

Read to Be Ready plans for: Columbus and His Travels (Maps & Globes Week 3)

ELA Standards:

- 1.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) b) Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- 1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. f) Read words with inflectional endings.
- 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. c) Spell words with inflectional endings.
- 1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. a) Read grade-level text with purpose and understanding.
- 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. g) Use articles and demonstratives.
- 1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. i) Use sentence-level context as a clue to the meaning of a word or phrase.
- 1.RI.KID.1 Ask and answer questions about key details in a text.
- 1.RI.KID.2 Identify the main topic and retell key details of a text.
- 1.RI.CS.5 Know and use various text features to locate key facts or information in a text.
- 1.RI.CS.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- 1.RI.IKI.7 Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.
- 1.RI.IKI.9 Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.
- 1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.
- 1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- 1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.
- 1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.
- 1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.
- 1.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.

Social Studies:

Geography: 1.10 Recognize basic map symbols, including: cities, land, roads and water. 1.12 Use cardinal directions on maps. 1.13 Distinguish the difference between a lake, mountain, ocean, and river. History: 1. 24 Interpret information from simple timelines. 1.26 Identify and describe the events or people celebrated during the following national holidays and examine why we celebrate them: Columbus Day.

Comprehension skill: Review Week **Phonics:** Review Week **Phonemic Awareness:** Review Week

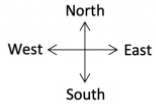
Grammar/Writing: Review Week **Unit Focus:** Explanatory/Informative Writing

Culminating Activity week:

ARTS INTEGRATION: What makes you say that? What do you see? Or What else can we find? For any pictures. <https://emprobstvts.weebly.com/vts-the-three-simple-questions.html>

This week is an extra week for map skills.

Read Aloud/Shared Reading	Vocabulary	Discussion Questions/Activity	Written Response	Small Group/Centers/Resources
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MONDAY	<p>Studies Weekly #14 <i>Columbus Day: Three Ships and a Long Trip</i></p> <p><u>1st Reading:</u> Read through the Studies Weekly article together. Ask discussion questions before and after reading. Be sure to discuss vocabulary words.</p> <p>As you read through Studies Weekly and <i>A Picture Book About Christopher Columbus</i> this week, it would be helpful to create an ongoing bubble map or tree map with facts about Christopher Columbus. Students can refer back to it throughout the week.</p>	<ul style="list-style-type: none"> • explorer • crew • honor • slave • voyage • indigenous • compass rose 	<p>Discussion Questions while reading SW #14:</p> <ul style="list-style-type: none"> -Where was Christopher Columbus born? -What makes Christopher Columbus an explorer? -Why did Christopher Columbus want to explore the new world? -Why did Christopher Columbus have to sail on ships to new lands? <p><u>Activity:</u></p> <ul style="list-style-type: none"> -Display page 4 of SW on screen. Together, trace the journey that Columbus took. Identify and label the ocean that he traveled. Point out the compass rose on the map and discuss the four cardinal directions. Identify the direction that Columbus traveled. -Complete compass activity in which students label the four cardinal directions. <div style="text-align: center;">  </div>	<p>Writing prompt:</p> <p>See compass activity. Students may glue this into their writing journals or teachers can have students write and draw it on their own in their journals.</p>	
TUESDAY	<p>Studies Weekly #14 <i>Columbus Day: Three Ships and a Long Trip</i></p> <p><u>2nd Reading:</u> Read through the Studies Weekly article a second time. Today's focus will be on the voyages Columbus took (the direction and the ocean he crossed).</p>	<ul style="list-style-type: none"> • explorer • crew • honor • slave • voyage • indigenous • compass rose 	<p>Discussion Questions (during reading):</p> <ul style="list-style-type: none"> -Why did Columbus end up so far away from where he wanted to go? -What direction did Columbus travel? -Where was he hoping to end up? <p><u>Activity:</u> Columbus' Voyages</p> <p>Project the map with the three routes Columbus took. Have students trace the three routes using different colors. Discuss the direction he traveled (west) and the ocean that he crossed (Atlantic).</p>	<p><u>Writing Prompt:</u></p> <p>Lead students through this writing prompt. Model and have student write the words in the blanks.</p> <p>Columbus wanted to find _____ (gold/land/birds).</p> <p>Columbus sailed across the _____ (Pacific/Atlantic) Ocean.</p> <p>He traveled _____ (west/east).</p>	

WEDNESDAY	<p>Studies Weekly #14 <i>Columbus Day: Three Ships and a Long Trip</i></p> <p>You may choose to reread the SW articles or retell it as you complete the activity.</p>	<ul style="list-style-type: none"> • explorer • crew • honor • slave • voyage • indigenous 	<p>Discussion:</p> <ul style="list-style-type: none"> -What were the names of Columbus’s three ships? -Who was already living on the land Columbus found? -On what day do we celebrate Columbus Day? <p><u>Activity-Story Retelling:</u> (this may be done by the teacher or together as a class)</p> <ul style="list-style-type: none"> -Cut out the retelling cards and work together to place the cards in the correct order -After they are in sequential order, explain to students that these events describe the life of Christopher Columbus. Show how the retelling cards can be put into a timeline and dates can be added to it to provide more information (see sample). 	<p>Writing Prompt:</p> <p>Write a paragraph about Columbus and his travels. (This task will span three days)</p> <p>Today, model for students how to complete the sentences in the graphic organizer (slide 2). After completing the graphic organizer, show students how to write the sentences into a paragraph. Use slides 3 and 4 to model this process.</p> <p>Students will write their topic sentence in their writing journals today.</p> <p>“Christopher Columbus was an _____.”</p>	
THURSDAY	<p>Epic: A Picture Book About Christopher Columbus</p> <p>https://www.getepic.com/app/read/41490</p> <p>1st reading of <i>A Picture Book About Christopher Columbus</i>. Compare facts you read in this book to some of the previously learned facts from Studies Weekly.</p>	<ul style="list-style-type: none"> • explorer • crew • honor • slave • voyage • indigenous 	<p><u>Discussion Questions:</u></p> <ul style="list-style-type: none"> -What did Columbus hope to find in the Indies? -Which king and queen finally agreed to give Columbus three ships? -Why did Columbus name the natives “Indians”? -What did Columbus find when he sailed west again? -When do we celebrate Columbus Day? 	<p>Writing Prompt:</p> <p>Have students write their first two detail sentences in their writing journals.</p> <p>“He traveled across the _____ Ocean. Columbus came to _____ in 1492.”</p>	
FRIDAY	<p>Epic: A Picture Book About Christopher Columbus</p> <p>https://www.getepic.com/app/read/41490</p>	<ul style="list-style-type: none"> • explorer • crew • honor • slave • voyage • indigenous 	<p><u>Discussions Questions:</u></p> <ul style="list-style-type: none"> -Why do we celebrate Columbus Day in October? -Does everyone celebrate Columbus Day? Why or why not? -Who were the Indigenous People? 	<p>Writing Prompt:</p> <p>Have students add to yesterday’s two detail sentences. Students will add one more detail sentence and a conclusion.</p> <p>“Columbus wanted to find _____. We celebrated Columbus Day in _____.”</p>	

