

Marietta City Schools

District Unit Planner

First Grade

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

GA DoE Standards

FOCUS STANDARDS:

Foundations:

- 1.F.F.1.b. Read a wide range of grade level texts aloud with increasing accuracy
- 1.F.F.1.c. Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expressing, juncture/pause, and intonation) to demonstrate understanding.

Language:

- 1.L.V.3.a. Use context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- 1.L.V.3.c. Distinguish shades of meaning among verbs that describe the same general action (e.g., walk, march, strut, prance).
- 1.L.GC.2.a. Distinguish between complete and incomplete simple sentences, and identify sentence type (i.e., declarative, imperative, interrogative, and exclamatory).
- 1.L.GC.2.b. Use a variety of simple sentences (i.e., declarative, imperative, interrogative, and exclamatory) to develop clarity in written texts.

Texts:

- 1.TC.1.a. Identify the general purpose (e.g., to tell stories, to provide information, to share opinions, to explain ideas) and target audience in a variety of texts.
- 1.TSS.1.a. Identify and use various text features (e.g., diagrams, tables of contents) to locate information and make meaning in texts.
- 1.TSS.1.b. Use text features (e.g., illustrations, page numbers, bold print, headings) to add clarity and meaning to texts.
- 1.TT.2.a. Identify techniques used to craft expository texts, including main topic and supporting details.
- 1.TT.2.c. Use knowledge of expository techniques to introduce a topic, supply facts about the topic, and provide a sense of closure.
- 1.TRA.1.a. Ask questions about topics of interest for research.

- 1.T.RA.1.b. Work collaboratively or individually to conduct research on a shared or personal topic of interest by gathering and organizing information from provided sources (including print, digital, and personal communication) using graphic organizers or other support aids.
- 1.T.RA.2.a. Refer to parts of texts when supporting an idea, answer, or opinion.

CONTINUING STANDARDS:

- K-12.P.EICC.1.e Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
- K-12.P.AC.2.a Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. (Expository)
- K-12.P.AC.3.a Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
- K-12.P.CP.2.a Communicate clearly to present ideas, information, and texts.
- K-12.P.CP.1.b Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
- K-12.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.
- K-12.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
- K-12.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.
- K-12.P.EICC.1.b Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
- K-12.P.EICC.3.g Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
- K-12.P.EICC.4.f Evaluate the text’s effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
- K-12.P.EICC.4.g Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text’s effectiveness.
- K-12.P.EICC.4.h Edit the text, ensuring it adheres to the conventions of written language.

Assessment	Elements that Support Success on EOM Task/Success Criteria
FQT1. Write an informative paragraph stating the lesson of Seven Blind Mice.	Demonstrate an understanding of fables Demonstrate an understanding of the informative paragraph structure

<p>FQT2. Write an informative paragraph to answer the Focusing Question: How did Jane Goodall make discoveries about animals?</p>	<p>Identify ways people learn about animals Write a topic statement</p>
<p>FQT3. Write an informative paragraph to answer the Focusing Question: “How do honeybees use their unique features?”</p>	<p>Select and write the details for an informative paragraph Use determiners in sentences</p>
<p>FQT4. Write an informative paragraph explaining how two animals from the text What Do You Do With a Tail Like This? use the same feature differently.</p>	<p>Identify text evidence that can be gathered to show how animals use their unique features in different ways Select key details to add to an informative paragraph</p>
<p>FQT5. Write an informative paragraph stating the point the author of Never Smile at a Monkey makes in the text. Include at least two reasons supporting the point. Illustrate your example.</p>	<p>Identify text evidence that can be gathered to show how animals use unique features to protect themselves Use prepositions in sentences Write a conclusion for an informative paragraph</p>
<p>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</p>	<p>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</p>

coldest.	
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.	Write a topic statement naming an animal and the animal's unique features Use two or more details to support the topic statement Write a conclusion that either restates or relates to the topic statement Complete and correctly punctuate sentences Correct grade-level spelling with more advanced words spelled phonetically Provide a detailed illustration of the animal

*Additional Assessments including 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
1	<p>"The Hare & the Tortoise"</p> <p>"The Ants & 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 & the Tortoise" and "The Ants & the Grasshopper" using key details from the text.</p>
2	<p>"The Hare & the Tortoise"</p> <p>"The Ants & 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 & the Tortoise" using key details from the text.</p> <p>Identify the components of an informative paragraph.</p>

3	<p>“The Hare & the Tortoise”</p> <p>“The Ants & the Grasshopper”</p>	<p>Reveal: What does a deeper exploration of the main character’s actions reveal in Aesop’s Fables?</p>	<p>Examine: Why is the structure of an informative paragraph important?</p>	<p>Analyze the main character’s actions using key details in “The Hare & the Tortoise.”</p> <p>Identify the components of an informative paragraph in an exemplar piece about turtles.</p>
4	<p>“The Hare & the Tortoise”</p> <p>“The Ants & the Grasshopper”</p>	<p>Distill: What are the lessons of Aesop’s Fables?</p>	<p>Examine: Why is the structure of an informative paragraph important?</p>	<p>Identify key details from the text to determine the lessons of Aesop’s Fables</p> <p>Collaboratively write an informative paragraph about “The Ants & the Grasshopper” using evidence from class charts.</p>
5	Seven Blind Mice	<p>Wonder: What do I notice and wonder about Seven Blind Mice?</p>	<p>Experiment: How does the structure of an informative paragraph work?</p>	<p>Generate and answer questions about Seven Blind Mice using key details from the text.</p> <p>Add details to an informative paragraph about the lesson of “The Hare and the Tortoise.”</p>
6	Seven Blind Mice	<p>Organize: What is happening in Seven Blind Mice?</p>	<p>Execute: How do I use the structure of an informative paragraph in my writing?</p>	<p>Retell Seven Blind Mice using key details from the text.</p> <p>Sequence the components of an informational paragraph about hares.</p>
7	Seven Blind Mice	<p>Reveal: What does a deeper exploration of the characters’ actions reveal in Seven Blind Mice?</p>	<p>Examine: Why is speaking in complete sentences important?</p>	<p>Analyze the characters’ actions using key details in Seven Blind Mice.</p>
8 FQT1	Seven Blind Mice	<p>Distill: What is the lesson of Seven Blind Mice?</p>		<p>Identify the lesson of Seven Blind Mice.</p> <p>Orally rehearse an informative paragraph using a graphic organizer.</p>
9 SS FQT1	<p>“The Hare & the Tortoise”</p> <p>“The Ants & the Grasshopper”</p> <p>Seven Blind Mice</p>	<p>Know: How do Aesop’s Fables and Seven Blind Mice build my knowledge?</p>	<p>Execute: How do I use complete sentences in a Socratic Seminar?</p> <p>Examine:</p>	<p>Speak in complete sentences while responding to what others say in a Socratic Seminar.</p> <p>Write an informative paragraph to demonstrate knowledge of the lesson of Seven Blind Mice and understanding of how to use informative paragraph structure.</p>

			Why is using phonetic spelling important?	
Focusing Question 2: How did Jane Goodall make discoveries about animals?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
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. With support, select the best topic statement for an informative paragraph.
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. Generate and write a topic statement for a partially complete paragraph.
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. Write a topic statement for an informative paragraph about Jane Goodall's discoveries about animals in the text Me...Jane.
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. Compose an informative paragraph with a topic statement.
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. Revise a topic statement in an informative paragraph.
Focusing Question 3: How do honeybees use their unique features?				

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
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.
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. Describe the purpose of information in an informative paragraph.
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. Organize information by matching a detail about a honeybee with its corresponding unique feature.
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. Select two details to include in an informative paragraph about a feature of a honeybee.
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." Use phonetic spelling in the Focusing Question Task. Write an informative paragraph that includes two or more details about one of a honeybee's unique features or behaviors.
20 VOC1	Bee Dance	Know: How does Bee Dance build my knowledge?	Execute:	Speak in complete sentences during a Socratic Seminar focusing on the different ways that Bee Dance teaches readers about a honeybee's unique features.

SS			How do I use complete sentences during a Socratic Seminar?	
Focusing Question 4: How do animals use the same feature in a unique way?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
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. 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."
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? Plan informative paragraph to complete Focusing Question Task 4.
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? Write an informative paragraph that describes how two animals use the same feature differently.
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:	Add a drawing to a written description of how two animals use the same feature differently to clarify ideas. Use a digital tool to type name on a page that will be added to a book produced by the class.

			How does using a digital tool to type and publish my writing work?	
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.
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." Choose evidence from multiple texts for a collaboratively written opinion piece about favorite animals.

Focusing Question 5: How do animals use their unique features in unexpected ways?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
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.
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. Identify the reasons why it is important to add a conclusion to an informative paragraph.
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. Write a conclusion for an informative paragraph.

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 Plan an informative paragraph stating the author's point with supporting reasons.
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. Write an informative paragraph that states the author's point and supporting reasons.
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. Identify the reasons an author gives to support points in the informative text Stone Fish and categorize attributes of a stone fish.

Essential Question: What can we discover about animals' unique features?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
33 VOC2 EOM	All Module Texts	Know: How do all the Module 2 texts build my knowledge?		Plan End-of-Module Task.
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.
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)
36	All Module Texts	Know:	Excel:	Speak in complete sentences during a Socratic Seminar. (SL.1.1.a, SL.1.1.b, SL.1.6)

SS		How do all the Module 2 texts build my knowledge?	How do I improve speaking in complete sentences during a Socratic Seminar?	
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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

