

Unit At a Glance	BCS Q3	1st grade
Week 1 Lesson	Focus Standards: FL.PA.2, FL.PWR.3, FL.F.5, RI.CS.4, RI.IKI.7 RI.KID.2, RI.KID.3, RI.CS.4, RI.CS.5, RI.IKI.8, SL.PKI.4, W.TTP.1 Sub Standards: FL.WC.4, FL.SC.6, FL.VA.7c, RI.KID.1, SL.CC.1 SL.CC.2, W.PDW.4, W.RW.10	
Geography 1.01 Describe the cultural aspects of a place, including a student's community and state. 1.08 Determine the difference between basic wants and needs. Science 1.ETS1: Engineering Design-Solve scientific problems by asking testable questions, making short term and long term observations and gathering information.		
<p>Students will participate in a read aloud of <i>Homes Around the World</i> with a focus on summarizing for comprehension instruction. They will study verbs that add -s for grammar and writing instruction. They will focus on final -ng, -nk, compound words and blend and onset/rime, blend and segment syllables for phonics and phonemic awareness instruction, and verbs that add -s for grammar instruction.</p> <p>Shared reading: Ruby in Her Own Time</p> <p>Decodable Readers: 27-28, Leveled Books: Not Just Any Boy, Can Hank Sing, A Bed for Paul</p> <p>Homes Around the World</p>		

Week 2	Focus Standards: FL.PWR.3, RI.KID.2, W.TTP.2 Sub Standards: FL.WC.4, FL.SC.6, FL.VA.7a, RI.KID.1, SL.CC.1 SL.CC.2, W.PDW.5, W.RW.10	
Science 1.ESS1: Earth's Place in the Universe 1) Use observations or models of the sun, moon, and stars to describe patterns that can be predicted. 2) Observe natural objects in the sky that can be seen from Earth with the naked eye and recognize that a telescope, used as a tool, can provide greater detail of objects in the sky. 3) Analyze data to predict patterns between sunrise and sunset, and the change of seasons.		
<p>Students will participate in a read aloud of <i>What Makes Day and Night</i> by Branley with a focus on theme, and monitor and fix up for comprehension instruction. They will study verbs that do not add -s for grammar instruction. They will focus ending es, plural es, r-controlled or, ore and adding phonemes, blend and segment onset/rime for phonemic awareness instruction.</p> <p>Additional texts: SS Weekly Martin Luther King Jr.,</p> <p>Shared reading: Jan's New Home</p> <p>Decodable Readers: 29, 30, Leveled Books: The New Park, A Big Move, Pins in the Map</p> <p>What Makes Day and Night</p>		

Week 3

Focus Standards: RL.PWR.3, FL.F.5, RI.KID.2, RI.KID.3, RI.CS.4, RI.CS.5, SL.PKI.5, W.TTP.1, W.TTP.2
Sub Standards: FL.WC.4, FL.SC.6, FL.VA.7a, RI.KID.1, SL.CC.1
SL.CC.2, W.PDW.5, W.RW.10

Science

ESS1. Earth's Place in the Universe

- 1) Use observations or models of the sun, moon, and stars to describe patterns that can be predicted.
- 2) Observe natural objects in the sky that can be seen from Earth with the naked eye and recognize that a telescope, used as a tool, can provide greater detail of objects in the sky.
- 3) Analyze data to predict patterns between sunrise and sunset, and the change of seasons.

Students will participate in a read aloud of *Mooncake & The Moon Book*. They will focus fluency, plot and visualization for their comprehension instruction. They will study inflected endings -ed, -ing, r-controlled for phonics instruction and blend and segment syllables and substitute phonemes for phonemic awareness. They will study verbs for now and the past for grammar instruction.

Additional Texts: Frog and Toad Together, Goodnight Moon

Decodable Readers: 31-32 Leveled Books: A Funny Garden, The Garden, The Mile-a-Minute Vine

[Mooncake](#)

[The Moon Book](#)

Week 4

Focus Standards: FL.PWR.3, RI.KID.2, RI.KID.3 RI.CS.4, RI.IK1.7 W.TTP.2
Sub Standards: FL.WC.4, FL.SC.6, FL.VA.7a, RI.KID.1, SL.CC.1
SL.CC.2, W.PDW.6, W.RW.10

Science

ESS1. Earth's Place in the Universe

- 1) Use observations or models of the sun, moon, and stars to describe patterns that can be predicted.
- 2) Observe natural objects in the sky that can be seen from Earth with the naked eye and recognize that a telescope, used as a tool, can provide greater detail of objects in the sky.
- 3) Analyze data to predict patterns between sunrise and sunset, and the change of seasons.

PS3: Energy

Make observations to determine how sunlight warms Earth's surfaces (sand, soil, rocks, and water)

Students will participate in a read aloud of *The Sun is Kind of a Big Deal* with a focus of drawing conclusions and text structure for comprehension instruction. They will study r-controlled er, ir, ur, contractions 's, 've, 're for phonics instruction and blend and segment onset/rime, delete final phonemes and substitute phonemes for phonemic awareness instruction. They will study to be verbs (am, is, are, was, were) for grammar instruction.

Additional Texts: I'm a Caterpillar, The Sun

Decodable Readers: 33-34. Leveled Books: A Visit to a Butterfly Greenhouse, Animals Grow and Change, Butterflies.

[The Sun is Kind of a Big Deal](#)

Week 5**Focus Standards: FL.PWR.3, FL.F.5, RI.IKI.7, RI.KID.2****RI.KID.3, RI.CS.4, RI.CS.5, SL.PKI.4, SL.PDW.6, W.TTP.3**Sub Standards: FL.WC.4, FL.SC.6, FL.VA.7a, FL.VA.7.c RI.KID.1, SL.CC.1
SL.CC.2, W.PDW.6, W.RW.10**History**

- 1.1 Describe the cultural aspects of a place, including within a community and state.
- 1.2 Define multiculturalism as many different cultures living within a community and state.
- 1.3 Compare and contrast family traditions and customs among different cultures living within a student's community and state.

Students will participate in a read aloud of *Big Red Lollipop* with a focus on sequence of events and using prior knowledge for comprehension instruction. They will study comparative endings, introduce dge/j/ for phonics instruction and add phonemes /er/, /est/, blend and segment phonemes for phonemic awareness instruction. They will contractions with not for grammar instruction.

Additional text: Multicultural Party, What is Tradition Anyway?, Where are My Animals

Decodable Readers: 35-36. Leveled Books: Spring Rose, Winter Bear, Seasons Change, Weather or Not

[Big Red Lollipop](#)

Week 6**Focus Standards: FL.PWR.3, RI.KID.2, RI.KID.3, RI.CS.4****RI.CS.6, RI.IKI.8, SL.CC.1, SL.CC.3, SL.PKI.5, W.TTP.2, W.PDW.6**

Sub Standards: FL.WC.4, FL.SC.6, FL.VA.7a, RI.KID.1

History

- 1.1 Describe the cultural aspects of a place, including within a community and state.
- 1.2 Define multiculturalism as many different cultures living within a community and state.
- 1.3 Compare and contrast family traditions and customs among different cultures living within a student's community and state.

Students will participate in a read aloud of *Henry's Freedom Box* they will review previous comprehension strategies using the text.

Additional text: President's Day – A Birthday Celebration

[Henry's Freedom Box](#)

Week 7

**Focus Standards: FL.PWR.3, FL.F.5, RI.IK1.7, RI.KID.2
RI.KID.3, RI.CS.4, RI.CS.6, SL.PKI.4, SL.PDW.5, W.TTP.1**
Sub Standards: FL.WC.4, FL.SC.6, FL.VA.7a, RI.KID.1, SL.CC.1
SL.CC.3, W.RBPK.8, W.RW.10

Social Studies: Culture

- 1.01 Describe the cultural aspects of a place, including a student's community and state.
- 1.02 Define multiculturalism as many different cultures living within a community and state.
- 1.03 Compare and contrast family traditions and customs among different cultures within a student's community and state.

Students will participate in a read aloud of *Mama Panya's Pancakes* with a focus on drawing conclusions and monitor and fix up for comprehension instruction. They will study long a: ai, ay, introduce possessives for phonics instruction and substitute phonemes, segment and count syllables for phonemic awareness instruction. They will study adjectives for color and shapes for grammar instruction.

Additional texts: Mama's Birthday Present

Decodable Readers: 37-38 Leveled Books: Special Days, Special Food, A Party for Pedro, Cascarones are for Fun

[Mama Panya's Pancakes](#)

Week 8

**Focus Standards: RL.PWR.3, FL.F.5, RI.IK1.7, RL.KID.2
RL.KID.3, RL.CS.4, RL.IK1.7 SL.PKI.4, SL.PDW.5, W.TTP.3**
Sub Standards: FL.WC.4, FL.SC.6, FL.VA.7a, RL.KID.1, SL.CC.1
SL.CC.3, W.RBPK.8, W.RW.10

Social Studies: Culture

- 1.01 Describe the cultural aspects of a place, including a student's community and state.
- 1.02 Define multiculturalism as many different cultures living within a community and state.
- 1.03 Compare and contrast family traditions and customs among different cultures within a student's community and state.

Students will participate in a read aloud of *Ron's Big Mission* with a focus on theme and monitor and fix up for comprehension instruction. They will study long e: ea, and inflected endings for phonics instruction and substitute phonemes, segment and count syllables for phonemic awareness instruction. They will study adjectives for color and shapes for grammar instruction.

Additional texts: The Dot

Decodable Readers: 37-38 Leveled Books: How Beth Feels, Each for Your Dreams, Susan's Missing Painting

[Ron's Big Mission](#)

Week 9	Read Across America
<p>Students will participate in choosing their own book(s) to read with a focus on author's purpose and monitor and fix up for comprehension instruction. They will study long o: oa, ow, introduce three letter blends for phonics instruction and substitute initial phonemes, blend, segment and count phonemes for phonemic awareness instruction. They will study adjectives for what kind for grammar instruction.</p> <p>Additional texts: Mister Bones: Dinosaur Hunter</p> <p>Decodable Readers: 41-42 Leveled Books: Going on a Dinosaur Dig, Dinosaur Bones Don't Rot, Finding a Dinosaur Named Sue</p>	

Week 10	Focus Standards: FL.PC.1, RL.PWR.3, RI.IKI.7, RI.KID.3 RI.CS.4, RI.CS.6, SL.PKI.4, SL.PDW.5, W.TTP.1 Sub Standards: FL.WC.4, FL.SC.6, FL.VA.7c, RI.KID.1, SL.CC.1 FL.VA.7.b, FL.PA.2, SL.CC.2, W.RBPK.8, W.RW.10
<p>Science</p> <p>PS4: Waves and Their Application in Technologies for Information Transfer</p> <p>1) Use a model to describe how light is required to make objects visible. Summarize how illumination could be from an external light source or by an object giving off its own light.</p> <p>2) Determine the effect of placing objects made with different materials (transparent, translucent, opaque, and reflective) in the path of a beam of light.</p>	
<p>Students will participate in a read aloud of <i>The Energy We See: A Look at Light</i> with a focus on determining real or fantasy and monitor and fix up for comprehension instruction. They will study long i: ie, igh for phonics instruction and substitute initial phonemes, blend, segment and count syllables for phonemic awareness instruction. They will study adjectives for what kind for grammar instruction.</p> <p>Additional texts: The Lady in the Moon</p> <p>Decodable Readers: 43-44 Leveled Books: Harvest Holidays, The Moon Festival, The Moon Lady and Her Festival</p> <p>The Energy We See: A Look at Light</p>	