



INSTRUCTIONAL EXCELLENCE

# Unit-at-a-Glance

**Grade 1: English/Language Arts**

**Unit 3: Problem Solvers**

## Using This Resource

The Unit-at-a-Glance organizes the unit into nine focused weeks. It provides the following unit-specific information:

- Weekly Themes
- Essential Questions
- Weekly Suggested Standards
- Assessments (Pre-, Formative and Summative)
- Opening Lesson Ideas
- Model Lessons
- Lesson Seeds (ideas that can be further developed into lessons based on the weekly standards and learning targets)


The Unit-at-a-Glance takes all of the standards listed in the Unit Overview and offers weekly suggestions on how to teach the standards in a manageable way over the course of nine weeks. Since standards from different subject areas are often taught consecutively (e.g., Reading, Writing, Language, and Speaking and Listening), several standards will be recommended per week. Teachers should refer to the Unit Overview to read about the specific standards and their corresponding learning targets. The Lesson Seeds give examples of how teachers can design lessons that incorporate many different standards while implementing strategies that promote 21st-century skills (communication, collaboration, critical thinking and creativity). While the Unit-at-a-Glance is organized by weeks, teachers should adjust the pace of the unit based on their individual classes and students' needs.


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<p style="text-align: center;"><b>Week # 1</b></p> <p style="text-align: center;">Text Features/Martin Luther King Jr.</p>	<p style="text-align: center;"><b>Week # 2</b></p> <p style="text-align: center;">Determining Unknown Words</p>	<p style="text-align: center;"><b>Week # 3</b></p> <p style="text-align: center;">Examples of Courage in Our World</p>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● In what ways can people improve our world and what can we learn from them?</li> <li>● How can text features help us understand and communicate new ideas?</li> <li>● How can we choose words and phrases to better express ourselves?</li> <li>● How can we use key details to be better readers and writers?</li> </ul> <p>The Essential Questions should be used to guide instruction throughout the unit. They should be posted, read aloud and revisited often.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● In what ways can people improve our world and what can we learn from them?</li> <li>● How can we choose words and phrases to better express ourselves?</li> <li>● How can we use key details to be better readers and writers?</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● In what ways can people improve our world and what can we learn from them?</li> <li>● How can we choose words and phrases to better express ourselves?</li> <li>● How can we use key details to be better readers and writers?</li> </ul>
<p>While several standards will be taught weekly, those in <b>bold</b> should be prioritized in order to teach all the standards for this unit. Teachers should select standards to emphasize based on assessments of their individual students.</p> <p><b>Suggested Standards:</b></p> <p>RF.3, RF.3, RI.1, RI.2, <b>RI.3, RI.5, RI.8</b>, RI.10, <b>W.2</b>, W.3, SL.1, SL.2, SL.4, SL.6, L.1, L.2</p>	<p>The materials and texts mentioned throughout the unit are suggestions only. Individual teachers should use their discretion when choosing materials.</p> <p><b>Suggested Standards:</b></p> <p>RF.2, RF.3, RL.2, RL.3, <b>RL.4</b>, RI.1, RI.2, RI.7, RI.9, <b>W.1</b>, W.5, L.1, L.2, <b>L.4, L.5</b></p>	<p>Teachers should use the Learning Targets Checklist to monitor students' progress toward mastering the standards.</p> <p><b>Suggested Standards:</b></p> <p>RF.2, RF.3, RL.1, RL.2, RL.3, <b>RL.4</b>, RL.9, RL.10, RI.8, <b>W.1</b>, W.3, W.8, SL.1, SL.4, L.1, L.2, <b>L.4</b>, L.5, L.6</p>

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<p><b>Model Lesson Sequence #1:</b></p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. <u>Identify</u> key details from an informational text.</li> <li>2. <u>Determine</u> whether key details are relevant to the task.</li> <li>3. <u>Sequence</u> information in chronological order.</li> <li>4. <u>Write</u> a clear summary about information they read.</li> </ol>		<p><b>Model Lesson Sequence #2:</b></p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. <u>Recall</u> the elements of a story read aloud.</li> <li>2. <u>Form</u> an opinion based on the actions of a character.</li> <li>3. <u>Identify</u> key details from a text to support an opinion.</li> <li>4. <u>Write</u> clearly to express an opinion.</li> </ol>
<p><b>Opening Lesson Idea:</b></p> <p>Unit 2 ended with an emphasis on diversity and recognizing diversity in our lives. Unit 3 opens with a focus on Martin Luther King Jr. Display photos and/or watch a video of MLK Jr. and share a quote from him. Have students share what they already know about MLK Jr. Discuss his importance and record students' ideas.</p>	<p><b>Opening Lesson Idea:</b></p> <p>Recall key details by showing a video or reading a short passage that shows the difference between the big picture and key details. Identify the importance of finding key details in text.</p>	<p><b>Opening Lesson Idea:</b></p> <p>Concept map for the term "courage." Students share ideas of what they think "courage" is and share examples of times they have felt courageous. Students share times when they faced a problem and how they solved it.</p>
<p><b>Lesson Seeds:</b></p> <p>See the General Handouts for how to incorporate all forms of ELA daily throughout the unit:</p> <ul style="list-style-type: none"> <li>▶ Guided Reading</li> <li>▶ Literacy Stations/Centers</li> <li>▶ Morning Message</li> <li>▶ Word Walls</li> </ul>	<p><b>Lesson Seeds:</b></p> <ul style="list-style-type: none"> <li>● Continue to teach explicit mini lessons to address the Reading Foundational Skills of phonics, spelling, vocabulary and fluency throughout the week as needed. (RF.2, RF.3)</li> <li>● During Read-Alouds throughout the week, model how to determine or clarify the meaning of unknown words. Pictures and</li> </ul>	<p><b>Lesson Seeds:</b></p> <ul style="list-style-type: none"> <li>● Continue to teach explicit mini lessons to address the reading foundational skills of phonics, spelling, vocabulary and fluency throughout the week as needed. (RF.2, RF.3)</li> <li>● Read aloud stories throughout the week that feature courageous characters. Students use the "Chart of Courage" (see</li> </ul>

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<ul style="list-style-type: none"> <li>▶ Reference Guide for Text-Dependent Questions</li> <li>▶ Daily 5 <a href="http://www.thedailycafe.com/daily-5">www.thedailycafe.com/daily-5</a></li> <li>● Continue to teach explicit mini lessons to address the Reading Foundational Skills of phonics, spelling, vocabulary and fluency throughout the week as needed. (RF.2, RF.3)</li> <li>● Refer to the weekly standards and learning targets when planning in order to ensure all are covered.</li> <li>● Choose multiple texts about the life of MLK Jr. and preview them for the class. Use the opportunity to introduce the genre of biography to the class. In pairs, students will recount or describe key ideas or details from a text read aloud or information presented orally. (RI.1, RI.8, SL.2)</li> <li>● Review text features as identified in previous units and their purpose in a nonfiction text. Post previously created anchor chart or create a new one as a class. Preview a text to read aloud to the class. Students will identify text features they recognize. (RI.5)</li> <li>● Read aloud multiple texts to learn about the life of MLK Jr. While reading aloud, stop to discuss specific <b>facts</b> about his life. Identify facts as ideas that can be proven to be true. In the coming weeks,</li> </ul>	<p>context clues will be used to identify unfamiliar words while reading about the past. Students create picture cards to illustrate the meaning of unfamiliar words in texts. (RL.4, L.4, L.5)</p> <ul style="list-style-type: none"> <li>● Continue adding new words to the Word Wall and referring to it as a reference during their writing. Add five words per week and any words as needed for that week’s writing assignments. Students will write sentences using new words from the word wall. (W.5, L.1, L.2)</li> <li>● Revisit the definition of a “fact” from last week and compare it to the definition of “opinion” (what a person thinks or feels about something). Discuss the differences between facts and opinions in depth so that students can distinguish the two. Provide a set of facts and opinions about everyday scenarios that students can sort into the appropriate category. (RI.2, L.5, W.1)</li> <li>● Continue to read a variety of texts about the life of MLK Jr. (see Unit Overview for suggested texts) and the lives of other important historical figures of his time. Stop for “think checks” while reading to ask students if what you have read is a fact or opinion. How do they know? What key language helps them know that? Identify similarities and differences</li> </ul>	<p>Model Lesson #2) to identify and compare characters and events in the stories. (RL.9)</p> <ul style="list-style-type: none"> <li>● Language Focus: List antonyms and synonyms for the word “courage.” Students will be given their own word and create a flipbook to identify one antonym and one synonym for the word. (L.5)</li> <li>● Model for students how to work collaboratively and engage in conversations with partners by using “My Turn/Your Turn” cards to practice taking turns. These are large double-sided cards: One side says, “My Turn” and features a symbol for speaking, and the other side says “Your Turn” and features a symbol for listening. Students will use the cards to remind themselves whose turn it is to talk and whose turn it is to listen and what that looks like. (SL.1)</li> <li>● Revisit language used to indicate an opinion. Throughout the week, model for students how to find evidence in the text they are reading to support an opinion of what they are reading. (RL.2, L.4, W.1)</li> <li>● Think aloud and model for students how an author may pick the words they use when writing to better explain their ideas. Select words from read-aloud texts and determine whether they are the best word choices. Create a shared writing piece and invite students to come up with</li> </ul>

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<p>students will distinguish between facts and opinions. Students will write and illustrate one fact that they learned about the life of MLK Jr. (RI.2)</p> <ul style="list-style-type: none"> <li>● Address the essential question “In what ways did MLK Jr. improve our world?” Students will share their ideas with a partner and then the class. Write student responses using key details from the text on a graphic organizer to display in the classroom. (RI.1, RI.2, SL.1)</li> <li>● Model for students how to write a short basic paragraph. Have each student work on a weekly topic or theme. Include identifying a topic, facts or details, and a concluding simple sentence. Writing to inform, students will record important facts they have learned about the life of MLK Jr. Students will rehearse oral performance of their writing in order to proofread their work and practice fluency. (W.2, L.1, L.2)</li> <li>● Share with the students a number of famous quotes by MLK Jr. and discuss the meaning behind them and how we can apply them to our daily lives. After reflecting on the world in which they live and how they wish to exist, students will create powerful quotes about something that brings value to their world. Each student will create a picture of him or herself and attach their quote in a word</li> </ul>	<p>between the texts and the information they contain. (RL.2, RL.4, RI.9, L.5, RL.3)</p> <ul style="list-style-type: none"> <li>● Use the illustrations in the text to help better understand a period in time when the students were not alive. Cover up the words in texts with particularly detailed illustrations and have students share what they can learn about the time MLK Jr. lived in just by looking at the illustrations. (RI.7, RI.1)</li> <li>● Take some of the “big words” (e.g., freedom, preach, discover, courage, admire, protest, equality, racism, separate, peace, hate, together, war, love) found throughout the readings of MLK Jr. — explore the author’s word choice. Identify word relationships and nuances in meaning by coming up with more familiar antonyms and synonyms to help students understand the meanings of these new words. (RL.4, L.5)</li> <li>● Model for students how to write an opinion piece based on facts they have learned. Have students write their opinions about why Martin Luther King Jr. was an important problem solver. They must use evidence to support their thoughts/reasons and use language (“big words”) previously discussed. (W.1, L.5)</li> </ul>	<p>multiple words before determining which to use. (RL.4, L.4)</p> <ul style="list-style-type: none"> <li>● Use illustrations and context clues to understand unfamiliar vocabulary and concepts. Have students create and label illustrations to facilitate understanding of this vocabulary and use the words and concepts in their writing and when speaking with a partner. (L.4, SL.4)</li> <li>● Students write a personal narrative to identify a time in their life when they showed courage. Students illustrate their writing and share it with their peers. (W.3, SL.1, L.1, L.2)</li> <li>● Read aloud a text that features the issue of bullying. Define bullying and work collaboratively to provide examples of how this can be a problem in schools. After reading a text in which a main character acts as a bully (ex. <i>The Juice Box Bully</i>), students will identify key details to determine the central message about bullying. Students will create illustrations that promote standing up for others. (RL.1, RL.2, W.8, SL.1)</li> <li>● Model for students how the author’s word choice helps express characters’ feelings (e.g., <i>The Juice Box Bully</i> and <i>Sheila Rae, the Brave</i>). Have students choose a word to illustrate as an example of author’s craft. (RL.4, L.6)</li> </ul>

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<p>bubble. Students share their quotes and their meaning with the class. (SL.6)</p> <ul style="list-style-type: none"> <li>● Additional resources and lesson ideas to teach about the life of Martin Luther King Jr. can be found at the following website: <ul style="list-style-type: none"> <li>▶ <a href="http://www.scholastic.com/teachers/collecti-on/commemorate-life-dr-martin-luther-king-jr">www.scholastic.com/teachers/collecti-on/commemorate-life-dr-martin-luther-king-jr</a></li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>● Students write opinions of what they have read using the writing format learned in the model lesson. Students share their writing with their reading groups. (W.1)</li> </ul>
<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation Checklist</li> <li>● Timelines</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observations</li> <li>● Writing Samples</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Writing Samples</li> <li>● Opinion Writing Rubric</li> </ul>

<p style="text-align: center;"><b>Week # 4</b></p> <p style="text-align: center;">Biographies of Problem Solvers</p>	<p style="text-align: center;"><b>Week # 5</b></p> <p style="text-align: center;">Presidents</p>	<p style="text-align: center;"><b>Week # 6</b></p> <p style="text-align: center;">Making Connections</p>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● In what ways can people improve our world and what can we learn from them?</li> <li>● How can text features help us understand and communicate new ideas?</li> <li>● How can we use key details to be better readers and writers?</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● In what ways can people improve our world and what can we learn from them?</li> <li>● How can text features help us understand and communicate new ideas?</li> <li>● How can we choose words and phrases to better express ourselves?</li> <li>● How can we use key details to be better readers and writers?</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● In what ways can people improve our world and what can we learn from them?</li> <li>● How can we choose words and phrases to better express ourselves?</li> </ul>

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<p><b>Suggested Standards:</b></p> <p>RI.1, RL.1, RL.4, RI.2, RI.5, RI.7, RL.10, <b>RI.8</b>, W.1, W.5, <b>W.6</b>, <b>SL.1</b>, <b>SL.4</b>, L.1, L.2, <b>L.4</b>, <b>L.5</b>, <b>L.6</b>, RF.2, RF.3, RF.4</p>	<p><b>Suggested Standards:</b></p> <p>RL.2, <b>RL.6</b>, RI.1, <b>RI.8</b>, RI.9, W.1, W.2, <b>W.5</b>, W.8, SL.1, SL.4, SL.6, RF.3, RF.4</p>	<p><b>Suggested Standards:</b></p> <p><b>RF.4</b>, RL.10, <b>RI.5</b>, W.3, SL.1, L.5, L.6</p>
<p><b>Model Lesson Sequence #3:</b></p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. <u>Identify</u> words in a poem that suggest feelings or appeal to the senses.</li> <li>2. <u>Analyze</u> word meaning using text and illustrations.</li> <li>3. <u>Make connections</u> between words and their use in text.</li> <li>4. <u>Write</u> to demonstrate connections applied to their own lives.</li> </ol>	<p><b>Opening Lesson Idea:</b></p> <p>Post pictures of the monuments and symbols (ex. money) we have today to honor presidents Washington and Lincoln. Have students write the names of the presidents on Post-its and stick them on the picture they think represents that president. Review their ideas and share what else the students know about these presidents.</p>	<p><b>Opening Lesson Idea:</b></p> <p>Students match pictures and written scenarios that feature daily problems and solutions.</p>
<p><b>Lesson Seeds:</b></p> <p>See the General Handouts for how to incorporate all forms of ELA daily throughout the unit:</p> <ul style="list-style-type: none"> <li>▶ Guided Reading</li> <li>▶ Literacy Stations/Centers</li> <li>▶ Morning Message</li> <li>▶ Word Walls</li> <li>▶ Reference Guide for Text-Dependent Questions</li> <li>▶ Daily 5 <a href="http://www.thedailycafe.com/daily-5">www.thedailycafe.com/daily-5</a></li> </ul>	<p><b>Lesson Seeds:</b></p> <ul style="list-style-type: none"> <li>● Continue to teach explicit mini lessons to address phonics, spelling, vocabulary and fluency learning targets throughout the week. (RF.3, RF.4)</li> <li>● Read aloud a variety of nonfiction texts to learn about Presidents George Washington and Abraham Lincoln. Students write and illustrate informational paragraphs throughout the week. (RI.1, W.2)</li> <li>● Choose a text to read aloud that demonstrates the importance of point of</li> </ul>	<p><b>Lesson Seeds:</b></p> <ul style="list-style-type: none"> <li>● Continue to teach explicit mini lessons to address phonics, spelling, vocabulary and fluency learning targets throughout the week. (RF.4)</li> <li>● Continue to provide opportunities for choral reading throughout the week using multiple techniques: echo reading, ping-pong (reading alternate lines), increasing and decreasing volume, increasing and decreasing pace, reading as a class in rounds, reading in funny accents or character voices. Choose short, patterned text that is at the independent reading</li> </ul>



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<ul style="list-style-type: none"> <li>● Continue to teach explicit mini lessons to address phonics, spelling, vocabulary and fluency learning targets throughout the week. (RF.2, RF.3, RF.4)</li> <li>● <b>Group Project:</b> Students collaborate to create a digital timeline about one selected problem solver who was featured this week. Present timelines to the class using relevant details. (RI.2, W.6, SL.1, SL.4, L.1, L.2) See the following website for timeline suggestions: <a href="https://elearningindustry.com/top-10-free-timeline-creation-tools-for-teachers">elearningindustry.com/top-10-free-timeline-creation-tools-for-teachers</a></li> <li>● Refer to <i>Pathways Daily Lesson Guide: Heroes</i> for additional lesson ideas for incorporating ELS skills.</li> <li>● Students identify and correct Standard English errors in the daily Morning Message based on learning standards taught this unit. Students continue to revise their daily writing for correct capitalization, punctuation and spelling as appropriate. (L.2)</li> <li>● Select biographies from multiple sources (texts, articles and websites) to read about important people from the past and present. Students will use text features to locate information and record specific details from the biographies. (RI.1, RI.5)</li> <li>● Select a variety of biographies profiling famous black Americans in honor of Black</li> </ul>	<p>view in a story (ex. <i>Hey Ant!</i> by Phillip M. Hoose and Hannah Hoose). Students will identify who is telling the story and how this affects what they think (about the ant). Students complete a written response to share whose point of view they most identify with and what they think should happen next, using key details from the story. (RL.2, RL.6, W.1)</p> <ul style="list-style-type: none"> <li>● Read Aloud a variety of storybooks about Presidents Washington and Lincoln. Stop throughout the read-aloud and have students determine who is currently speaking in the text. Students work in pairs and are provided two Post-it notes labeled “ST” for storyteller and “C” for characters. Students use their Post-Its to identify who is speaking and what words support their thinking. (RL.6)</li> <li>● Students identify how reading texts in different styles and from different points of view allows readers to learn more about the topic. (RL.6)</li> <li>● Read aloud a variety of nonfiction texts about the lives and presidencies of George Washington and Abraham Lincoln. Students will answer text-dependent questions using support from the text. Ask questions to determine how these presidents were problem solvers. Students will write and illustrate one example of this in their journal. (RI.1, W.5)</li> </ul>	<p>level of the majority of the students. Students will each have a copy of the text for multiple opportunities to practice on their own and with a partner, and in a choral read-along with the class. (RF.4, RL.10)</p> <ul style="list-style-type: none"> <li>● Choose several short plays for students to perform in a Reader’s Theatre. Create heterogeneously formed groups and plays that feature ways to work together to solve a problem. Students will work together to practice their lines, create the staging and costumes, and perform the plays for an audience. Students are introduced to and are able to identify the text features in a play. (RF.4, RI.5, SL.1)</li> <li>● Students sort words into categories according to key attributes. Students identify their reasoning and the categories into which they sorted the words. (L.5)</li> <li>● Students pick at random from a pile of possible daily problems. Each student acts out a problem and the class works together using vocabulary that has been featured in this unit to come up with a solution to the problem. Record the everyday problems and solutions and keep them posted for reference and review. (SL.1, L.6)</li> <li>● Lead discussion on how students can apply to their own lives what they have learned about people who improved our</li> </ul>

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<p>History Month. Read to understand why they were important in history and identify details to support this. Record information about specific people profiled and post in the classroom. Refer back to the essential question. (RI.8)</p> <ul style="list-style-type: none"> <li>● Students use illustrations in the texts to support understanding of what they have read. While reading texts aloud, cover up the print and have students describe what they see in the illustration. (RI.7)</li> <li>● Students write to identify ways in which these famous black Americans improved their world. Through collaboration, the class identifies how their world would be different today without the actions of these important people. (W.5)</li> <li>● Review words in writing that need to be capitalized. Take the opportunity to identify proper nouns in writing that also need to be capitalized. Students will be able to identify and distinguish between common, proper and possessive nouns. (L.1)</li> <li>● Continue opinion writing using sentence frames: My opinion about _____ is _____. One reason I think this is _____. Another reason I think this is _____. (W.1)</li> </ul>	<ul style="list-style-type: none"> <li>● Read aloud two texts about the same president. With guidance, students will complete a Venn diagram of similarities and differences between the texts. (RI.9)</li> <li>● Read texts that describe the childhoods of George Washington and Abraham Lincoln. Students will use a Venn diagram to compare details about the presidents' lives to their own lives. (RL.2)</li> <li>● Home/School Connection: Students choose one president to dress as and present details about his life and presidency to the class. Include five details about that president's life. Teacher provides graphic organizer to help organize facts. (RI.1, W.8, SL.1, SL.4, SL.6)</li> </ul>	<p>world. Have students work collaboratively to identify ways that they as problem solvers can help themselves, help others and help their community. Students will come up with goals and keep track of ways they have helped themselves (went to bed earlier, studied harder, brushed their teeth better) and helped others either at home or at school. As a class, students will identify and make a plan to solve a problem in their school or community. Once the problem is solved, students will write about what they did to improve their world. (SL.1, W.3)</p>

Week # 4 Biographies of Problem Solvers	Week # 5 Presidents	Week # 6 Making Connections
<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Group Digital Timeline Project</li> <li>● Teacher Observations</li> <li>● Writing Samples</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observations</li> <li>● Writing Samples</li> <li>● President Presentations</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Journal Writing Samples</li> <li>● Observations</li> </ul>

Week # 7 Dr. Seuss	Week # 8 Women in History	Week # 9 Problem Solvers in Fiction: Author Focus: Patricia Polacco
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● In what ways can people improve our world and what can we learn from them?</li> <li>● How can we choose words and phrases to better express ourselves?</li> <li>● How can we use key details to be better readers and writers?</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● In what ways can people improve our world and what can we learn from them?</li> <li>● How can text features help us understand and communicate new ideas?</li> <li>● How can we choose words and phrases to better express ourselves?</li> <li>● How can we use key details to be better readers and writers?</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● In what ways can people improve our world and what can we learn from them?</li> <li>● How can we choose words and phrases to better express ourselves?</li> <li>● How can we use key details to be better readers and writers?</li> </ul>

<p style="text-align: center;"><b>Week # 7</b> Dr. Seuss</p>	<p style="text-align: center;"><b>Week # 8</b> Women in History</p>	<p style="text-align: center;"><b>Week # 9</b> Problem Solvers in Fiction: Author Focus: Patricia Polacco</p>
<p><b>Suggested Standards:</b> <b>RL.2, RL.4</b>, RL.10, RI.1, W.1, L.1, L.2, <b>L.4</b>, <b>RF.2, RF.3, RF.4</b></p> <p>(While several standards will be taught weekly, those in <b>bold</b> should be emphasized.)</p>	<p><b>Suggested Standards:</b> RI.1, RI.10, W.2, SL.2, SL.3, SL.4, RF.4</p> <p>The teacher should review students' progress to the unit standards taught so far and emphasize the standards needing to be re-taught based on observations and assessments.</p>	<p><b>Suggested Standards:</b> RL.1, RL.3, RL.4, RL.9, RL.10, SL.1, W.1, W.8</p> <p>The teacher should review students' progress to the unit standards taught so far and emphasize the standards needing to be re-taught based on observations and assessments.</p>
<p><b>Opening Lesson Idea:</b></p> <p>Select a popular Dr. Seuss text to read aloud to the class. Create a list of the class graph to chart favorite Dr. Seuss texts and have students share what they like about them.</p>		
<p><b>Lesson Seeds:</b></p> <ul style="list-style-type: none"> <li>● Continue to teach explicit mini lessons to address phonics, spelling, vocabulary and fluency learning targets throughout the week. (RF.2, RF.3, RF.4)</li> <li>● Students independently proofread and correct sentences that have capitalization, punctuation and spelling errors. (L.2)</li> <li>● Read aloud a biography to learn about the life of Dr. Seuss. Create a timeline to highlight the main events of his life and publication dates of the class's favorite texts. (RI.1)</li> </ul>	<p><b>Lesson Seeds:</b></p> <ul style="list-style-type: none"> <li>● Continue to teach explicit mini lessons to address phonics, spelling, vocabulary and fluency learning targets throughout the week. (RF.4, RI.10)</li> <li>● Select biographies from multiple sources (texts, articles and websites) to learn about important women in history. (RI.1)</li> <li>● Students select an important woman in their family or community to interview to learn about her life. Students use a preselected list of questions and create a</li> </ul>	<p><b>Lesson Seeds:</b></p> <ul style="list-style-type: none"> <li>● Continue to teach explicit mini lessons to address phonics, spelling, vocabulary and fluency learning targets throughout the week.</li> <li>● Students will ask and answer clarifying questions as they read to learn about the author Patricia Polacco. (RL.4)</li> <li>▶ <a href="http://www.patriciapolacco.com/">www.patriciapolacco.com/</a></li> <li>● Read a selection of texts by author Patricia Polacco that feature characters who solve problems (see Overview for text selections). Stop at predetermined</li> </ul>

<p style="text-align: center;"><b>Week # 7</b></p> <p style="text-align: center;">Dr. Seuss</p>	<p style="text-align: center;"><b>Week # 8</b></p> <p style="text-align: center;">Women in History</p>	<p style="text-align: center;"><b>Week # 9</b></p> <p style="text-align: center;">Problem Solvers in Fiction: Author Focus: Patricia Polacco</p>
<ul style="list-style-type: none"> <li>● Students write an opinion piece about their favorite Dr. Seuss text and add details from the text to explain why it's their favorite. Students add illustrations to their writing in the style of Dr. Seuss. (W.1)</li> <li>● Read aloud the text <i>The Boy on Fairfield Street</i>. Students will make connections to the text as they learn about Dr. Seuss' childhood. Students will work with a partner and think-pair-share to recall details from the text. Students will share what they would like to be when they grow up based on what they like to do now. (R.1, L.1)</li> <li>● Take time to discuss what makes Dr. Seuss' writing unique, including rhyme and creative word choice. Select some of the made-up ("nonsense") words in the texts and define them based on their use. (RL.4, L.4)</li> <li>● Read aloud texts that feature problem solvers (see Overview for suggestions). Students will retell the stories and identify the central message or lesson learned. Identify words in the texts and illustrations that connect with the senses. (RL.2, RL.4, RL.10)</li> <li>● See the following Dr. Seuss websites: <ul style="list-style-type: none"> <li>▶ <a href="http://www.seussville.com/">www.seussville.com/</a></li> </ul> </li> </ul>	<p>report to share orally with the class. (W.2, SL.4)</p> <ul style="list-style-type: none"> <li>● Select a famous woman and use several resources to learn about her life. Students will pull out the character traits that led her to achieve her accomplishments and improve her world. Writing to inform, students will answer why this woman was important to our history and how she helped improve our world. (W.2)</li> <li>● Students select and complete a report on one woman in history. Students should use multiple resources as they have in previous projects. The teacher should provide specific information to look for, including the woman's dates of birth and death, and information about her childhood, schooling, family and major accomplishments. Students will complete a timeline to represent the woman's life and present a brief oral report to the class using a poster they have created as a visual aid. (RI.10, W.2, SL.2, SL.3)</li> </ul>	<p>points throughout the text and make predictions as to how the characters will solve their problems. (RL.1)</p> <ul style="list-style-type: none"> <li>● Identify academic vocabulary from the texts and use sentence clues, illustrations and prior knowledge to determine their meaning. (RL.4)</li> <li>● Students make connections to the characters in the story and write them in their daily journals. (W.8)</li> <li>● Use the language of the story to determine the characters' feelings throughout the story. Keep a running list of words Patricia Polacco uses in her writing to let the reader know how the character is feeling. (RL.4)</li> <li>● Students compare and contrast the experiences of characters they have read about throughout the week. (RL.9)</li> </ul>

<b>Week # 7</b> Dr. Seuss	<b>Week # 8</b> Women in History	<b>Week # 9</b> Problem Solvers in Fiction: Author Focus: Patricia Polacco
<ul style="list-style-type: none"> <li>▶ <a href="http://www.goodreads.com/author/quotes/61105.Dr_Seuss">www.goodreads.com/author/quotes/61105.Dr_Seuss</a></li> <li>▶ <a href="http://www.classroomjr.com/dr-seuss-activities-and-lesson-plans/">www.classroomjr.com/dr-seuss-activities-and-lesson-plans/</a></li> </ul>		
<b>Assessments:</b> <ul style="list-style-type: none"> <li>● Teacher Observations</li> <li>● Writing Samples</li> </ul>	<b>Assessments:</b> <ul style="list-style-type: none"> <li>● Teacher Observations</li> <li>● Writing Samples</li> </ul>	<b>Assessments:</b> <ul style="list-style-type: none"> <li>● Teacher Observations</li> <li>● Writing Samples</li> </ul>