



Read to Be Ready plans for: The Keeping Quilt 1st Grade Week 1

ELA Standards:

- 1.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) 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. c) Know the final -e and common vowel team conventions for representing long vowel sounds, including r controlled vowels. d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e) Decode two-syllable words following basic patterns by breaking the words into syllables.
- 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. b) Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y and r-controlled vowels.
- 1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. c) Use context to confirm or self-correct word recognition and understanding of words, reread as necessary.
- 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. d) Use verbs to convey a sense of past, present, and future.
- 1.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.
- 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.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.
- 1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.
- 1.RI.CS.5 Know and use various text features to locate key facts or information in a text.
- 1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1.
- 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.PK1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.
- 1.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- 1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Social Studies:

- History:** 1.22 Arrange the events from a student's life in chronological order.
 1.23 Use correct words and phrases related to chronology and time including: past, present, and future.
 1.24 Interpret information from simple timelines.
 1.25 Compare ways people lived in the past to how they live today, including: forms of communication, modes of transportation, and types of clothing.

Comprehension skill: author's purpose **Phonics:** Long u (CVCe), Long e (CVCe), inflected ending-ed, **Phonemic Awareness:** Substitute Phonemes, Add final phonemes /t/, /d/, /ed/

Grammar/Writing: one and more than one **Unit Focus:** past & present

Culminating Task: Students will respond to prompt about their life in the future.

THERE ARE MANY VOCABULARY WORDS IN THIS WEEK'S PLAN. SOME STUDENTS MAY ALREADY KNOW THEM, BUT IT IS A GOOD IDEA TO KEEP THEM POSTED THROUGHOUT THIS UNIT FOR WRITING PURPOSES.

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
M O N D A Y	<p>DE video clip: "Introduction: Long Ago, Yesterday, and Today" 2:06</p> <p>Social Studies Weekly #8 Past, Present and Future Events. See plans on Studies Weekly on Clever.</p>	<ul style="list-style-type: none"> • Past • Present • Future • Timeline • calendar 	<p>Video Questions: <i>Give an example of the past, the present, and the future.</i></p> <p><i>What was the double meaning of the word "present"?</i></p> <p><i>What does a timeline show us? (what happened and when it happened)</i></p> <p><i>Have you ever explored a collection of old things like photos, quilts, baseball cards?</i></p> <p><i>How can that help us understand our</i></p>	<p>Students will copy the class timeline into their writing journals.</p> <p>Encourage students to use pictures and words to place one important event/memory on the timeline for each of the months.</p>	<p>Great weeks to focus on calendar skills – days of the week, months of the year, etc.</p> <p>DE Board with all videos: https://tinyurl.com/yc77c4qy</p> <p>HOMEWORK ASSIGNMENT: Ask students to bring in 3 photos of themselves from various ages. They will use</p>

			past?		these to complete the timeline activity described on the back page of Social Studies Weekly #6 on Wednesday. DUE WEDNESDAY!
			Social Studies Weekly Questions: See questions on TE lesson plans		
T U E S D A Y	First Reading of <u>The Keeping Quilt</u> Prior to reading, tell students that the author/illustrator-Patricia Polacco-wrote this book about her own family, going back to her great-grandmother Anna. Anna is the main character throughout the story. Read the story all the way through today, avoiding too many pauses along the way.	Tier 2 words: Immigrant Babushka quilt bouquet Words specific to story: Sabbath Challah Wedding huppa Kulich cake <ul style="list-style-type: none">• Transportation• change• wheel• bullet train	What country did Anna's family move from, and to what city did they move to in the U.S? (Russia to New York City) Why do you think the illustrations are mostly black and white with colors used sparingly? (colors only used on what the author wants you to know is important) Why did Anna's mother suggest that they make a quilt? What happens to the quilt through the years? Do you have anything in your family that has been handed down through the years? What examples of past vs. present did you notice in the story	I can draw an illustration using colors on just the parts I want you to know are important. Have students draw a picture of something familiar to them with varied items in the picture. They will then choose only one or two of the items they've drawn to add color. Example: Draw a toy box with several toys in it but only color the favorite toy. Draw a plate of food and color only their favorite food. Draw the inside of their desk at school but only color one item.	
W E D N E S D A Y	2 nd Reading of <u>The Keeping Quilt</u> . During today's reading stop during the reading to explicitly teach the Tier 2 vocab words as well as call attention to the words specific to the story.	<ul style="list-style-type: none">• Immigrant• Babushka• quilt• bouquet Words specific to story: <ul style="list-style-type: none">• Sabbath• Challah• Wedding huppa• Kulich cake	What changes do you notice in the clothing of the past to the present? How did the children use the quilt? Have you used a quilt or blanket in the same way? How is the quilt used by different generations throughout the story? (as a wedding huppa) What wedding customs are familiar to you? (tossing the bridal bouquet, eating cake, etc.) How did the customs change during the story regarding men and women celebrating together? To what sound did Anna compare the sound of English? (pebbles dropping in shallow water) Imagine moving to a different country. Would it be easy to learn a new language as Anna did?	Using Studies Weekly #8 and the page on ordering the pictures. Have students number the pictures and then in their journals write a sentence about each picture.	**For students who have not brought in photos, please allow them to draw themselves as a baby, a toddler, and a 1 st grader on their timeline.

<p>T H U R S D A Y</p>	<p>Watch the DE video clip: "The Past" 1:07</p> <p>Watch the DE Video Clip "Grandparent's Generation." (2.47)</p> <p>Review the story, <u>The Keeping Quilt</u>, discussing the different generations as they use the quilt.</p>	<ul style="list-style-type: none"> • Generation • Timeline • symbol 	<p>DE Video "The Past"</p> <p>What does "decade" mean? How many more years until you have lived for a decade?</p> <p>What does generation mean? Give some examples of people in different generations in your family.</p> <p>DE Video "Grandparents' Generation"</p> <p>What were examples of differences from past to the present that the video showed? (transportation, types of playing, clothes, food sources, telephones, roads, etc.) What can we learn from relatives in our past? Why is it important to learn from the past?</p>	<p>Use a tree map to name and explain how things have changed from the past to present.</p> <p>Categories for tree map</p> <ul style="list-style-type: none"> • transportation • children's games • clothing • food sources 	
<p>F R I D A Y</p>	<p>DE Video Clip: "Future" :38</p>	<p>Future – everything that happens after right now</p> <p>Decade – 10 years</p>	<p>What does "future" mean?</p> <p>What did we learn "decade" means?</p> <p>Imagine yourself as a 10-year old. What will you look like, act like, dream about, etc.?</p>	<p>How do you see yourself in the future when you are a decade old? Draw a picture and write about this.</p>	<p>**Teachers, please consider recording students' writings this week on Seesaw or some other APP.</p>