

Reading Grade 1
Unit 1- Module 1
Canterbury Public Schools

Subject	EL Reading
Grade Level	1
Unit Title	Tools and Work / Toys and Play
Unit Goals	Learning to ask and answer questions Getting to know tools around use Respond to show what I know about tools
Pacing (# of weeks)	2 weeks/ 8 sessions
Standards	RI.1.1, RI.1.7, L.1.5a, SL.1.1a, L.1.5a and L.1.5b
Content/Conceptual Knowledge (know)	Tools can make work easier Tools have a special place in making things work Each tool has a special job to make tasks easier We ask questions for a purpose
Skills (be able to do) I can statements- daily learning targets	Explain the role of tools when making things Participate effectively in classroom discussions in order to ask good questions I can: Participate in conversations with my classmates Show what I know about tools through drawing and writing Examine tools through close observation and drawing Answer questions about tools and how they are used I can ask questions about key ideas in a photograph I can answer questions about key ideas using the text from "Tools" Sort tools into categories
Essential Questions	Why do we need tools? Why do we use tools? How do we effectively participate in classroom discussion
Enduring Understandings	Tools make our lives easier by helping us to work. Tools help us create things.
Vocabulary	Tools, work, task, challenges, complete, create, drawing, headquarters, mission, object, participate, writing,

Common Learning Experiences	Classroom discussions, unit assessments, labs,
Strategies	Think Pair Share,, classroom discussion norms, sorting protocol,
Assessments	Writing: information and opinion, writing about tools
Resources	Manuals, student texts

Grade 1
Module 1 Unit 2
Canterbury Public Schools

Subject	EL Reading
Grade Level	Grade 1
Unit Title	Reading Closely
Unit Goals	Read closely Examine texts to identify important information Form habits of character as they relate to work
Pacing (# of weeks)	10 lessons
Standards	RL.1.1, RL.1.3, RL.1.4, RL.1.7
Content/Conceptual Knowledge (know)	Many hands make for light work, Each job may need different tools, Working with others is fun
Skills (be able to do) I can statements	<p>I can listen and respond to my classmates' idea I can listen and respond to my classmates' ideas during a read-aloud. (SL.1.1)</p> <p>I can answer and respond to my classmates' ideas during a read-aloud. (SL.1.1)</p> <p>I can answer questions about key details from the book The Most Magnificent Thing. (RL.1.1) questions about key details from the book The Most Magnificent Thing. (RL.1.1) I can look closely at the illustrations and text to describe how the girl can listen and respond to my classmates' ideas. (SL.1.1)</p> <p>I can look closely at the illustrations and text to describe how the girl acts when things go wrong. (RL.1.1, RL.1.3, RL.1.7)</p> <p>Using the text and illustrations, I can write about what the girl tries to build her magnificent thing. (RL.1.1, RL.1.3, RL.1.7)</p> <p>I can listen and respond to my classmates' ideas. (SL.1.1)</p> <p>I can explain what I did to complete a challenge. (W.1.8) I can identify a character's feelings using evidence from the illustrations and the text (RL.1.4, RL.1.7) I can identify a character's feelings using evidence from the illustrations and the text. (RL.1.1, RL.1.4)</p> <p>I can describe an event by looking closely at the illustrations. (RL.1.3, RL.1.7) I can describe a character or important events in the story. (RL.1.3, RL.1.7) I can identify a character's feelings using evidence from the illustrations and the text.</p>

	<p>(RL.1.1, RL.1.4)</p> <p>I can describe an event by looking closely at the illustrations. (RL.1.3, RL.1.7)</p> <p>I can identify a character's feelings using evidence from the illustrations and the text. (RL.1.1, RL.1.3, RL.1.4, RL.1.7)</p> <p>I can describe an event by looking closely at the illustrations. (RL.1.1,</p> <p>I can find answers to questions</p> <p>I can ask questions and participate in classroom discussions</p> <p>I can look closely at the illustrations and text to describe how the girl tries to build her magnificent thing. (RL.1.1, RL.1.3, RL.1.7)</p> <p>Through writing and drawing, I can explain one way the girl was able to make a magnificent thing. (W.1.8)</p> <p>I can listen and respond to my classmates' ideas. (SL.1.1)</p>
Essential Questions	What does it take
Enduring Understandings	It takes perseverance , collaboration and initiative to make work easier
Vocabulary	Initiative, collaboration, perseverance ,
Common Learning Experiences	Reading <u>The Most Magnificent Thing</u> , classroom discussions, Pinky Partners, Discussing feelings
Strategies	Songs " The Helping Song" , Back to back and face to face
Assessments	Class participation, unit assessments,check lists
Resources	Most Magnificent Thing, The Little Red Pen, anchor charts

Grade 1 Module 1
Unit 3
Reading
Canterbury Public Schools

Subject	Reading
Grade Level	Grade 1
Unit Title	Writing to show understanding
Unit Goals	Make a magnificent things
Pacing (# of weeks)	4-6 weeks
Standards	SL.1.1a, SL.1.1b, SL.1.1c, W.1.2
Content/Conceptual Knowledge (know)	Use classroom tools and habits of character to work collaboratively to solve a classroom design challenge
Skills (be able to do) I can statements	<p>I can describe steps used in The Most Magnificent Thing to build a magnificent thing. (RL.1.3)</p> <p>I can participate in a discussion with my classmates about the needs of the classroom. (SL.1.1, SL.1.1)</p> <p>I can write details about my magnificent thing using describing words. (W.1.8)</p> <p>I can identify what makes a high-quality description of a magnificent thing. (W.1.2)</p> <p>I can write the focus statement for my description of our magnificent thing. (W.1.2, W.1.8, L.1.2)</p> <p>I can use describing words to explain how our magnificent thing will look. (SL.1.1, SL.1.1a, SL.1.1b, and SL.1.1c)a, SL.1.1b, SL.1.1c)</p> <p>can listen to and talk with my group about the tools and materials we will need for our magnificent thing. (SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c)</p> <p>I can record the tools and materials that my group agreed to use to build our magnificent thing. I can listen to and learn with my group as we create our magnificent thing. (SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c, (W.1.8)</p> <p>I can listen to and talk with my group about the work that needs to get done on our magnificent thing. (SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c)</p> <p>I can record what I did to complete our magnificent thing. (W.1.8)</p> <p>I can examine our magnificent thing to identify ways to make it better. (SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c)</p> <p>I can document the changes my group will make to our magnificent thing. (W.1.8)</p> <p>I can discuss and agree on the finishing touches for our group's magnificent thing. (SL.1.1, SL.1.1a, I can edit and publish my writing using the Revising and Editing Checklist for my magnificent thing description. (W.1.2, W.1.8, L.1.2)</p>

	<p>I can reflect with my writing partner. (W.1.8) SL.1.1b, SL.1.1c)</p> <p>I can sketch and write about my group's finished magnificent thing. (W.1.8)I can write details in my magnificent thing description about how I used tools. (W.1.2, W.1.8, L.1.2)</p> <p>I can plan for my writing by using my Magnificent Thing notebook. (W.1.2)</p> <p>I can write a conclusion for my magnificent thing description. (W.1.2, W.1.8, L.1.2)</p> <p>I can revise My Magnificent Thing Description using the Revising and Editing Checklist. (W.1.2, L.1.2)I can write and draw to describe how I used a habit of character to make my magnificent thing. (W.1.2, W.1.8, L.1.2)</p> <p>I can prepare for our celebration of learning by speaking clearly and using complete sentences about our magnificent thing. (SL.1.6)</p> <p>I can present my group's magnificent thing by speaking clearly and using complete sentences. (SL.1.6)</p> <p>I can name the magnificent things other groups have created and how they are helping the classroom. (SL.1.1)</p>
Essential Questions	How do we use classroom tools to create a magnificent thing?
Enduring Understandings	It takes many hands to make work easier
Vocabulary	Tools, collaboration, perseverance, magnificent, plan, revise, steps, display, initiative, sketch, initiative, describe, responsibility, record, document, examine, identify, improve, conclusion, focus statement, detail, edit, reflect, effective,
Common Learning Experiences	Write a piece of text - performance task
Assessments	Informational writing/performance tasks, make a magnificent thing
Resources	Text, student text,