

In this unit, students will be introduced to stories that have been loved for generations.

What's the story?

Students will be introduced to **classic fables**, such as “The Boy Who Cried Wolf,” and **classic folktales**, such as “The Crowded, Noisy House.” These stories provide a wonderful opportunity for students to develop a strong foundation for the **understanding** and **enjoyment** of **fiction**.

What will my student learn?

Students will continue to **increase their vocabulary** and **reading comprehension skills**. They will become familiar with **key elements** and **parts** of a story as they **explore valuable lessons** that are taught through the morals of the stories.

Throughout the domain, students will **explore narrative writing** by identifying elements in the stories they hear and by working with their peers to **plan** and **draft some narrative writing** of their own.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What has been your favorite fable so far?
Follow up: I know that fables are meant to teach a moral, or a lesson. What was the moral of that fable?
2. Where did the story you read today take place?
Follow up: How would you describe that setting?
3. What is the term used to describe when animals act like people in a story? (personification)
Follow up: Tell me about one of the stories you read where an animal acted like a person.
4. I know you have been learning about the word *disguise* in this unit. Can you use that word in a sentence for me? I will try to use it in a sentence too!
Follow up: Why was the wolf disguised as a sheep in “The Wolf in Sheep’s Clothing”?

In this unit, students will explore and make discoveries about their own bodies using an interactive approach.

What's the story?

The Read-Alouds for this unit are presented through a pediatrician named Dr. Welbody, who tells students about their **body systems** as well as the **different organs** that are part of the body and the jobs they do.

What will my student learn?

Students will learn **healthy habits** and **how to take care of their bodies** by focusing on the **five keys to good health**. They will also be introduced to **Edward Jenner** and **Louis Pasteur**, whose discoveries aided in the **cure of diseases**.

Throughout the domain, students will explore **informational writing** and will learn to **identify** important information in their Read-Alouds. They will work as a class on **taking notes** about what they read and will **write about the five body systems**.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What are some of the organs you have inside your body?
Follow up: What is the one organ that is on the outside of your body? Hint: it is your biggest organ and it covers all of the other organs. (skin)
2. Why do you have a skeleton?
Follow up: What do your skull bones protect? (brain) Where is your spine? Where are your ribs?
3. What do muscles do?
Follow up: How do they help digest the food you eat?
4. Why is blood important to your body?
Follow up: What organ pumps the blood through your body? What are some ways you can keep your heart healthy and strong?

In this unit, students will be introduced to themes in fairy tales and folktales through stories from different lands or countries.

What's the story?

Students will develop a strong foundation to **understand** and **enjoy similar stories from different lands**. As students listen to stories, they will also **increase** their **vocabulary** and **reading comprehension** skills.

What will my student learn?

Students will identify **story elements**, including **characters**, **setting**, **plot**, and **conflict**.

Students will focus their writing on the **retelling of stories** that they hear. They will also practice **sequencing events** and comparing the **similarities** and **differences** in stories throughout the domain.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. In the story "Cinderella," how did she get her name?
Follow up: What parts of "Cinderella" could never really happen? What do you think might have been different if Cinderella's stepmother was nice to her?
2. How was "The Girl with the Red Slippers" the same as "Cinderella"?
Follow up: How was it different?
3. What was your favorite fairy tale you have heard so far?
Follow up: Who was the main character in that fairy tale? What was the setting of that fairy tale? Can you draw me a picture of what you imagined it to look like?
4. What was one of the lessons you learned from one of the fairy tales or folktales you read?
Follow up: How could you use that lesson in your life?

In this unit, students will be introduced to the development of early civilizations.

What's the story?

Students will study **Mesopotamia** and **Egypt**. They will explore the fundamental features of **civilizations**, including the development of **farming**, the establishments of **cities** and **government**, and the creation of practices such as **writing** and **religion**.

What will my student learn?

Students will learn about Mesopotamia, the importance of the **Tigris** and **Euphrates rivers**, and the earliest form of writing: **cuneiform**. They will also learn about Egypt, the importance of the **Nile River**, and the building of the **Great Pyramid**.

In the first two parts of the domain, the **concept of religion** in Mesopotamia and ancient Egypt is introduced as one of the forces **shaping those civilizations**. The end of this domain provides a **historical development** of three world religions—**Judaism**, **Christianity**, and **Islam**.

Throughout this domain, students will focus on **informational writing**. They will **compare key components**, **create timelines**, and **collaborate** with their peers to write about what they learned.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. How was Mesopotamian writing (cuneiform) different from ours? How was it the same?
Follow up: How was the way Mesopotamians used writing the same as the way ancient Egyptians used it?
2. What are the five components of a civilization? (farming, cities, writing, leaders, and religion)
3. Why did most people in ancient Egypt live near the Nile River?
Follow up: Could ancient Egypt have existed without the Nile River? Why?
4. Why was the Great Pyramid built?
Follow up: What was it made of? How would you describe a pyramid?

In this unit, students will learn about the Maya, Aztec, and Inca civilizations.

What's the story?

Students will learn about the **fundamental features** of the **Maya, Aztec, and Inca** civilizations, including farming, religion, and the establishment of cities and government.

What will my student learn?

Students will explore cities in each of these civilizations. They will also compare and contrast each **society and its important elements**. They will learn about the **impact archaeologists** have had on what we know about the Maya, the Aztec, and the Inca today.

Throughout the domain, students will learn to **identify important facts and information** from the Read-Alouds and will use that information to **take notes**. They will also **collaborate with their classmates** to create written responses about what they have learned.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What have you learned about the Mayan civilization?
Follow up: What have you learned about the importance of farming to them? What have you learned about the leaders of the Maya? What were some important things about their cities?
2. Tell me what you learned about the Festival of the First Star.
3. What happened in "The Aztec: The Legend of the Eagle and the Serpent"?
Follow up: Why is it called a legend? What did this legend explain? Do you remember the name of the lake they ended up living on? (Lake Texcoco)
4. What did you learn about Aztec farming?
Follow up: How was it similar to Mayan farming? How was it different?
5. Who were the Inca?
Follow up: What can you tell me about their rulers? What was the job of a runner? Why was it an honor to be chosen as a runner?
6. What is an archaeologist?
Follow up: What was Hiram Bingham's amazing discovery? Can you describe Machu Picchu to me?

In this unit, students will be introduced to the solar system.

What's the story?

Students will learn about the planet they live on, **Earth**, and how the **sun, stars, moon**, and **other planets** relate to it.

What will my student learn?

Students will explore the **sun** and learn about the basics of **astronomy**. They will also have the opportunity to learn about the history of **space exploration** as they read about **NASA** and the **missions to the moon**.

Students will have many chances to **write**. They will focus on **informational writing** by collecting information and taking notes with their classmates about the planets. They will also do some **opinion writing** in their journals, where they will write opinion statements and give reasons to **support their thinking**.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What does the word *astronomy* mean?
Follow up: What are some things that an astronomer might study?
2. What are the two different ways the earth moves? (It orbits around the sun; it spins on its axis.)
Follow up: Pretend I am the sun; show me how the earth moves around the sun. Can you tell me what happens when the earth moves around the sun?
3. Why does it look like the stars are blinking when we see them in the sky?
Follow up: Now that you have been learning more about stars, how would you describe them?
4. How is the moon different from the earth?
Follow up: What have you learned about the moon's phases?
5. Tell me what it was like for the first astronauts to visit the moon.
Follow up: What did they see? How do you think they felt?
6. How many planets are in our solar system?
Follow up: Can you name some of them? Do you remember what they are known for? (smallest, brightest, etc.)
7. Would you rather be an astronaut or an astronomer?
Follow up: Why?

In this unit, students will be introduced to the geographical features of the earth's surface.

What's the story?

Students will learn about the **shape** of the earth, the **North and South Poles**, and the **equator**. They will also explore the **layers** of the earth, including the **crust**, the **mantle**, and the **core**.

What will my student learn?

Through daily Read-Alouds, students will learn about **minerals** and **rocks**. They will learn how rocks and minerals are taken from the earth's crust and how they are used by people. Students will also explore **fossils** and how they provide us with knowledge about the **history** of living things on Earth.

Students will have the opportunity to **write friendly letters**. They will **share important information** they learn during the Read-Alouds with both **geologists** and **paleontologists** they have met during the domain.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What are some of the features of the earth you have been learning about?
Follow up: What is the equator? Can you show me where the equator is on the globe? (If you do not have a globe, have your student point to where the equator would be on something that is shaped like a globe, such as an orange, a ball, etc.)
2. Tell me about the layers of the earth.
Follow up: Which layer is the one we live on? Describe the crust of the earth to me. What things are found in the crust of the earth?
3. What is a geyser? What is a volcano?
Follow up: How are they similar? How are they different?
4. What do paleontologists study?
Follow up: What do paleontologists and geologists have in common? Which would you rather be? Why?

In this unit, students will explore how connected living things are to the environment they live in.

What's the story?

Students will learn about the concept of **habitats**, the different **plants** and **animals** that are a part of specific habitats, and what makes each habitat **unique**.

What will my student learn?

Students will learn about **habitats** and how plants and animals develop characteristics that help them **adapt** and **survive** in particular climates. Students will also learn about the **types of foods** animals eat and will be introduced to the notion of a **food chain**.

Students will **identify and describe** different habitats based on their **unique characteristics**. They will learn to **classify** animals according to the types of food they eat. Students will also explore **informational writing**. They will keep a habitat journal, creating a new entry for every habitat they learn about.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What is a habitat?
Follow up: Describe the habitat that surrounds where we live. Is it a good habitat for plants and animals? Why?
2. Tell me about the Arctic tundra.
Follow up: What animals live there? What kinds of plants grow there? How have the animals that live there adapted to keep themselves warm?
3. What are some animals that you have been learning about?
Follow up: What habitat do those animals live in? How have they adapted to their environment? Why is it important for living creatures to adapt to their environment?
4. Let's compare some of the habitats you have been learning about. (Choose from tundra, savanna, desert, forest, rainforest, etc.)
Follow up: How are they similar to one another? How are they different? Which habitat would you want to live in? Why?

In this unit, students will be introduced to fairy tales that have been favorites with children for generations.

What's the story?

Students will learn about favorite **fairy tales** and the elements that distinguish them as a **unique** type of **fiction**.

What will my student learn?

Through daily Read-Alouds, students will explore fairy tales that exemplify **bravery and heroism**, teach literacy concepts such as **good versus evil**, and provide **valuable life lessons**. They will develop a **strong foundation** for understanding other types of fictional stories in later grades.

Students will explore the genre of narrative writing in this domain by **planning, writing**, and **editing** a retelling of their favorite fairy tale.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What is "the land of Nod"?
Follow up: Can you give me an example of when you might be in "the land of Nod"?
2. Tell me about the fairy tale "Sleeping Beauty."
Follow up: What was the setting of that story? Who were the characters? What were some of the magical events (fantasy) that happened? How did this fairy tale end?
3. How would you describe the character Rumpelstiltskin?
Follow up: Draw a picture of what you imagine he looks like. Was he a magical character? How do you know?
4. Who are some of the heroic characters in the fairy tales you have been reading?
Follow up: What made them heroic? Who were some of the evil characters in the fairy tales you have been reading? What made them evil? Which kind of characters did you like to read about the most? Tell me why.

Welcome!

Grade 1, Domain 10

A New Nation: American Independence

In this unit, students will begin to understand and recall the story behind the birth of the United States.

What's the story?

Students will be introduced to important **historical figures and events** instrumental in the thirteen colonies gaining their **independence from Britain** to become the **United States of America**.

What will my student learn?

Students will learn about the **Boston Tea Party**, the **Declaration of Independence**, and the founding of a **new nation**. They will also explore important historical figures, such as **Betsy Ross**, **George Washington**, **Benjamin Franklin**, and **Thomas Jefferson**. They will study the chronology of events, the roles these figures played, and how they all fit together.

Students will explore the genre of **informational writing** by learning to **identify** important **facts and information** before, during, and after the daily Read-Alouds. They will **plan and write** their own informational paragraphs about the founding of the United States. They will also work as a class, in small groups, and independently to **write captions** for an ongoing **Picture Gallery**.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What was the Boston Tea Party?
Follow up: What are taxes? What do they pay for? Did the Boston Tea Party solve the problem of tea being taxed? How do you know?
2. What did the Declaration of Independence do?
Follow up: Who was chosen to write it? Why do you think he was chosen? How do you think the colonists felt when they heard the Declaration of Independence?
3. What is Betsy Ross known for?
Follow up: Why were there thirteen stripes and thirteen stars on the flag she made? If you could design a flag for our family, what would you include? Why?
4. What are some things that George Washington did for his country?
Follow up: If you had a chance to meet George Washington, what would you tell him? What questions would you ask him?

In this unit, students will understand and retell the story of the westward expansion of the United States.

What's the story?

Students will learn about the **American frontier**, as well as the **explorers** and **events** that played an important role in the **westward expansion** of the United States.

What will my student learn?

Students will learn about **Daniel Boone** and the **Wilderness Road**, the presidency of **Thomas Jefferson**, **Lewis and Clark's explorations** of the Louisiana Territory, and why President Jefferson commissioned the exploration of the new land. By the end of the domain, students will have a good understanding of the concept of westward expansion, the key people involved, and how it contributed to the **growth of the United States**.

Throughout this domain, students will focus on **informational writing**. They will write about diverse topics, such as the Appalachian Mountains, the Louisiana Purchase, and the route they take to school. Students will also work together to write a **short informational paragraph** summarizing Lewis and Clark's expedition.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. Who was Daniel Boone?
Follow up: How would you describe him? What kept explorers like Boone from moving farther west across North America? Why was he considered a trailblazer?
2. How did the Wilderness Road get its name?
Follow up: How did it help other settlers? Why was it so important?
3. What was the Louisiana Purchase?
Follow up: Why was it so important to the United States? How much land was added to the United States because of it? How did the United States get the Louisiana Territory?
4. Why did Lewis and Clark go on their expedition?
Follow up: What were they exploring? Why did Thomas Jefferson think it was important to explore the Louisiana Territory? Where did they begin their expedition? What did they take with them?