



	Content	Skills	Assessment	Instructional Strategies	Key Terms for Language Learners	Differentiated Instruction	Resources	Reflections
Library procedures  (Week 1, 1 Week)	- Library usage - choose books and checking out - Respect for library, library practices and policies	- Identify appropriate behaviors for the library - Use paddlers correctly. - Follow check out procedures correctly. - Understand their part in keeping materials in order and good condition.	Diagnostic: Student Observation Diagnostic: Daily Practice Weekly rather than daily Summative: Dramatization Students demonstrate how to behave while in the library.	- Read "No, David!" to the class. - Discuss how to be a good user by naming behaviors and students say "Yes, David" or "No, David" - Show where appropriate books are for students to check out - Student demonstrate to class correct use of "paddler" - Recap use of paddlers in pairs and then individually - Aid students in checking out their first books	Paddlers (shelf markers) Check out	- Paired use of paddlers and teacher support and reminders where necessary - Concept attainment - comparing our library behaviors to David's	"No, David!" by David Shannon - Paddlers (shelf markers) - Partron numbers for new students	Don't use "Library Lion" with first grade, it's too much. Have class list with student numbers listed for easier check out. Leave more time the first week for check out.

 [Paddler Chant](#)

Book Care  (Week 2, 1 Week)	- Library usage - choose books and checking out - Respect for library, library practices and policies - Taking care of books and library materials	- Taking care of library books and materials - Use paddlers correctly - Understand their part in keeping materials in order and in good condition - Follow check out procedures correctly	Summative: Dramatization Dr. Saiva Book demonstrates the wrong ways to take care of books, and students demonstrate the correct ways. Diagnostic: Daily Practice Weekly rather than daily. Students practice correct ways to use paddlers and check out books.	- Read "What Happened to Marion's Book" by Brook Berg - Dress up like a doctor (lab coat from upstairs, glasses, stethoscope) with bag of tools. Bag has items from story and other items to demonstrate the wrong things to do with a book - jam, toothpaste, soap, water bottle, chocolate, bookbag, watch, etc. Dr. Saiva Book uses each item incorrectly and students show her the right way - Student demonstrate to class correct use of "paddler" to check out. - Aid students in choosing and checking out books	Media Center Media Specialist paddlers (shelf markers)	- Paired use of paddlers and teacher support and reminders where necessary - Concept attainment - comparing our library behaviors to David's - Extension - after checking out a book share one way to take care of it	"What Happened to Marion's Book?" by Brook Berg - Doctor costume and bag with items from story (ja, toothpaste, soap, water bottle, chocolate, bookbag, watch, bookmark, marker or crayon, etc.) - Paddlers (shelf markers)	Don't try to read the story and be Dr. Saiva Book. Ask Susan or teacher to read the story and then you be the bumbling doctor. The kids think they are really clever knowing who you 'really' are and it detracts some from the point.
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 Paddler Chant								
Parts of a Book  (Week 3, 1 Week)	Parts of a book: cover, spine, author, illustrator, title page, table of contents	Identify the various parts of a book. Use the different parts of a book to gain information.	Diagnostic: Visual Representation First I hold up books and they visually identify the variuos parts of each book. Then students hold up books and show the various parts as I call them out. Diagnostic: Differentiated Assessment In the powerpoint presentation, after each part of the book there is a quiz on that part. At each question, read all four choices. Then repeat them with students raising their hand for the correct answer. This way no one person has to answer incorrectly. If there is an exceptional reader in the class, let them read the 4 choices.	Powerpoint - Parts of a Book (first grade edition). Includes introduction, explanations, and assessments  Parts of a Book (First Grade ed.)	Title Author Illustrator Cover Spine Table of Contents	If there is a 'reading' student(s), let them read explanations and/or 4 choices on the quiz. Instead of asking specific students for correct answers, let them answer as a group, raising their hands to vote on the right answer.	Powerpoint - Parts of a Book (first grade edition) Laptop, projector, extension cord, speakers	Light from projector can be too tempting for first graders. Check on possibility of mounting it to the ceiling.
Fiction versus Non-Fiction  (Week 4, 2 Weeks)	Fiction versus Non-Fiction stories. Elements of fiction stories. Information technology.	• Differentiate between fiction and non-fiction stories on the same topic. • Story sequencing • Using information technology independently	Diagnostic: Technology Project At the end of the two stories there are 3 interactive games - word match (vocabulary), fact or fiction, and sequencing. Children answer as a group. Diagnostic: Oral Assessment As Book Flix is introduced, review	Week 1: • Review parts of a book. • Introduce "Book Flix" and look at 2 books. Identify the parts of the book - even though they aren't physically there, they still exist! • Introduce vocabulary from stories (found in resources section of Book Flix). Watch fiction and talk about why it's fiction.	Fiction Non-Fiction vocabulary from stories (found in resources section of Book Flix)	• Show the option of Spanish version books. If there is time, re-watch fiction story in Spanish. • Turn on the "Read Along" option that provides Closed Captioning.	Book Flix website: user name is barcelona and password is bookflix Laptop, projector, speakers, extension cord, internet access Week 2: all of the library computers, headphones for students, library books on similar topics (one fiction and one non-fiction)	Great chance to collab with classroom. First grade was working on bugs so spider/butterfly/fly okay, but not bugs set b-c there isn't enough difference in the fiction and non-fiction story, and there aren't all three games. Make sure that the choice for when they work on BookFlix independently,the set is

the parts of the book by asking students to identify them on the fiction and non-fiction book selections. Even though they are not physically there, they still exist. Diagnostic: Self / Peer Assessment Week 2: Students work independently on BookFlix. They watch the fiction story, read the non-fiction story (with aid), and then do self assessment quiz at end - "Fact or Fiction?"

Week 2:

- Watch non-fiction, clicking on highlighted vocabulary words and defining any other terms.
 - Play assessment games and discuss.
- Week 2:
- Split into two groups. One group works on BookFlix independently. The other goes with Susan.
 - On BookFlix: "Bark, George" and "At the Vet", or other short stories. Students watch fiction, read non-fiction, and then do the puzzler of "'Fact or Fiction"
 - With Susan: show pairs of books on same topic and students decide if they are fiction or non-fiction. Read one of the sets if time allows.

short enough for everyone to have a turn. "Bark, George" is a good example. Have everything open and ready to go when they walk into the library.

Extension: Note home to parents (in English and Spanish) introducing BookFlix and providing login information

 [Book Flix explanation in Spanish](#)

 [Book Flix](#)

[Alphabetizing](#)
 (Week 6, 1 Week)

- organization
- responsibility

- Understanding his own part in keeping materials in order
- Understanding why the library is ordered alphabetically
- Putting letters in alphabetical order by first letter
- Putting words in alphabetical order

Diagnostic: Oral Assessment With online abc order websites, work as a class to correctly put words in alphabetical order. The websites give feedback for correct and incorrect answers. Diagnostic: Visual Representation Alphabet Soup - Pass out ingredients and children put in correct soup bowl (starting letter). If time, then put in abc

- Verbal repetition of alphabetical order
- Websites - start with first letter and then move to second letter alphabetizing
- Hand out "ingredients" of alphabet soup. Student shares ingredient and puts it in the bowl that has the same starting letter. If time, pull out each set and work as a class to put them in abc order (which is to second and sometimes third letter).

alphabetical order

- Verbal repetition - Support will be given where necessary and some will be encouraged to use the visual alphabet display each website provides
- Visual aid- pictures of each ingredient accompany written word
- Challenge students who seem confident of abc skills to do various levels of the games themselves. Classmates give thumbs up or thumbs

- Websites (See attached list)
- Laptop and projector
- Alphabet soup board (6paper bowls) and ingredients (24), laminated

 [Websites for Alphabetical order \(Courtney\)](#)
 [Alphabetizing websites](#)

Have the websites loaded and ready to go. Start really simple. Very drastic differences - some really get it right off and others just don't. Knowledge of English alphabet and sounds makes a difference, too.

			order within each bowl as a class.			down for whether or not they got it right.		
Halloween  (Week 7, 1 Week)	Students will become familiar with the Accelerated Reader program through Halloween related books. Students will be introduced to pirates, both fictionally and historically, as an introduction to the library Halloween activity.	• Story comprehension • Obtaining information from pictures • Differentiating between fact and fiction • practice with Accelerated Reader	Diagnostic: Oral Assessment Students make inferences from the artwork to determine if the story is fiction or non-fiction. Discuss the true history of pirates versus pirate stories.	• Introduce topics of pirates. Look at artwork of pirate books - fiction or non-fiction? • Reading of books • Discussion of major story/book points • Discussion of history of pirates, pirate lore • Discussion of Halloween/fear • Individually take AR tests	Pirates Halloween Pirate terminology (for fun, not necessary)	• Peer or teacher support whilst taking test if required • Differentiated goals based on reading ability	• "How I Became a Pirate" by Melinda Long • "Pirate Mom" by Deborah Underwood • "Pirates! Raiders of the Lost Sea" by Christopher Maynard (J 910.45May) • Pirateology	Great theme for Halloween. Can be scary without being gross or terribly frightening. Great to do treasure hunt in library. Also good to have fiction/non-fiction tie in. Be sure to order AR books and tests ahead of time - it was a close call.
Spine Labels  (Week 8, 2 Weeks)	Parts of a book, especially spine labels Organization of fiction books	Alphabetical order Concept recognition	Diagnostic: Student Observation Using the "books" the students made, we put them into ABC order according to the spine labels. They mostly watch as I talk it out and we work on them together. Diagnostic: Art Based Assessment Students fill in the picture of a book titled "I Was so Happy When..." and their names as the author. They also must determine what would be on the spine label.	Look at several Easy Fiction books to determine how the spine label is created. Give other examples of names they know to spell and ask what that spine label would look like. Last book looked at should be "I Was So Mad" by Mercer Mayer - then read it. Students fill in their own books of "I Was So Happy" and figure out spine label. The next week we work together to put books in ABC order - paper books and then some real books.	alphabetical order names of popular authors	Help Spanish children determine first last name and how to spell it!	"I Was So Mad" by Mercer Mayer worksheet stack of books with common authors (easy to spell phonetically)	Last names can be tricky with Spanish kids. Hard concept to grasp. This was a good activity, but even though they figured it out once doesn't mean it stuck!
Thanksgiving  (Week 10, 2 Weeks)	Student will extend their knowledge of Thanksgiving related issues and continue to	• Story comprehension • Listening skills	Diagnostic: Oral Assessment Discuss history of Thanksgiving,	• Discuss present day meaning of Thanksgiving • Reading of Thanksgiving books	Thanksgiving Pilgrims Indians	• Preferential seating to aid listening • Dictionaries for abc order	• "Pilgrim children on the Mayflower" by Ida DeLage(J 974.4 DEL)	Be sure to introduce words on ABC order sheet - makes it less frustrating.

	develop reading comprehension	Compassion	traditions, and practices. Diagnostic: Written Assessment Put Thanksgiving words in ABC order.	- Discussion of major story/book points - thanksgiving worksheet	Holiday Feast harvest corn squash fish autumn family	Cross out words as you use them	"The Extra Thankful Thanksgiving" by Bill Cosby (E COS) "Daisy's C Crazy Thanksgiving" byMargery Cuyler (E CUY)	
Book Reports  (Week 13, 2 Weeks)	Book report on favorite book	analytical artisitic	Summative: Art Based Assessment Book Report	Read my favorite book, "Stephanie's Ponytail". Talk about my favorite part. Introduce Winter Bazaar book sale coming up Students do book report on favorite part of favorite book - best one in each class wins free book at bazaar.		Help with looking up titles and authors.	"Stephanie's Ponytail" by Robert Munsch (E Mun) Book log - My Favorite Park Crayons/Pencils/Markers Free book certificates	Not all teachers like competition - I don't either. But also good chance for different kids to win. Takes more than one class but not all of two. Had more books ready to read week two.
Corner Bookmarks  (Week 15, 1 Week)	Meaning of Christmas as time of peace Giving to others at Christmas Cultural Awareness	Tracing, cutting, folding paper Following instructions	Diagnostic: Art Based Assessment Corner bookmarks as Christmas gifts	Read Japanese Christmas story "Tree of Cranes" by Allen Say Talk about story Make paper corner bookmarks as Christmas gift for someone	Crane	Have patterns already drawn and some already cut out	pattern paper stickers scissors rulers pencils erasers	Kind of hard for first graders. Better if they are already cut and the students just fold them. Really important to go slowly and together.
Finding Easy Books  (Week 16, 2 Weeks)	Understanding how the Easy Fiction books are organized.	Alphabetical order. Knowing difference in first and last name.	Diagnostic: Daily Practice Searching for books by author - everyone gets a turn!	Share books of several favorite authors and together decide which 3 letters would be on the spine label. Then go find other books by that author. Call out other authors and they have to determine letters and go find the books.	alphabetical order author last name	Give books by popular authors to students who are struggling so they have visual of spine label. Then go with them, or put them with a buddy, to go find more.	Several books by popular authors with easy last names to sound out (Munsch, Carle, Mayer, Brown, Shannon, etc.)	Not everyone got a turn, but it was still very helpful. Wouldn't do it two weeks, though. Only 1C did because they had extra class right after break.
Non-Fiction books  (Week 18, 2 Weeks)	- Non-fiction books - Dewey Decimal System - Library organization	- Knowing that non-fiction books are organized by subject - Awareness of subjects	Diagnostic: Daily Practice Name different Dewey Decimal areas and show where they are located in the library.	Choose books from each Dewey category that are typical of that section, and on an easy level. Show each set and see if the kids can figure out what they have in common. Share Dewey category and point out location. At the end, ask them which ones they	Non-fiction Dewey Decimal Subject	- Preferential seating - Let the restless children be the ones to walk around room and point out sections	- Books from each Dewey category - Make sure that each shelf is marked accordingly	This was really only one week, but they way the January weeks are set up in Atlas I needed to mark it as two.

- Location of subjects
- remember and have them point them out.

[Drama/plays](#)

 (Week 20, 1 Week)

- Listening to story
- Groundhog's Day
- Drama / Plays genre

- Listening and understanding new story
- Grasp holiday
- Participate in play
- Respectful audience

Summative: Dramatization
Act out the story as someone narrates with the book.

Introduce the holiday 'Groundhog's Day'. Read the story "It's Groundhog Day!" by Steven Kroll. Look at pictures and let students comment on what they see. Assign parts and re-inact the story with half the class. The other half watches. If time, switch.

Groundhog

Preferential seating.
Let active kids play the parts.

"It's Groundhog Day" by Steven Kroll

1A was great b/c Ivan was absent. 1B didn't have time b/c of bus riders and they were too hyper. 1C got a little carried away. First grade went to see a play this week so it was a good tie-in.

[Puppets](#)

 (Week 21, 1 Week)

- Fiction story
- Art work and it's importance in a story
- Plot and storyline

- Retell story, recalling events and order, plot

Diagnostic: Art Based Assessment
Make stick puppets and use them to retell the story.

 [Leonardo Puppets](#)

Read the story "Leonardo the Terrible Monster" by Mo Willems. Pay special attention to the pictures, going back over them after the story. Talk about how the pictures and space are used to make points. Then have students color a puppet of themselves as the scaredy cat kid and then a monster of their choice. Attach the sticks. Have students reinact the story, especially the beginning, middle, and end.

Terrible Puppet

Preferential seating
Draw lines for students to cut out
Cut out items for the students

"Leaonardo the Terrible Monster" by Mo Willems
Puppet template
sticks (we used chopsticks, popcicle sticks also work)
tape
scissors
crayons/markers/pencils
puppet stage

Can't fit in much retelling. Some classes didn't even finish puppets. Maybe try to stretch it out over 2 weeks. They really liked the activity. It's better if you draw line around the puppets where the students should cut them out. If they cut themselves then it's too thick to hold up.

[Caldecott Medal](#)

 (Week 22, 2 Weeks)

- Caldecott Medal
- Illustrations
- Personal Analysis

- Obtaining information from illustrations
- Copying appropriate book information
- Analyzing illustrations for personal preferences

Diagnostic: Written Assessment
Students read (or look at the pictures) in 5 Caldecott Medalexamples of past winners. books and evaluate the illustrations on a scale of 1-5. Afterwards they share their favorite illustrations and tell why.

 [Caldecott Challenge](#)

Give short explanation of the Caldecott Medal (Gold and Silver). Review word 'illustrator' and 'illustrations'. Show examples of past winners. Introduce activity - they will read (or look at pictures) for 5 Caldecott winners. For each book they write down title, illustrator, whether the book as a gold or silver medal, and their own analysis of the photos on a scale of 1-5. Afterwards, each child shares their favorite illustrations and tells why.

Caldecott Medal Award
Gold
Silver
Illustrator
Illustrations

Preferential Seating
Help with copying information
Fill in title and author, if needed

Caldecott books pulled and displayed seperately
Caldecott challenge worksheet
Pencils

First grade has a hard time writing in the boxes. Possibly do less titles next time? They really enjoy looking at these books. It takes at least 2 weeks if not more. The hardest part is getting them to take the time to really look through the stories.

[Bookmarks - Sant Jordi](#)

 (Week 24, 1 Week)

- Increased knowledge of San Jordi book fair

- Presenting an idea in visual form

Art Based Assessment
Art Based Assessment (All elementary students take part in the bookmark competition to promote the San

- Review past bookmark competition winners
- Introduce theme for bookmark competition (changes each year and differs from grade to grade)
- Discuss possible bookmark designs

- Help with development of design
- Help with spelling

- Bookmark paper
- Past bookmarks

				Jordi book fair. Their designs are theme based and the theme changes from year to year.)	- Individually design bookmark - Students get one class lesson to design bookmark and then it is the students choice if they want to come in during recess or lunchtime to complete it.				
Genres  (Week 25, 2 Weeks)	- Fiction versus Non-Fiction books - Fiction genres: Fantasy, Realistic Fiction, Mystery, Historical Fiction, Science Fiction	Differentiating between various genres of fiction books.	Diagnostic: Student Observation After reading each story, students close their eyes and listen as I name the various genres. When they hear the one they think is the best fit they put their thumb up. Look to see who is getting it, and review as necessary.	- Review the differences in Fiction and Non-Fiction books - Introduce fiction genres: Fantasy, Realistic Fiction, Mystery, Historical Fiction, Science Fiction. Use written signs for visual aid. - After each genre, give example and then ask students for more examples. - Read several stories and have students evaluate which genre best fits the story.	- genre - fantasy - realistic fiction - mystery - historical fiction - science fiction	- Preferential seating - Visual and oral presentations of genres - Individual, visual assessment	- signs of fiction genres "Bear Wants More" by Karma Wilson "I Ain't Gonna Paint No More" by Karen Beaumont "Berenstain Bears and the Missing Dinosaur Bone" by Stan & Jan Berenstain "Space Case" by Edward Marshall "Tonight on theTitanic" (Magic Tree House) by Mary Pope Osborn	There are not that many picture books of historical fiction or science fiction. Or at least not ones that students have heard of.	
Poetry  (Week 27, 3 Weeks)	- Poetry - Interpretation of poems - Presentation of poems - Introduce visiting author's poems (?)	- Recognizing poetry. - Understanding poetry as a genre of non-fiction books. - Displaying and presenting poems. - Evaluating presentations.	Summative: Culminating Event Introduce poetry. Students will work in small groups to choose a favorite poem to write, illustrate and share with the class. They will then choose a favorite to display.	- Introduce poetry as a genre of non-fiction books. Discuss elements of poetry and different types of poetry. - Students browse a selection of poetry books and choose one. Working in small groups (3-4), they choose one poem to share with the class. - Each group copies their poem onto A4 paper and then illustrates. - Each group reads the poem to the class. Video them to share later (?) - The class evaluates presentations and the best	- Poetry - Genre - Non-fiction - Illustrate - Evaluate	- Choose poetry books ahead of time that are appropriate for first graders. - Form groups ahead of time to spread out skill levels.	- Poetry books appropriate for first graders - A4 paper, markers, crayons, colored pencils - Evaluation rubrics (?)	Ties in with this year's author visit as well as Sant Jordi literacy events. Perhaps the best poems could be shared at assembly?	

ones get posted in the hallway.

Summer reading

 (Week 33, 2 Weeks)

Diagnostic:
Culminating Event
Students will be equipped with choices for summer reading, as well as with continuing education websites and resources.

San Jordi - L

 (Week 1, 1 Week)

Students will enjoy listening to a story and be encouraged to participate in the San Jordi book fair.

- Listening
- Comprehension

Art Based Assessment Student Observation (This unit is to inspire the student's love of reading and to promote the San Jordi book fair.)

- Review previous San Jordi book fairs
- Introduce well loved series of books that will be on sale at the book fair
- Introduce new series/books that will be available too
- Let students choose a book for teacher to read
- Allow time for students to browse San Jordi books
- Discuss with students reasons for the book sale and the importance of reading
- In pairs students come up with ideas on how to use the San Jordi money to improve their library

- Preferential seating to aid concentration
- Different amount of ideas expected from different students

- San Jordi books
- San Jordi request slips