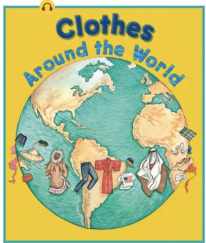


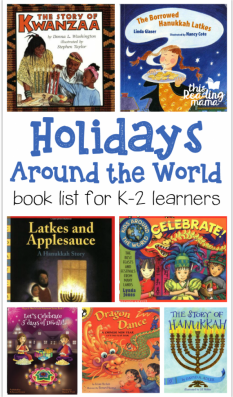
Grade: 1
Subject: Reading
Theme: Cultures

	Standards Addressed	Prerequisite Proficiencies (Content & Skills)	Target Proficiencies (Content & Skills)	Formative Assessments & Activities	Summative Assessments & Projects	Next Steps, Extension & Remediation	Resources (Hyperlinked)
	<i>Hyperlink any standards covered in this unit.</i>	<i>What skills or content knowledge must students have to enter this unit?</i>	<i>What skills or content knowledge will students master in this unit? Include 21st-century and literacy skills.</i>	<i>How will you monitor student progress and track growth throughout the unit?</i>	<i>How will you evaluate student learning at the end of the unit?</i>	<i>What are the next steps after this unit? Include strategies for remediation and extension.</i>	<i>What texts, tools, or digital resources are used in this unit?</i>
Aug.	CCSS.ELA-LITERACY.RI.1.4 CCSS.ELA-LITERACY.RI.1.5 The Common Core Standards to help assess and understand informational texts.	The skills needed to enter this unit will be based on their previous academic year standards: -CCSS.ELA-LITERACY.RI.K.10 : Able to follow along with the story and can complete comprehension worksheets related to the story with minimal teacher assistance. Literacy Skills: - Able to read short sentences on their own. - Able to sound words out phonetically. - Able to find the title, the cover, and the back of the book. - Able to write short sentences on their own.	Students will be able to... - Ask questions about words they don't know and problem solve where to find the meaning of the words in the book. - Understand various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) and how to use them to better understand the passage. Literacy Skills: - Read longer sentences on their own - Answer comprehension questions 21st Century Skills: - Solve Problems: The students will use the	- The unit will begin with a diagnostic assessment to gauge student understandings of text features. The class will be shown a series of different food menus and read a brief passage from the summative assessment book about what the girl would like for lunch. The students will then assess the menus and choose which lunch menu the girl most likely wants. - Comprehension questions will be asked and answered after group working. - The students will work in groups to create appropriate titles and headings for short passages. - The students will play question bingo in pairs to take turns asking each other questions.	At the end of week 4, the students will each be given a reading book and a scavenger hunt assessment that they must complete using the book as guidance. The students will need to use the book's Table of Contents, glossary, and headings to complete the test. The test will ask the students to identify the names or meanings of certain chapters, difficult words, and main ideas throughout the book.	REMEDIATION: Students will be given a new book at a slightly easier level to read and work in small groups with the teacher to answer the questions on the worksheet regarding: Difficult words, chapter names, glossary, title page, author, and illustrator. EXTENSION: While some students remediate, other students will work on structuring their own book like in their online book creator. The students will address where each of the text features would be and fill it in. NEXT STEP: Review the content of what was learned. Ask questions and have students demonstrate their ability to find meaning in the text.	The book to be used during the summative assessment, here. Question bingo. https://bookcreator.com/ Paper and pencil for the extension activity. Access to tablets or computers for creating their online book structure Book for remediation: https://elt.oup.com/catalogue/items/global/graded_readers/oxford_read_and_imagine/level_1/9780194722704?cc=kr&sellLanguage=ko&mode=hub https://static.battleforkids.org/documents/p21/P21_Framework_DefinitionsBFEK.pdf

Sarah Tollefson

			text features to answer questions about the text. - Communicate clearly: The students will ask questions to identify any confusion they may have. - Use and manage information: The students will assess the information in the text features and understand how it relates to the passage as a whole.	ONLINE: - The students will structure a book on BookCreator.com within the classroom virtual library.			
Sept.	CCSS.ELA-LITERACY.RI.1.6 CCSS.ELA-LITERACY.RI.1.7 The Common Core Standards to help assess and understand informational texts.	- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. - 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 to solve problems. - Read longer passages on their own - Write sentences	- Analyze the information on a page and assess what the pictures tell you versus what the text tells you. - Use illustrations and details in a text to understand the plot and main ideas. Literacy Skills: - Analyze longer passages on their own. - Independently find answers to their questions about the reading. 21st Century Skills: - Think Creatively: The students will brainstorm possible answers and refine and evaluate it to come up with their solution.	- Complete various worksheets that ask them to choose how certain characters probably feel based on the picture provided. - Unscramble a reading passage about what different cultures wear and organize it based on their understanding of an appropriate plot structure. - Assess a picture and write a few sentences that could relate to the picture. ONLINE: - The students will be read a series of passages, and the students must hold up their fingers showing either 1, 2, or 3 to indicate which illustration or title would best fit within the context of the passage.	At the end of the unit the students will be given an Assessment OF Learning that will shed light on individual student achievements. Students will read a short passage and answer the questions on their own about the plot and main ideas.	REMEDIATION: Analyze passages that address different clothing and match the passages to the picture. Highlight key details in the text that serve as evidence for your choice in matching. EXTENSION: While some students remediate, other students will be given a worksheet which includes a passage and picture. The students will fill in the missing adjectives or descriptions to correlate it to the picture provided. NEXT STEP: Review the content of what was learned. Ask questions and have students demonstrate their ability to use illustrations and key details to better	https://static.battelleforkids.org/documents/p21/P21_Framework_DefinitionsBKF.pdf Access to the digital platform Book Creator. The reading book: Clothes Around the World by Nathan Katzin  by Nathan Katzin Zaner-Bloser

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				- Add a table of contents to their book structure on Book Creator with chapter names, a title, author, and illustrator (will be the student)		understand the main idea.	
Oct.	CCSS.ELA-LITERACY.RI.1.8 CCSS.ELA-LITERACY.RI.1.9 CCSS.ELA-LITERACY.RI.1.10 The Common Core Standards to help assess and understand informational texts.	- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. - Use the illustrations and details in a text to describe its key ideas. - Write short sentences.	- With prompting and support, the students will be able to read informational texts that are complex and appropriate for their grade 1 status. - Identify the reasons an author gives to support points in a text. - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Literacy Skills: - Write short sentences that include a title. - Read longer passages. 21st Century Skills: - Reason Effectively: Evaluate details and make decisions based on evidence in the reading for it being there. - Create Media Products: Will create digital projects that help extend their thinking and practice technology skills.	- Students will work in teams to make a Venn Diagram to compare and contrast 2 passages about 2 specific culture's tradition for the New Years. - Students will work in teams to fill in the missing headline, title, or main idea based on the context of the illustration and available supporting sentences. ONLINE: - Include a Work Cited page to their online book structure. - Students will upload a video recording of themselves with their favorite book at home and explain how the author uses pictures to explain her/his main idea. The students will upload it to the classroom flipgrid.	The summative assessment is a project that they will complete on Book Creator to detail the information they learned in the unit while using various text features to accurately lay out the book and different perspectives and pictures to explain the main idea of each chapter. Students will use the structure they created in September on Book Creator to write their own short book explaining the differences between cultures. The students will use their reading books as sources.	REMEDIATION: Students will peer review books with one another and compare and contrast how they each depicted certain points from their readings. Students will give each other Glows, Grows, and Areas for Improvement. EXTENSION: Students will discuss what other chapters could be included into their books and why. Students will brainstorm chapters and main ideas while giving explanations. NEXT STEP: Review the content of what was learned. Ask questions and have students demonstrate their ability to identify reasons in a text.	https://static.battelleforkids.org/documents/p21/P21_Framework_DefinitionsBKF.pdf Access to the digital platforms: Flipgrid and Book Creator. New Year Celebrations books: 

Sarah Tollefson

<i>Add rows as needed.</i>							
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