P, and Sal Murdocca. *Hour of the Olympics*. , 2017. Print.

Osborne, Mary P, and Sal Murdocca. *Twister on Tuesday: [23]*. New York: Random House, 2001. Print.

Polette, Nancy, and Paul Dillon. *What Is This Thing?: Everyday Things of Long Ago*. Marion, Ill.: Pieces of Learning, 2007. Print.

Cole, Joanna, and Bruce Degen. *The Magic School Bus in the Time of the Dinosaurs*. New York: Scholastic, 2012.

Riehecky, Janet. *Show Me Dinosaurs: My First Picture Encyclopedia*. , 2018. Print.

Frey, Janet. *Apple Valley School: A Simulation of Pioneer Life in a One-Room Schoolhouse*. Carlsbad, CA: Interact, 1992. Print.

Baby, Professor. *Thomas Edison and His 1093 Patents - Biography Book Series for Kids - Child*. Baby Professor, 2017. Internet resource.

*Who Was Thomas Alva Edison?*Paw Prints, 2008. Print.

Brennan-Nelson, Denise, and Jane M. Donovan. *My Teacher Likes to Say*. Ann Arbor: Sleeping Bear Press, 2015. Internet resource.

Bohlken, Robert L. *Listening to Rural Midwestern Idioms/folk Sayings: A Lively and Entertaining Guide to Rural Midwestern Idioms/folk Sayings*. , 2016. Print.

De, Gerez T, and Barbara Cooney. *Louhi, Witch of North Farm: A Story from Finland's Epic Poem, the Kalevala*. New York: Viking Penguin, 1988. Print.

Junior Great Books Series 2, Teacher's Edition. Volumes 1, 2, and 3. Chicago, IL: The Great Books Foundation, 1990.

Crawfordsville District Public Library

Hose School Library

High Ability Classroom Library

Peter, Evelyn I., and Wagner, Laurel E. *Phonicsfirst: Curriculum and Lesson Guide*. Michigan: Brainspring, 2019. Print.

Beland, Kathy. "Second Step Elementary." *Elementary School Curriculum\ Second Step, 1985*, <https://www.secondstep.org/elementary-school-curriculum>.

Smekens, Kristina. "Smekens Education Solutions, Inc." *Smekens Education*, smekenseducation.com

STUDENT RESOURCES

Junior Great Books Series 2, student books. Book One, Book Two. Chicago, IL: The Great Books Foundation, 1990.

Crawfordsville District Public Library

Hose School Library

High Ability Classroom Library

Baby, Professor. *Thomas Edison and His 1093 Patents - Biography Book Series for Kids - Child*. Baby Professor, 2017. Internet resource.

Who Was Thomas Alva Edison? Paw Prints, 2008. Print.

Crawfordsville Community Schools

2-22-2022

Language Arts

Unit 3

**Distinguishing Good and Evil
Exploring Reality and Imagination
High-Ability Grade 1**

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize his/her gifted potential by pursuing a challenging, differentiated curriculum which will accelerate his/her learning experiences allowing him/her to become an independent yet interactive learner and leader.

The high-ability student will consistently utilize critical, logical, analytical, and creative thinking skills to seek original solutions to teacher- and self-directed problems that are timely and realistic.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare him/her to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student, growing aware of his/her own uniqueness, will develop ways to effectively share his/her gifts and talents with others in the school and larger community.

The high-ability student will become more aware of the needs he/she has in common with others and will utilize this knowledge to relate in a positive manner with peers and others in the different communities for which they are involved.

DIFFERENTIATED LEARNER OBJECTIVES

The first-grade high-ability student in language arts will listen to and read a variety of folktales from around the world. The student will identify the elements of folktales and compare and contrast good and evil through class discussions. The class will also analyze folktales to determine the value they tend to impart to society. The class will design posters to convey the class ideas and be used as references.

The first-grade high-ability student in language arts will read or listen to a variety of stories to examine the balance between reality and imagination. He/she will collaborate to design a bulletin board that presents the conclusions.

The first-grade high-ability student in language arts will create a variety of projects such as lettering a word of choice in a manner that illustrates the meaning of the word or using model

clay to create an imaginary creature and write a story with this being the main character. These projects will promote using his/her imagination.

MAJOR CONCEPTS

Folktales were used to transmit values of the society and show the forces of existence for both good and evil throughout the world. Literature provides many opportunities for the reader to analyze, compare, and chart these values and ideas.

Imagination has the power to recreate any sensation perceived or possibly perceived. Imagination is an idea with no basis in reality, while the reality is the state of things as they exist. Reality is what you see, hear, and experience. Fictional and Nonfictional literature provides discussion opportunities to contrast and connect with these concepts.

Imagination allows freedom from the constraints of the everyday world and depends on the creator.

Imagination aids in the development of social, emotional, creative, physical, lingual, and problem-solving skills in children.

CONTENT OUTLINE

- I. Literature provides examples of Good and evil being opposing forces in all societies.
 - A. Perceptions of good and evil are determined by the values of a society.
 - B. Aspects of both good and evil can be present in the same entity.
 - C. Authors often exaggerate the characteristics of good and evil to emphasize a point.
- II. A folktale is a storytelling art, be it oral or written, developed to transmit the values of good in society.
 - A. Plots involved messages of right and wrong or good and evil.
 - B. Stereotypical characters portray good and evil.
- III. Authors provide books that allow opportunities for a reader to understand reality and fantasy. These elements are opposites that form the endpoints of a continuum that blends the elements of each.
 - A. Reality is a real event, entity, or state of affairs
 - B. Fantasy is the free-play of creative imagination
 - C. Many literary works blend elements of fantasy and reality to entice the audience
- IV. Written stories and artistic creativity express imagination allowing freedom from the constraints of the everyday world.
 - A. Imagination is the act of power of forming a mental image of something not present in the senses or never wholly perceived in reality.
 - B. Elements of imagination include fluency, flexibility, originality, and elaboration
 - a. Fluency refers to the number of different ideas.
 - b. Flexibility refers to the variations within any one idea.
 - c. Elaboration refer to the amount of detail included

C. As imagination replaces truth, the product moves toward fantasy.

DIFFERENTIATED ACTIVITIES

INTRODUCTORY ACTIVITIES

Students will read or listen to a variety of fairy tales from around the world from writers and scholars like Hans Christian Andersen, Charles Perrault, Andrew Lang, and brothers Jacob Grimm and Wilhelm Grimm. The class will define fairy tales with students discussing these types of questions; What makes a fairy tale different from other types of stories?, What do different fairy tales have in common? The teacher will also provide the history of the development of fairy tales.

(1.RF.2.3), (1.RF.3.2), (1.RF.3.3), (1.RF.3.4), (1.RF.3.5), (1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5), (1.RL.2.1), (1.RL.2.2), (1.SL.2.3), (1.SL.3.1)

(1.RF.1), (1.RF.3.1), (1.RF.4.2), (1.RF.4.5), (1.RF.4.6), (1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

The teacher will reveal a large version of the cover illustration for ***‘My Book of Favourite Fairy Tales’*** by Anon E. Mouse, Edric Vredenburg. (Or another cover illustration from a traditional book collection of fairy tales from another author) Students will examine the cover. Ask students to recognize and articulate what it is about the illustration that tells them this is a book of fairy tales.

(1.RL.2.1), (1.RL.2.2), (1.RN.2.1), (1.RN.2.2), (1.SL.2.3), (1.SL.3.1)

(1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RN.1), (1.RN.2.3), (1.RN.4.1), (1.RN.4.2), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

Students will compare the illustration from the above example with more modern covers of fairy tale books. In small groups discuss the style of illustrations, which they like best, and which version or edition they would prefer to read.

(1.RF.2.3), (1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5), (1.RL.2.1), (1.RL.2.2), (1.RN.2.1), (1.RN.2.2), (1.SL.2.3), (1.SL.3.1)

(1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RN.1), (1.RN.2.3), (1.RN.4.1), (1.RN.4.2), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

Students will read or listen to a variety of fantasy stories. (Story and author examples: Chris Van Allsburg-*Probuditi!*, *The Polar Express*, *Two Bad Ants*, *Zathura*, and *Jumanji*; David Shannon-*The Bad Case of Stripes*; Bill Peet-*The Whingdingdilly*, *Smokey*, *The Caboose Who Got Loose*, *The Wump World*; C.S. Lewis-*The Magician's Nephew*, *The Lion, the Witch, and the Wardrobe*) Analyze the realistic elements and the fantasy elements of the story. Create a class chart showing their analysis.

(1.RF.2.3), (1.RF.3.2), (1.RF.3.3), (1.RF.3.4), (1.RF.3.5), (1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5), (1.RL.2.1), (1.RL.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RF.1), (1.RF.3.1), (1.RF.4.2), (1.RF.4.5), (1.RF.4.6), (1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

Students will use the preceding activity, placing the stories on a reality/fantasy continuum. Create a bulletin board displaying this information allowing for use throughout the unit.

(1.RF.2.3), (1.RF.3.2), (1.RF.3.3), (1.RF.3.4), (1.RF.3.5), (1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5), (1.RL.2.1), (1.RL.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RF.1), (1.RF.3.1), (1.RF.4.2), (1.RF.4.5), (1.RF.4.6), (1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

DEVELOPMENTAL ACTIVITIES

Students will read or listen to a variety of fairy tales from around the world (continue with the collection read from the introductory activity). The class will complete a grid with titles of these fairy tales along one side, and some or all of the following elements along the other side: magic objects or powers, villain, helper, hero, problem to be solved, repetition (groups of seven; repeated lines), set phrases at the beginning and end of the story, royal family. After reading each, place a check against each story element. The class will also create a graphic organizer outlining the plot of two different fairy tales. Evaluate and discuss the results.

(1.RF.2.3), (1.RF.3.2), (1.RF.3.3), (1.RF.3.4), (1.RF.3.5), (1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5), (1.RL.2.1), (1.RL.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RF.1), (1.RF.3.1), (1.RF.4.2), (1.RF.4.5), (1.RF.4.6), (1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

Students will choose a fairy tale, and develop a story mapping worksheet filling in the areas for the common characteristics while placing emphasis on the characters portraying good and evil. Students will then work in small groups to discuss their story maps and determine how their fairytale characters and plot transmit the values of good in society.

(1.RF.2.3), (1.RF.3.2), (1.RF.3.3), (1.RF.3.4), (1.RF.3.5), (1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5), (1.RL.2.1), (1.RL.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RF.1), (1.RF.3.1), (1.RF.4.2), (1.RF.4.5), (1.RF.4.6), (1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

Students will read the different versions of a fairy tale such as Cinderella; written for different countries. Student partners will select 2 versions to compare and contrast the elements of the fairy tale. Students will complete a T-chart with their understanding. The T-charts will be posted in the classroom. (or Students will read and watch the film version of the same fairy tale and compare and contrast the elements and storyline. Ex. read *Jack and the Beanstalk* (JGB), review the film *Mickey and the Beanstalk*)

(1.RF.2.3), (1.RF.3.2), (1.RF.3.3), (1.RF.3.4), (1.RF.3.5), (1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5), (1.RL.2.1), (1.RL.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RF.1), (1.RF.3.1), (1.RF.4.2), (1.RF.4.5), (1.RF.4.6), (1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

Students will listen to multiple poems from *Imagine That! Poems of Never-Was*, by Jack Prelutsky. Use clay or papier-mache to create your own imaginary animal. Give it a name. (Extension activity would be to write a story using your imaginary animal.)

(1.RF.2.3), (1.RF.3.2), (1.RF.3.3), (1.RF.3.4), (1.RF.3.5), (1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5), (1.RL.2.1), (1.RL.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c)

(1.RF.1), (1.RF.3.1), (1.RF.4.2), (1.RF.4.5), (1.RF.4.6), (1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

Students will participate in an intensive phonics program that is a multisensory, systematic, structured, sequential, direct-instruction approach to teaching students systematic processes or decoding (reading) and encoding (spelling).

(1.RF.2.3), (1.RF.3.2), (1.RF.3.3), (1.RF.3.4), (1.RF.3.5), (1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5)

(1.RF.1), (1.RF.2.1), (1.RF.2.2), (1.RF.2.4), (1.RF.3.1), (1.RF.3.3), (1.RF.4.2), (1.RF.4.5), (1.RF.4.6)

CULMINATING ACTIVITIES

Students will design their own book cover for ‘Grimm’s fairy tales’. The teacher will provide a lesson and an anchor chart on design elements. Students will consider the design of the whole cover, including the font and lettering of the title as well as the layout of the page. (An extension activity could be to design the back cover including the synopsis). Students will consider how important book covers are when encouraging people to read or even buy the book. The design should aim to be attractive, eye-catching, and persuasive. These final pieces will be displayed in the room.

(1.RF.2.3), (1.RF.3.2), (1.RF.3.3), (1.RF.3.4), (1.RF.3.5), (1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5), (1.RL.2.1), (1.RL.2.2), (1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RF.1), (1.RF.3.1), (1.RF.4.2), (1.RF.4.5), (1.RF.4.6), (1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RN.1), (1.RN.2.3), (1.RN.3.1), (1.RN.3.2), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

Students will write a persuasive book review on their favorite version of the Cinderella fairy tale from the developmental activity above. The book reviews will be gathered and published in a class book and housed in the classroom library.

(1.RF.2.3), (1.RF.3.2), (1.RF.3.3), (1.RF.3.4), (1.RF.3.5), (1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5), (1.RL.2.1), (1.RL.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RF.1), (1.RF.3.1), (1.RF.4.2), (1.RF.4.5), (1.RF.4.6), (1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

The high-ability student will read their chosen fairy tale to a first-grade student from another classroom. The high-ability student will then share their story mapping worksheet, and the high-ability student will assist the first-grade student in completing the activity.

(1.RF.2.3), (1.RF.3.2), (1.RF.3.3), (1.RF.3.4), (1.RF.3.5), (1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5), (1.RL.2.1), (1.RL.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RF.1), (1.RF.3.1), (1.RF.4.2), (1.RF.4.5), (1.RF.4.6), (1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1),

(1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

The class will listen to ‘*Macastory’s audio retelling of ‘Hansel and Gretel’*. Over subsequent days, ask students or groups of students to retell the story (or perhaps perform) from memory without referring back to the original story. The class will discuss after listening again to the original version: How does the story change with each telling?; Did the students add any details or descriptions to the story?; What might be gained or lost if the story was written down?

(1.RL.2.1), (1.RL.2.2), (1.SL.2.3), (1.SL.3.1)

(1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

Students will choose a word. Letter your choice in a manner that illustrates the meaning of the word (i.e. tall would be written in a very tall script). Display the collection of word art in the hallway.

(1.RF.2.3), (1.RF.3.2), (1.RF.3.3), (1.RF.3.4), (1.RF.3.5), (1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c)

(1.RF.1), (1.RF.3.1), (1.RF.4.2), (1.RF.4.5), (1.RF.4.6), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b)

EVALUATION

The class discussion and charting activities determining the common elements of a fairy tale and the story sequencing will be evaluated by the teacher using a quality and quantity of response checklist as the criteria.

The students' persuasive book review of their favorite version of Cinderella will be evaluated by both student and teacher using a rubric generated by the class and teacher. The rating scale will use 1-3-5 and the 6 traits of writing.

The front book cover design piece of ‘Grimm’s fairy tales’ will be evaluated by students on the basis of an enjoyment rating scale.

Students will be assessed every two weeks on encoding the words taught during the phonics program. Rating scale based on percentages.

SELECTED RESOURCES

TEACHER RESOURCES

A variety of fairy tales and different versions.

VREDENBURG, Edric, and Jennie HARBOUR. *My Book of Favourite Fairy Tales. Retold by the Editor (e. Vredenburg) and Others. Illustrated by Jennie Harbour, Etc.* London: R. Tuck, 1921. Print.

Allsburg, Chris . *Probuditi!*Modena: Logos, 2016. Print.

Van, Allsburg C. *The Polar Express.* , 2019. Print.

Van, Allsburg C. *Two Bad Ants.* Boston, Mass: Houghton Mifflin, 2012. Print.

Van, Allsburg C. *Zathura.* Paris: L'e◆◆cole des loisirs, 2011. Print.

Van, Allsburg C. *Jumanji.* , 2019. Print.

Shannon, David, and Jane Casserly. *A Bad Case of Stripes.* , 2019. Print.

The Whingdingdilly. Paw Prints, 2009. Print.

PEET, William B. *Smokey ; Written and Illustrated by Bill Peet.* London: Deutsch, 1966. Print

Peet, Bill. *The Caboose Who Got Loose.* Boston: Houghton Mifflin Co, 2011. Print.

Peet, Bill. *The Wump World.* New York: Scholastic, Inc, 1996. Print.

Lewis, C S, Pauline Baynes, C S. Lewis, C S. Lewis, C S. Lewis, C S. Lewis, C S. Lewis, C S. Lewis, and C S. Lewis. *The Chronicles of Narnia.* , 2015. Print.

Mickey and the Beanstalk. , 2009.

Prelutsky, Jack, and Kevin Hawkes. *Imagine That!: Poems of Never-Was.* New York: Knopf, 1998. Print.

Grimm, Jacob, Wilhelm Grimm, and Alix Martin. *Hansel and Gretel.* , 2017. Internet resource.

Junior Great Books Series 2, Teacher's Edition. Volumes 1, 2, and 3. Chicago, IL: The Great Books Foundation, 1990.

Crawfordsville District Public Library

Hose School Library

High Ability Classroom Library

Peter, Evelyn I., and Wagner, Laurel E. *Phonicsfirst: Curriculum and Lesson Guide.* Michigan: Brainspring, 2019. Print.

Beland, Kathy. "Second Step Elementary." *Elementary School Curriculum\ Second Step, 1985,* <https://www.secondstep.org/elementary-school-curriculum>.

Smekens, Kristina. “Smekens Education Solutions, Inc.” *Smekens Education*, smekenseducation.com

STUDENT RESOURCES

Junior Great Books Series 2, student books. Book One, Book Two. Chicago, IL: The Great Books Foundation, 1990.

Crawfordsville District Public Library

Hose School Library

High Ability Classroom Library

Crawfordsville Community Schools

2-22-2022

Language Arts

Unit 4

Balance of Man and Nature

High-Ability Grade 1

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize his/her gifted potential by pursuing a challenging, differentiated curriculum which will accelerate his/her learning experiences allowing him/her to become an independent yet interactive learner and leader.

The high-ability student will consistently utilize critical, logical, analytical, and creative thinking skills to seek original solutions to teacher- and self-directed problems that are timely and realistic.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare him/her to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student, growing aware of his/her own uniqueness, will develop ways to effectively share his/her gifts and talents with others in the school and larger community.

The high-ability student will become more aware of the needs he/she has in common with others and will utilize this knowledge to relate in a positive manner with peers and others in the different communities for which they are involved.

DIFFERENTIATED LEARNER OBJECTIVES

The first-grade high-ability student in language arts will compare and contrast the features of the animal kingdom. Students will work in small groups with hands-on activities such as sorting, creating puzzles, or cutting and pasting to understand the classifications. The class will develop charts displaying the similarities and differences between the five (5) classifications of vertebrate animals and one (1) classification of invertebrate animals.

The first-grade high-ability student in language arts will explore literature that depicts man's recognition of the beauty in nature. He/she will create a poem that articulates his/her personal feelings or he/she will use a photograph from a United States National Park to create a poem describing their perspective of the beauty in nature.

The first-grade high-ability student in language arts will research and develop a report of an endangered or extinct animal from at least 3 out of the 6 classifications of the animal kingdom.

The first-grade high-ability student in language arts will explore literature that depicts man’s preserving and destroying nature. Students will recognize and explain ways in which man can preserve nature for future generations. The class will develop classroom routines to recycle and reduce, and finish the year with a repurposing business project. The classroom routine and project are to develop a mindset to assist with preserving nature.

MAJOR CONCEPTS

The world is made of different habitats and animal kingdoms. Nonfiction literature provides a variety of animal books to compare and contrast the characteristics of each habitat and kingdom.

The nature of man allows for appreciation of the natural world. Fictional literature and Poetry connect the reader with man’s recognition of the beauty of nature.

Man has the capacity to preserve or destroy his natural world. Nonfiction literature will provide examples of man destroying or preserving nature.

CONTENT OUTLINE

I. Literature and art provide opportunities to solidify the phrase; The nature of man allows for the appreciation of the natural world.

- A. Many legends pay tribute to the “miraculous” aspects of the natural world.
- B. Man has immortalized the beauty of the natural world in literature and art.
- C. The natural world has an impact on man’s emotions.
 - 1. Sunshine makes people feel good.
 - 2. Gray, dreary days make people feel depressed.
- D. Man has found ways to use the resources the natural world has provided.

II. Literature correlates the proposal; having the capacity to use the natural world for man’s purposes brings with it a responsibility.

- A. Man’s ability to think and plan gives him the capacity to preserve or destroy his natural world.
 - 1. Many of the natural resources man uses are not renewable, so they must be protected before we run out.
 - 2. Replacement of renewable resources must be planned.
- B. Too often man seems unconcerned with the effects of human activity on the natural world.
- C. Cooperation throughout the world is necessary for the preservation of our natural world.

DIFFERENTIATED ACTIVITIES

This pool of activities has been designed to differentiate the curriculum for high-ability students. You may choose from this list or add new and original activities.

INTRODUCTORY ACTIVITIES

Students will listen to and/or choral read nonfiction texts such as: *What is the Animal Kingdom?*, *Let's Classify Animals!*, *Animals without backbones*, *Animal Classifications Invertebrates*, *Classifying Animals Vertebrates and Invertebrates*, *What is a Mammal?*, *Animal Classifications Mammal*, *Marvelous Mammals*, *What is a Bird?*, *Animal Classifications Birds*, *Bizarre Birds*, *Beautiful Birds*, *What is a Reptile?*, *Animal Classifications Reptiles*, *What is an Amphibian?*, *Animal Classifications Amphibians*, *Awesome Amphibians*, *What is a Fish?*, *Animal Classifications Fish*, *Fantastic Fish*, *What is an Arthropod?*

The class will work in small groups sorting, discussing, and clarifying information from each classification, the groups will design posters by sketching and articulating the information in their own words using nonfiction writing characteristics, these posters will serve as informational anchors.

(1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5), (1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RF.1), (1.RF.3.1), (1.RF.4.2), (1.RF.4.5), (1.RF.4.6), (1.RN.1), (1.RN.2.3), (1.RN.3.1), (1.RN.3.2), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

Students will listen to (the teacher will not show the illustrations) a poem such as *Stopping by the Woods on a Snowy Day* by Robert Frost. Illustrate the picture the poem paints in your mind as you listen, interpret, and relate to the words. Identify the words or sentences that helped you with your illustration. Students will share with the class.

(1.RL.2.1), (1.RL.2.2), (1.W.2.1), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1),

(1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

Students will read a variety of books such as *Blueberries for Sal* by Robert McCloskey or *Ibis, a true whale story* by John Himmelman that depict a variety of nature scenes. The class will brainstorm a list of things in nature we would like to preserve.

(1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5), (1.RL.2.1), (1.RL.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RF.1), (1.RF.3.1), (1.RF.4.2), (1.RF.4.5), (1.RF.4.6), (1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1),

(1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

Students will listen to *A Tree is Nice* by Janice May Udry. Choose a tree around the schoolyard. Create an illustrated book about the appearance of the tree throughout the year. For each illustration label the parts using adjectives and nouns and write a few sentences articulating why this tree is nice at this particular time. This book will be kept in a white 3-ring binder. Students will be asked to share with the class.

(1.RL.2.1), (1.RL.2.2), (1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RN.1), (1.RN.2.3), (1.RN.3.1), (1.RN.3.2), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

DEVELOPMENTAL ACTIVITIES

Students will utilize a variety of books from the local library, school library, classroom library, Epic Library, and Literacy Pro library to research endangered or extinct animals from 3 out of the 6 classifications identified above. An index card will be used to record information and cite the source used. Students will be responsible to keep an organized research folder for the index cards collected. After gathering information students will paraphrase their findings using the index cards and a report sheet. The report sheets will be saved in a white 3-ring binder.

(1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5), (1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RF.1), (1.RF.3.1), (1.RF.4.2), (1.RF.4.5), (1.RF.4.6), (1.RN.1), (1.RN.2.3), (1.RN.3.1), (1.RN.3.2), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

Teachers will supply students with a variety of nature photographs from the United States National Parks. Students will describe the photo (prewrite) and then create a poem describing their perspective of the beauty of nature. Pictures, prewrites, and poems will be displayed in the classroom. The poem type will be chosen by the teacher.

(1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RN.1), (1.RN.2.3), (1.RN.3.1), (1.RN.3.2), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

Students will read or listen to *Big Al* by Andrew Clements and/or *The Lorax* by Dr. Suess. Students will work in small groups to discuss: What are the problems and how are they solved? The groups will share their ideas with the class.

(1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5), (1.RL.2.1), (1.RL.2.2), (1.RN.2.1), (1.RN.2.2), (1.SL.2.3), (1.SL.3.1)

(1.RF.1), (1.RF.3.1), (1.RF.4.2), (1.RF.4.5), (1.RF.4.6), (1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RN.1), (1.RN.2.3), (1.RN.3.1), (1.RN.3.2), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2)

Students will listen or choral read a variety of books and articles on Earth Day or Recycling. Students will identify new vocabulary, answer comprehension questions, and use a graphic organizer to identify the main idea of each article or section of the article. Students will use this information to better understand man's relationship with nature and how to help preserve and not destroy it.

(1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5), (1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RF.1), (1.RF.3.1), (1.RF.4.2), (1.RF.4.5), (1.RF.4.6), (1.RN.1), (1.RN.2.3), (1.RN.3.1), (1.RN.3.2), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

Students will read *The Wump World* by Bill Peet. Analyze the main idea of the story while interpreting the author's transfer of this imaginary animal world to the world today.

(1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5), (1.RL.2.1), (1.RL.2.2), (1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RF.1), (1.RF.3.1), (1.RF.4.2), (1.RF.4.5), (1.RF.4.6), (1.RL.1), (1.RL.2.3), (1.RL.2.4), (1.RL.3.1), (1.RL.3.2), (1.RL.4.1), (1.RL.4.2), (1.RN.1), (1.RN.2.3), (1.RN.3.1), (1.RN.3.2), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

Participate in an intensive phonics program that is a multisensory, systematic, structured, sequential, direct-instruction approach to teaching students systematic processes or decoding (reading) and encoding (spelling).

(1.RF.2.3), (1.RF.3.2), (1.RF.3.3), (1.RF.3.4), (1.RF.3.5), (1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5)

(1.RF.1), (1.RF.2.1), (1.RF.2.2), (1.RF.2.4), (1.RF.3.1), (1.RF.3.3), (1.RF.4.2), (1.RF.4.5), (1.RF.4.6)

CULMINATING ACTIVITIES

Students will share their animal research report with a kindergartener from another class using supporting illustrations from books used in research. Students will clarify and answer any misconceptions or questions from the kindergarteners.

(1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5), (1.RN.2.1), (1.RN.2.2), (1.SL.2.3), (1.SL.3.1)
(1.RF.1), (1.RF.3.1), (1.RF.4.2), (1.RF.4.5), (1.RF.4.6), (1.RN.1), (1.RN.2.3), (1.RN.3.1),
(1.RN.3.2), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1),
(1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b),
(1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

The class will participate in a fundraising project for the World Wildlife Organization. The class will identify endangered animals and then select 3 different animals to help. The class will develop a letter describing our project. We will fundraise money and send it to the organization. The students will understand our positive impact through correspondence from the organization and from their research projects.

(1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)
(1.RN.1), (1.RN.2.3), (1.RN.3.1), (1.RN.3.2), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1),
(1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c),
(1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2),
(1.SL.4.2), (1.SL.4.3)

Students will paint a “picture in words”. Using words to describe a beautiful nature scene. Give your description to a classmate and have them create an illustration of the “picture in words”. The class will display both creations together on a bulletin board for enjoyment.

(1.RF.2.3), (1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5), (1.RL.2.1), (1.RL.2.2), (1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.3.1)
(1.RF.1), (1.RF.3.1), (1.RF.4.2), (1.RF.4.5), (1.RF.4.6), (1.RN.1), (1.RN.2.3), (1.RN.3.1),
(1.RN.3.2), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1),
(1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b),
(1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

Students will list the ways to preserve nature and give examples. The class will develop classroom routines to recycle and reduce materials used every day in the classroom. These routines will be posted in the room as a reference. (Extended activity could be to help Hose elementary classrooms to do the same- Mrs. Wheeler’s class would serve as ambassadors)

(1.RF.2.3), (1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RF.5), (1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)
(1.RF.1), (1.RF.3.1), (1.RF.4.2), (1.RF.4.5), (1.RF.4.6), (1.RN.1), (1.RN.2.3), (1.RN.3.1),
(1.RN.3.2), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1),
(1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b),
(1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

The students, in partnerships, will create a business that will repurpose any materials used on a daily basis. The students will develop a business plan, produce their product, reflect on their plan and their production, create an advertisement, determine their pricing, and set up a storefront to sell their products.

(1.RF.2.3), (1.RF.4.1), (1.RF.4.3), (1.RF.4.4), (1.RN.2.1), (1.RN.2.2), (1.W.2.1), (1.W.3.2), (1.W.6.2a), (1.W.6.2c), (1.SL.2.3), (1.SL.3.1)

(1.RF.1), (1.RF.3.1), (1.RF.4.2), (1.RF.4.5), (1.RF.4.6), (1.RN.1), (1.RN.2.3), (1.RN.3.1), (1.RN.3.2), (1.RV.1), (1.RV.2.1), (1.RV.2.4), (1.RV.3.1), (1.RV.3.2), (1.W.1), (1.W.2.2), (1.W.3.1), (1.W.4), (1.W.6.1), (1.W.6.1a), (1.W.6.1b), (1.W.6.1c), (1.W.6.1e), (1.W.6.2), (1.W.6.2b), (1.SL.1), (1.SL.2.1), (1.SL.2.4), (1.SL.2.5), (1.SL.3.2), (1.SL.4.2), (1.SL.4.3)

EVALUATION

The student's endangered or extinct animal research project will be evaluated by both student and teacher using a rubric generated by the class and teacher. The rating scale will use 1-3-5 and the 6 traits of writing.

The student's "picture in words" description writing and the illustrating piece will be evaluated by peers using a rating scale of 1-3-5. Peers will rate the piece on the basis of enjoyment and pleasure.

The student's poem created from the National Park Photographs will be evaluated by the student and teacher from a rubric generated by the class and teacher. The scale will be 1-3-5 based on the necessary components of the type of poem selected.

Students will be assessed every two weeks on encoding the words taught during the phonics program. Rating scale based on percentages.

SELECTED RESOURCES

TEACHER RESOURCES

Kalman, Bobbie, Glen Hutton, and Barbara Nixon-Ewing. *What Is the Animal Kingdom*. Brantford, Ont: W. Ross MacDonald School, Resource Services Library, 2007. Print.

Hicks, Kelli L. *Let's Classify Animals!* Vero Beach, FL: Rourke Pub, 2012. Print.

Kalman, Bobbie. *Animals Without Backbones*. St. Catharines, Ont: Crabtree Pub, 2009. Print.

Royston, Angela. *Invertebrates*. , 2016. Print.

Classifying Animals into Vertebrates and Invertebrates: Animal Book for 8 Year Olds. , 2017. Print.

Kalman, Bobbie, Greg Nickles, and Niki Walker. *What Is a Mammal?* New York: Crabtree Pub. Co, 1998. Print.

Royston, Angela. *Mammals*. , 2016. Print.

Carlin, Lydia. *Marvelous Mammals*. , 2009. Print.

Kalman, Bobbie. *What Is a Bird?* New York: Crabtree Publishing, 1999. Print.

Royston, Angela. *Birds*. , 2016. Print.

Bizarre Birds. Paw Prints, 2017. Print.

Martin, Justin M. C. Beautiful Birds. , 2009. Print.

Kalman, Bobbie. What Is a Reptile?New York: Crabtree Pub. Co, 1999. Print.

Royston, Angela. Reptiles. , 2016. Print.

Kalman, Bobbie. What Is a Reptile?New York: Crabtree Pub. Co, 1999. Print.

Royston, Angela. Amphibians. , 2016. Print.

Bauer, Jeff. Awesome Amphibians. , 2009. Print.

Kalman, Bobbie, and Allison Larin. What Is a Fish?New York, N.Y: Crabtree Pub. Co, 1999. Print.

Royston, Angela. Fish. , 2016. Print.

Bennett, Elizabeth. Fantastic Fish. , 2009. Print.

Smithyman, Kathryn, and Bobbie Kalman. What Is an Arthropod?St. Catharines ON: Crabtree Pub, 2003. Print.

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STUDENT RESOURCES

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STATE STANDARDS

RF.1: LEARNING OUTCOME FOR READING FOUNDATIONS - Develop, build, and apply knowledge of foundational reading skills

- 1.RF.1: Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.

RF.2: PRINT CONCEPTS - Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories.

- 1.RF.2.1: Students are expected to build upon and continue applying concepts learned previously.
- 1.RF.2.2: Students are expected to build upon and continue applying concepts learned previously.
- **1.RF.2.3: Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).**
- 1.RF.2.4: Learn and apply knowledge of alphabetical order.

RF.3: PHONOLOGICAL AWARENESS

Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds

- 1.RF.3.1: Produce rhyming words.
- **1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.**
- 1.RF.3.3: Orally blend sounds in words.
- **1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.**
- **1.RF.3.5: Segment the individual sounds in one-syllable words.**

RF.4: PHONICS - Decode and read words by applying phonics and word analysis skills

- **1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.**
- 1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.
- **1.RF.4.3: Apply knowledge of final -e and common vowel teams (vowel digraphs) representing long vowel sounds.**
- **1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).**
- 1.RF.4.5: Read words in common word families (e.g., -at, -ate).
- 1.RF.4.6: Read grade appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).

RF.5: FLUENCY - Demonstrate accuracy and fluency when reading

- ***1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.***

RL.1: LEARNING OUTCOME FOR READING LITERATURE - Read and comprehend a variety of literature independently and proficiently

- 1.RL.1: With support, read and comprehend literature that is grade-level appropriate.

RL.2: KEY IDEAS AND TEXTUAL SUPPORT - Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes

- ***1.RL.2.1: Ask and answer questions about the main idea and key details in a text.***
- ***1.RL.2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.***
- 1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.
- 1.RL.2.4: Make and confirm predictions about what will happen next in a story.

RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION

Build comprehension and appreciation of literature, using knowledge of literary structure and point of view

- 1.RL.3.1: Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
- 1.RL.3.2: Identify who is telling the story at various points in a text

RL.4: CONNECTION OF IDEAS - Build comprehension and appreciation of literary elements and themes and analyze how sensory tools impact meaning

- 1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.
- 1.RL.4.2: Compare and contrast the adventures and experiences of characters in stories.

RN.1: LEARNING OUTCOME FOR READING NONFICTION - Read and comprehend a variety of nonfiction independently and proficiently

- 1.RN.1: With support, read and comprehend With support, read and comprehend nonfiction that is grade-level appropriate.

RN.2: KEY IDEAS AND TEXTUAL SUPPORT - Extract and conduct meaning from nonfiction texts using a range of comprehension skills

- ***1.RN.2.1: Ask and answer questions about key details to clarify and confirm understanding of a text.***
- ***1.RN.2.2: Retell main ideas and key details of a text.***

- 1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RN.3: FEATURES AND STRUCTURES - Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective

- 1.RN.3.1: Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
- 1.RN.3.2: Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.
- 1.RN.3.3: Standard begins at second grade.

RN.4: CONNECTION OF IDEAS - Build understanding of nonfiction texts by verifying points and making connections between topics and ideas

- 1.RN.4.1: Identify the reasons the author gives to support points in a text.
- 1.RN.4.2: Identify basic similarities in and differences between two texts on the same topic.
- 1.RN.4.3: Standard begins at sixth grade.

RV.1: LEARNING OUTCOMES FOR READING VOCABULARY - Build and apply vocabulary using various strategies and sources

- 1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

RV.2: VOCABULARY BUILDING - Use strategies to determine and clarify words and understand their relationship

- 1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.
- 1.RV.2.2: Define and sort words into categories (e.g., antonyms, living things, synonyms).
- 1.RV.2.3: Standard begins at sixth grade.
- 1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.
- 1.RV.2.5: Standard begins at second grade.

RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS - Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meaning of words and their uses

- 1.RV.3.1: Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).

- 1.RV.3.2: Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.
- 1.RV.3.3: Standard begins at third grade.

W.1: LEARNING OUTCOME FOR WRITING - Write effectively for a variety of tasks, purposes, and audiences

- 1.W.1: Write routinely over brief time frames and for a variety of purposes and audiences.

W.2: HANDWRITING - Demonstrate the ability to write legibly

- **1.W.2.1: Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.**
- 1.W.2.2: Students are expected to build upon and continue applying concepts learned previously.

W.3: WRITING GENRES - Develop writing skills by writing for different purposes and to specific audiences or people

- 1.W.3.1: Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal should be considered.
- **1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.**
- 1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.

W.4: THE WRITING PROCESS - Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others

- 1.W.4: Apply the writing process to –
 - With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.
 - Use available technology to produce and publish legible documents.

W.5: THE RESEARCH PROCESS - Build knowledge about the research process and the topic under study by conducting short research

- 1.W.5: With support, conduct simple research on a topic.
 - Identify several sources of information and indicate the sources.
 - Organize information, using graphic organizers or other aids.
 - Make informal presentations on information gathered.

W.6: CONVENTIONS OF STANDARD ENGLISH - Demonstrate command of the conventions of standard English

- 1.W.6.1: Demonstrate command of English grammar and usage, focusing on:
- 1.W.6.1a: Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.
- 1.W.6.1b: Verbs – Writing sentences using verbs to convey a sense of past, present, and future.
- 1.W.6.1c: Adjectives/Adverbs – Standard begins at second grade.
- 1.W.6.1d: Prepositions – Standard begins at fourth grade.
- 1.W.6.1e: Usage – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- 1.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:
- **1.W.6.2a: Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.**
- 1.W.6.2b: Punctuation – Correctly using a period, question mark, and exclamation mark at the end of a sentence.
- Using commas in dates and to separate items in a series.
- **1.W.6.2c: Spelling – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions**
Correctly spelling words with common spelling patterns.
Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.

SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING - Develop and apply effective communication skills through speaking and active listening

- 1.SL.1: Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.

SL.2: DISCUSSION AND COLLABORATION - Develop and apply reciprocal communication skills by participating in a range of collaborative discussions

- 1.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- 1.SL.2.2: Standard begins in third grade.
- **1.SL.2.3: Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.**
- 1.SL.2.4: Ask questions to clarify information about topics and texts under discussion.
- 1.SL.2.5: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.3: COMPREHENSION - Develop and apply active listening and interpretation skills using various strategies

- *1.SL.3.1: Ask and answer questions about what a speaker says to clarify something that is not understood.*
- 1SL.3.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS - Develop and apply the skills to communicate ideas effectively in a variety of situations

- 1.SL.4.1: Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.
- 1.SL.4.2: Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.
- 1.SL.4.3: Give and follow three- and four-step directions.

ML.1: LEARNING OUTCOME FOR MEDIA LITERACY - Develop an understanding of media and the roles and purposes of media

- 1.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.

ML.2: MEDIA LITERACY - Recognize the purpose of media and the ways in which media can have influences

- 1.ML.2.1: Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.
- 1.ML.2.2: Standard begins in fifth grade.