

**Marietta City Schools**  
**2023-2024 District Unit Planner**

**First Grade**

<b>Module Title</b>	Creature Features	<b>Unit Duration (days)</b>	36 Days
<b>Enduring Understanding/ Essential Question</b>	What can we discover about animals' unique features?		

**GA DoE Standards**

**Reading Literature**

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**Reading Informational Text**

RI.1.2 Identify the main topic and retell key details of the text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.8 Identify reasons the author gives to support points in a text.

**Writing**

W.1.2 Write informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Speaking and Listening**

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6 Produce complete sentences when appropriate to task and situation.

**Language**

- L.1.1.h Use determiners (e.g., articles, demonstratives).
- L.1.1.i Use frequently occurring prepositions (e.g., during, beyond, toward).
- L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2.b Use end punctuation for sentences.
- L.1.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- L.1.5.b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- L.1.5.d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

**Continuing Standards**

- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for Grade 1.
- RI.1.10 With prompting and support, read informational texts with appropriate complexity for Grade 1.
- L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

Assessment	Elements that Support Success on EOM Task/Success Criteria
NR1: Text: “Ants” In this New-Read Assessment, the teacher reads the informational text “Ants” aloud. Students individually identify and use select informational text features; identify the main topic and provide key details; and distinguish the meaning of three adjectives, ordering them from warmest to coldest.	Use text features to locate and use information in a text Identify the main topic and key details in an informational text Demonstrate understanding of shades of meaning in words
NR2: Text: Stone Fish In this New-Read Assessment, students are individually assessed on whether they can identify the reasons an author gives to support her points in a text. Students also categorize words using a concept map.	Identify reasons an author gives to support points in a text Categorize words by attribute

EOM: Use evidence gathered during shared class research to write an informative paragraph about an animal's unique features.	<p>Write a topic statement naming an animal and the animal's unique features</p> <p>Use two or more details to support the topic statement</p> <p>Write a conclusion that either restates or relates to the topic statement</p> <p>Complete and correctly punctuate sentences</p> <p>Correct grade-level spelling with more advanced words spelled phonetically</p> <p>Provide a detailed illustration of the animal</p>
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\*Additional Assessments including Focusing Question Tasks, Socratic Seminars, and Vocabulary Assessments are available in the Module Overview of the TE.

Learning Experiences					
Focusing Question 1: What lessons can we learn through stories about animals?					
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
1	<p>"The Hare &amp; the Tortoise"</p> <p>"The Ants &amp; the Grasshopper"</p>	<p>Wonder:</p> <p>What do I notice and wonder about Aesop's Fables?</p>		<p>Generate and answer questions about "The Hare &amp; the Tortoise" and "The Ants &amp; the Grasshopper" using key details from the text. (RL.1.1)</p>	Slide Deck
2	<p>"The Hare &amp; the Tortoise"</p> <p>"The Ants &amp; the Grasshopper"</p>	<p>Organize:</p> <p>What is happening in Aesop's Fables?</p>	<p>Examine:</p> <p>Why is the structure of an informative paragraph important?</p>	<p>Retell "The Hare &amp; the Tortoise" using key details from the text. (RL.1.2, RL.1.3)</p> <p>Identify the components of an informative paragraph. (W.1.2)</p>	Slide Deck
3	<p>"The Hare &amp; the Tortoise"</p> <p>"The Ants &amp; the Grasshopper"</p>	<p>Reveal:</p> <p>What does a deeper exploration of the main character's actions reveal in Aesop's Fables?</p>	<p>Examine:</p> <p>Why is the structure of an informative paragraph important?</p>	<p>Analyze the main character's actions using key details in "The Hare &amp; the Tortoise." (RL.1.1, RL.1.3)</p> <p>Identify the components of an informative paragraph in an exemplar piece about turtles. (W.1.2)</p>	Slide Deck
4	<p>"The Hare &amp; the Tortoise"</p>	<p>Distill:</p> <p>What are the lessons of Aesop's Fables?</p>	<p>Examine:</p>	<p>Identify key details from the text to determine the lessons of Aesop's Fables (RL.1.2)</p>	Slide Deck

	“The Ants & the Grasshopper”		Why is the structure of an informative paragraph important?	Collaboratively write an informative paragraph about “The Ants & the Grasshopper” using evidence from class charts. (W.1.2)	
5	Seven Blind Mice	Wonder: What do I notice and wonder about Seven Blind Mice?	Experiment: How does the structure of an informative paragraph work?	Generate and answer questions about Seven Blind Mice using key details from the text. (RL.1.1)  Add details to an informative paragraph about the lesson of “The Hare and the Tortoise.” (W.1.2)	Slide Deck
6	Seven Blind Mice	Organize: What is happening in Seven Blind Mice?	Execute: How do I use the structure of an informative paragraph in my writing?	Retell Seven Blind Mice using key details from the text. (RL.1.2, RL.1.3)  Sequence the components of an informational paragraph about hares. (W.1.2)	Slide Deck
7	Seven Blind Mice	Reveal: What does a deeper exploration of the characters’ actions reveal in Seven Blind Mice?	Examine: Why is speaking in complete sentences important?	Analyze the characters’ actions using key details in Seven Blind Mice. (RL.1.1, RL.1.3)	Slide Deck
8 FQT1	Seven Blind Mice	Distill: What is the lesson of Seven Blind Mice?		Identify the lesson of Seven Blind Mice. (RL.1.2)  Orally rehearse an informative paragraph using a graphic organizer. (RL.1.2, W.1.2, W.1.8)	Slide Deck
9 SS FQT1	“The Hare & the Tortoise”  “The Ants & the Grasshopper”  Seven Blind Mice	Know: How do Aesop’s Fables and Seven Blind Mice build my knowledge?	Execute: How do I use complete sentences in a Socratic Seminar?  Examine: Why is using phonetic spelling important?	Speak in complete sentences while responding to what others say in a Socratic Seminar. (SL.1.1.a, SL.1.1.b, SL.1.6)  Write an informative paragraph to demonstrate knowledge of the lesson of Seven Blind Mice and understanding of how to use informative paragraph structure. (RL.1.2, W.1.2, W.1.8, L.1.1.j, L.1.2.b)	Slide Deck
<b>Focusing Question 2: How did Jane Goodall make discoveries about animals?</b>					

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
10	Me...Jane	Wonder: What do I notice and wonder about Me...Jane?	Examine: Why is writing a topic statement important?	Signal unknown words in Me...Jane. (RI.1.4)  With support, select the best topic statement for an informative paragraph. (W.1.2)	Slide Deck
11	Me...Jane	Organize: What is happening in Me...Jane?	Experiment: How does writing a topic statement work?	Identify the key details and main topic of sections of the text from Me...Jane with support. (RI.1.2)  Generate and write a topic statement for a partially complete paragraph. (W.1.2)	Slide Deck
12 FQT2	Me...Jane	Reveal: What does a deeper exploration of illustrations and photographs reveal about the main character in Me...Jane?	Execute: How do I write a topic statement for my informative paragraph?	Use the illustrations and details in Me...Jane to describe how Jane made discoveries about animals. (RI.1.1, RI.1.7)  Write a topic statement for an informative paragraph about Jane Goodall's discoveries about animals in the text Me...Jane. (W.1.2, W.1.8, L.1.1.j, L.1.2.b)	Slide Deck
13	Me...Jane	Distill: What is the essential meaning of Me...Jane?	Experiment: How does phonetic spelling work?	Determine the essential meaning of Me...Jane and support it with text evidence. (RI.1.2)  Compose an informative paragraph with a topic statement. (W.1.2, W.1.8, L.1.1.j, L.1.2.b)	Slide Deck
14	Me...Jane	Know: How does Me...Jane build my knowledge?	Excel: How do I improve my topic statements?  Experiment: How does speaking in complete sentences work?	Describe the connection between information in the back matter of the text to information in the story in Me...Jane. (RI.1.3, RI.1.5)  Revise a topic statement in an informative paragraph. (W.1.2, W.1.5, L.1.1.j, L.1.2.b)	Slide Deck

**Focusing Question 3: How do honeybees use their unique features?**

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
15	Bee Dance	Wonder: What do I notice and wonder about Bee Dance?		Generate and answer questions about Bee Dance using key details from the text. (RI.1.1)	Slide Deck
16	Bee Dance	Organize: What is happening in Bee Dance?	Examine: Why is selecting information for informative paragraphs important?	Identify the main topic and retell key details of sections of Bee Dance. (RI.1.2)  Describe the purpose of information in an informative paragraph. (W.1.2)	Slide Deck
17	Bee Dance	Organize: What is happening in Bee Dance?	Examine: Why is adding illustrations to an informative paragraph important?  Experiment: How does selecting information for an informative paragraph work?	Determine the main topic of the whole text Bee Dance. (RI.1.2)  Organize information by matching a detail about a honeybee with its corresponding unique feature. (W.1.2)	Slide Deck
18	Bee Dance "Waggle Dance"	Reveal: What does a deeper exploration of the illustrations reveal in Bee Dance?	Execute: How do I select information for an informative paragraph?	Identify and use text features, such as illustrations and diagrams, to locate key information in Bee Dance. (RI.1.5)  Select two details to include in an informative paragraph about a feature of a honeybee. (W.1.2)	Slide Deck
19 FQT3	Bee Dance "The Ants & the Grasshopper"	Reveal: What does comparing Bee Dance to "The Ants & the Grasshopper" reveal?	Execute: How do I use phonetic spelling in my writing?	Contrast the main topic of Bee Dance and the lesson of "The Ants & the Grasshopper." (RI.1.2, RI.1.2)  Use phonetic spelling in the Focusing Question Task. (L.1.2.e)  Write an informative paragraph that includes two or more details about one of a honeybee's unique	Slide Deck

				features or behaviors. (W.1.2, W.1.8, L.1.1.h, L.1.1.j, L.1.2.b, L.1.2.e, SL.1.5)	
20 VOC1 SS	Bee Dance	Know: How does Bee Dance build my knowledge?	Execute: How do I use complete sentences during a Socratic Seminar?	Speak in complete sentences during a Socratic Seminar focusing on the different ways that Bee Dance teaches readers about a honeybee's unique features. (SL.1.1.a, SL.1.1.b, SL.1.6)	Slide Deck
<b>Focusing Question 4: How do animals use the same feature in a unique way?</b>					
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
21 NR1	What Do You Do With a Tail Like This?	Wonder: What do I notice and wonder about What Do You Do With a Tail Like This?		Generate and answer questions about What Do You Do With a Tail Like This? using key details from the text. (RI.1.1)  Identify and use a diagram and a label, identify the main topic and key details, and order verbs from warmest to coldest, and use a concept map to sort and label words, using the informational text "Ants." (RI.1.2, RI.1.5, L.1.5.a, L.1.5.d)	Slide Deck
22 FQT4	What Do You Do With a Tail Like This?	Organize: What is happening in What Do You Do With a Tail Like This?	Experiment: How does adding illustrations to an informational paragraph work?	Identify the main topic and retell key details of sections of What Do You Do With a Tail Like This? (RI.1.2)  Plan informative paragraph to complete Focusing Question Task 4. (W.1.2)	Slide Deck
23	What Do You Do With a Tail Like This?	Reveal: What does a deeper exploration of informational text features reveal in What Do You Do With a Tail Like This?		Know and use text features to locate more information in What Do You Do With a Tail Like This? (RI.1.5)  Write an informative paragraph that describes how two animals use the same feature differently. (W.1.2, W.1.8, RI.1.3, L.1.1.j, L.1.2.b, L.1.2.e, SL.1.5)	Slide Deck

24	What Do You Do With a Tail Like This?  Young Hare	Distill: What is the essential meaning of Young Hare?	Execute: How do I use adding illustrations to an informative paragraph?  Examine: Why is using a digital tool to type my writing important?  Experiment: How does using a digital tool to type and publish my writing work?	Add a drawing to a written description of how two animals use the same feature differently to clarify ideas. (SL.1.5)  Use a digital tool to type name on a page that will be added to a book produced by the class. (W.1.6)	Slide Deck
25	What Do You Do With a Tail Like This?	Know: How does What Do You Do With a Tail Like This? build my knowledge?	Execute: How do I use a digital tool to type and publish my writing?	Use a digital tool to type a sentence on a page that will be added to a book produced by the class. (W.1.6, L.1.1.j, L.1.2.b, SL.1.5)	Slide Deck
26	What Do You Do With a Tail Like This?  "5 Reasons Why Bald Eagles Are the Best"	Know: How do What Do You Do With a Tail like This? and other informational texts build my knowledge of animals?	Experiment: How does research with multiple sources work?	Explain how the authors' reasons support the point that "bald eagles are the best." (RI.1.3, RI.1.8)  Choose evidence from multiple texts for a collaboratively written opinion piece about favorite animals. (RI.1.2, W.1.1, W.1.7, W.1.8, W.1.4)	Slide Deck
<b>Focusing Question 5: How do animals use their unique features in unexpected ways?</b>					
<b>Lesson</b>	<b>Texts</b>	<b>Content Framing Question</b>	<b>Craft Framing Question</b>	<b>Learning Goals</b>	<b>Lesson Resources</b>
27	Never Smile at a Monkey	Wonder: What do I notice and wonder about Never Smile at a Monkey?		Generate and answer questions about Never Smile at a Monkey using key details from the text. (RI.1.1)	Slide Deck
28	Never Smile at a Monkey	Organize: What is happening in Never Smile at a Monkey?	Examine: Why is adding a conclusion to an informative paragraph important?	Identify the author's point and reasons given to support that point in sections of Never Smile at a Monkey. (RI.1.8)	Slide Deck



				Identify the reasons why it is important to add a conclusion to an informative paragraph. (W.1.2)	
29	Never Smile at a Monkey	Reveal: What does a deeper exploration of text features reveal about the author's points in Never Smile at a Monkey?	Experiment: How does adding a conclusion to an informative paragraph work?	Locate and name text features and explain how they help make the author's point in Never Smile at a Monkey. (RI.1.5, RI.1.8)  Write a conclusion for an informative paragraph. (W.1.2)	Slide Deck
30 FQT5	Never Smile at a Monkey	Reveal: What does a deeper exploration of illustrations reveal about the author's points in Never Smile at a Monkey?		Analyze how illustrations help make the author's point in Never Smile at a Monkey (RI.1.7, RI.1.8)  Plan an informative paragraph stating the author's point with supporting reasons. (W.1.2, W.1.7, W.1.8, SL.1.5, L.1.1.h, L.1.1.j, L.1.2.b)	Slide Deck
31	Never Smile at a Monkey	Distill: What is the essential meaning of Never Smile at a Monkey?		Determine the essential meaning of Never Smile at a Monkey. (RI.1.2)  Write an informative paragraph that states the author's point and supporting reasons. (W.1.2, W.1.7, W.1.8, L.1.1.h, L.1.1.j, L.1.2.b, SL.1.5)	Slide Deck
32 NR2	Never Smile at a Monkey	Know: How does Never Smile at a Monkey build my knowledge?	Excel: How do I improve at adding conclusions to my writing?	Revise conclusion in informative paragraph about Never Smile at a Monkey. (W.1.2, L.1.1.j, L.1.2.b, L.1.2.e)  Identify the reasons an author gives to support points in the informative text Stone Fish and categorize attributes of a stone fish. (RI.1.8, L.1.5.b)	Slide Deck
<b>Essential Question: What can we discover about animals' unique features?</b>					
<b>Lesson</b>	<b>Texts</b>	<b>Content Framing Question</b>	<b>Craft Framing Question</b>	<b>Learning Goals</b>	<b>Lesson Resources</b>
33	All Module Texts	Know:		Plan End-of-Module Task. (W.1.2, W.1.7, W.1.8, L.1.1.h, L.1.1.i, L.1.1.j, L.1.2.b, SL.1.5)	Slide Deck

VOC2 EOM		How do all the Module 2 texts build my knowledge?			
34	All Module Texts	Know: How do all the Module 2 texts build my knowledge?		Write an informative paragraph about an animal's unique feature and how the animal uses it. (W.1.2, W.1.7, W.1.8, L.1.1.h, L.1.1.i, L.1.1.j, L.1.2.b, SL.1.5)	Slide Deck
35	All Module Texts	Know: How do all the Module 2 texts build my knowledge?		Add a drawing to a written description of an animal's unique features to clarify ideas. (SL.1.5)	Slide Deck
36 SS	All Module Texts	Know: How do all the Module 2 texts build my knowledge?	Excel: How do I improve speaking in complete sentences during a Socratic Seminar?	Speak in complete sentences during a Socratic Seminar. (SL.1.1.a, SL.1.1.b, SL.1.6)	Slide Deck

### Content Resources

#### CORE TEXTS

##### Picture Books, Literary

- *Seven Blind Mice*, Ed Young

##### Picture Books, Informational

- *Me . . . Jane*, Patrick McDonnell
- *Never Smile at a Monkey*, Steve Jenkins
- *Bee Dance*, Rick Chrustowski
- *What Do You Do With a Tail Like This?*, Steve Jenkins, Robin Page

#### SUPPLEMENTARY TEXTS

##### Fables

- "The Hare & the Tortoise," *Aesop's Fables*
- "The Ants & the Grasshopper," *Aesop's Fables*

##### Poetry

- "Fish," Mary Ann Hoberman

**Article**

- “Ants,” Great Minds (Assessment 21A)

**Video**

- “Waggle Dance,” BBC

**Visual Art**

- *Young Hare*, Albrecht Dürer
- *The Snail*, Henri Matisse