



**Linden Public Schools
First Grade
Scope and Sequence**

Unit of Study: Launching - Narrative Writing

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	Students will be learning how to use memories as topics for writing ideas.	The teacher will conduct a read aloud and model how to complete a "Heart Map" using a Write Aloud. Teacher will create their own "Heart Map".	<ul style="list-style-type: none"> • <u>When I Was Little: A 4-Year Old's Memoir of Her Youth</u> by Jaime Lee Curtis • Chart Paper & Markers • "Heart Map" template & Example & Questions • Colored Pencils, Crayons, Pencils
2	Students will create their own "Heart Map" to assist with writing personal narratives and other pieces of writing.	The teacher will review the read aloud and poignant parts of the story and model "Heart Map" previously created. Students will be directed to complete their own "Heart Map".	<ul style="list-style-type: none"> • <u>When I Was Little: A 4-Year Old's Memoir of Her Youth</u> by Jaime Lee Curtis • Chart Paper & Markers • "Heart Map" template • Teacher "Heart Map" • Colored Pencils, Crayons, Pencils • Student Writing Folder/Notebook
3	Students will continue to work on their "Heart Map". Students will share some of their examples from their "Heart Maps". They will start to label and code their "Heart Map".	The teacher will review the model "Heart Map" and particular student selections from their "Heart Maps". The teacher will add labels to add further specificity. The teacher will also color code categorically. See lesson plan.	<ul style="list-style-type: none"> • Chart Paper & Markers • "Heart Map" template • Teacher/Student "Heart Map" • Colored Pencils, Crayons, Pencil • Student Writing Folder/Notebook
4	Students will create lists to assist with writing based on the "Heart Map". The lists will be used as a reference for future writing pieces	Teacher will use the "Heart Map" to start to draft some lists to add to the Writing Notebook/Folder to use for future writing ideas.	<ul style="list-style-type: none"> • Chart Paper & Markers • "Heart Map" template • Teacher/Student "Heart Map" • Colored Pencils, Crayons, Pencil • Student Writing Folder/Notebook • Paper
5	Students will prepare for creating a "MY FIVE SENSES JOURNAL" that pertains personally to them and various listening walks taken, using <u>The Listening Walk</u> as a reference tool. Student will complete a concept map.	The teacher will conduct a read aloud and model a listening walk. Teacher will take students on a listening walk around the classroom and school building. Teacher will complete a Write Aloud using a concept map using the senses pertaining to the walk taken.	<ul style="list-style-type: none"> • <u>The Listening Walk</u> by Paul Showers • Chart Paper & Markers • Concept Map • Pencil and Crayons • Student Writing Folder/Notebook



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LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
6	Students will prepare for creating a “MY FIVE SENSES JOURNAL” that pertains personally to them and various listening walks taken, using <u>The Listening Walk</u> as a reference tool. Students will complete a concept map.	The teacher model a listening walk exterior to the school. Teacher will complete a Write Aloud using a concept map using the senses pertaining to the walk taken. Teachers will assign homework to complete a listening walk in house or outside.	<ul style="list-style-type: none"> • <u>The Listening Walk</u> by Paul Showers • Chart Paper & Markers • Concept Map • “MY FIVE SENSES JOURNAL” • Pencil and Crayons • Student Writing Folder/Notebook
7	Students will create a “MY FIVE SENSES JOURNAL” using the concept maps and the teacher model as a reference.	Teacher will use the “MY FIVE SENSES JOURNAL” template to model the creation of student journal. Teacher will model - I CAN SMELL and I CAN TASTE sections. Teachers will start to illustrate, label and write sentences to describe the above-listed parts of the journal.	<ul style="list-style-type: none"> • <u>The Listening Walk</u> by Paul Showers • Chart Paper & Markers • “MY FIVE SENSES JOURNAL” • Pencil and Crayons • Student Writing Folder/Notebook
8	Students will create a “MY FIVE SENSES JOURNAL” using the concept maps and the teacher model as a reference.	Teacher will use the “MY FIVE SENSES JOURNAL” template to model the creation of student journal. Teacher will model - I CAN HEAR -- I CAN TOUCH and I CAN SEE sections. Teachers will start to illustrate, label and write sentences to describe the above-listed parts of the journal.	<ul style="list-style-type: none"> • <u>The Listening Walk</u> by Paul Showers • Chart Paper & Markers • “MY FIVE SENSES JOURNAL” • Pencil and Crayons • Student Writing Folder/Notebook
9	Students will be learning how to create a “FLIP BOOK” that pertains personally to them and the world around them, using <u>Me on the Map</u> as a reference tool. Students will create a self-portrait of and a part of the world and cut it out.	The teacher will conduct a read aloud and model how to complete a “FLIP BOOK” using a Write Aloud. Teacher will create their own “FLIP BOOK”. Teacher will model making a self-portrait and a part of the world/globe.	<ul style="list-style-type: none"> • <u>Me on the Map</u> by Joan Sweeney • “FLIP BOOK” template • Pencil and Crayons • Construction paper (BLUE & WHITE) • Glue sticks • Student Writing Folder/Notebook
10	Students will start to create a “FLIP BOOK” using <u>Me on the Map</u> and the teacher model to create their own. Students will use the teacher model to start illustrate, label and write sentences to describe the ME and MY STREET sections of the book.	Teacher will use the “FLIP BOOK” template to model the creation of a personal “FLIP BOOK”. Teacher will create ME and MY STREET sections. Teachers will start to illustrate, label and write sentences to describe the above-listed parts of the book.	<ul style="list-style-type: none"> • <u>Me on the Map</u> by Joan Sweeney • Chart Paper & Markers • “FLIP BOOK” template • Pencil and Crayons • Student Writing Folder/Notebook

11	Students will continue to create a "FLIP BOOK" using Me on the Map and the teacher model to create their own. Students will use the teacher model to start illustrate, label and write sentences to describe the MY TOWN, MY STATE, and MY COUNTRY sections of the book.	Teacher will use the "FLIP BOOK" template to model the creation of a "FLIP BOOK". Teacher will create MY TOWN, MY STATE, MY COUNTRY. Teachers will continue to illustrate, label and write sentences to describe the above-listed parts of the book.	<ul style="list-style-type: none"> • <u>Me on the Map</u> by Joan Sweeney • Chart Paper & Markers • "FLIP BOOK" template • Pencil and Crayons • Student Writing Folder/Notebook
12	Students will continue to create a "FLIP BOOK" using Me on the Map and the teacher model to create their own. Students will use the teacher model to start illustrate, label and write sentences to describe the MY CONTINENT and MY PLANET sections of the book. (& self-portrait and world)	Teacher will use the "FLIP BOOK" template to continue to create a model "FLIP BOOK". Teacher will create MY CONTINENT, MY PLANET. Teachers will continue to illustrate, label and write sentences to describe the above-listed parts of the book. Teacher will affix the self-portrait and world.	<ul style="list-style-type: none"> • <u>Me on the Map</u> by Joan Sweeney • Chart Paper & Markers • "FLIP BOOK" • Pencil and Crayons • Student Writing Folder/Notebook
13	Students review and analyze their "FLIP BOOK" and use to answer the question: if I could travel anywhere on the map, I would go... Student will use the teacher model and template to complete the question in writing.	Teacher will use the " <u>Me on the Map Travel</u> " template to model the answer to the question: If I could travel anywhere on the map, I would go to.... Teacher will use chart paper and "FLIP BOOK" to demonstrate how to answer.	<ul style="list-style-type: none"> • <u>Me on the Map</u> by Joan Sweeney • Chart Paper & Markers • "FLIP BOOK" & "<u>ME on the Map Travel</u>" Template • Pencil and Crayons • Student Writing Folder/Notebook
14	Students will choose a piece of work from the Writing Folder/Notebook and work on editing the piece using the teacher examples as reference. Student goal will be publication.	Teacher will have model choosing most interesting work. Teacher will choose a previous writing piece and work on editing. Focus on capitalization, punctuation, sensory details, etc. Teacher will conduct writing conferences.	<ul style="list-style-type: none"> • Chart Paper & Markers • Previous Writing Pieces • Pencil and Crayons • Student Writing Folder/Notebook • Editing Checklist Template • Student Writing Reflection Template
15	Students will continue to work on editing and goal of publication.	Teacher will have model choosing most interesting work. Teacher will choose a previous writing piece and work on editing. Focus on capitalization, punctuation, sensory details, etc. Teacher will conduct writing conferences.	<ul style="list-style-type: none"> • Chart Paper & Markers • Previous Writing Pieces • Pencil and Crayons • Student Writing Folder/Notebook • Editing Checklist Template • Student Writing Reflection Template



Scope and Sequence

Unit of Study: How-To - Informative

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	Students will be learning how to use writing as a means for teaching others how to do things they love to do.	The teacher will conduct a read aloud highlighting various features an author uses in "How-To" writing. This will be listed in a class anchor chart. Students will independently generate a list of potential topics.	<ul style="list-style-type: none"> • <u>How to Be</u> by Lisa Brown • Chart paper and markers • Graphic Organizer: "My How-To Topics" • Graphic Organizer: "What is How-To Writing?"
2	Students will be learning that authors draw upon their own experiences and expertise in order to select the ideas they write about.	The teacher will conduct a read aloud, noting various text features, and what goes into a how-to book. Students will add these noticings to the anchor chart from previous lesson. After reading "faces" on pp. 28-29, students will attempt to draw a face.	<ul style="list-style-type: none"> • <u>I Can Draw People</u> by Ray Gibson • Class Anchor Chart: "Features of How-To Writing" • Blank paper
3	Students will be learning that a lot of how-to books are nonfiction. Some are fiction, describing make-believe things, allowing us to use our imagination.	The teacher will conduct a read aloud, discussing possible reasons the author chose the particular topic to write about. After reading, students will note features listed on the class anchor chart that were included in the text.	<ul style="list-style-type: none"> • <u>If You Decide to Go to the Moon</u> by Faith McNulty • Class Anchor Chart: "Features of How-To Writing"
4	Students will consider how illustrations enhance meaning and clarify the readers' understanding of steps and instructions in procedural writing.	The teacher will discuss the use of illustrations as a means for showing the reader how to do the things the text is telling them. The teacher will conduct a read aloud highlighting how the author uses pictures and labels to show readers what the text is saying. The class will chart the reasons illustrations are important to How-To writing.	<ul style="list-style-type: none"> • <u>Growing Vegetable Soup</u> by Lois Ehlert • Class Anchor Chart: "Why How-To Writers Use Pictures"
5	Students will discuss the various pieces of how-to writings that surrounds us (i.e.; recipe).	The teacher will conduct a read aloud, focusing on the recipe included on the back. Guide students in noting the parts of a recipe, and discussing the features it shares with other how-to writings. The class will brainstorm meals they enjoy, and know how to make. The class will choose one and create a recipe on chart paper.	<ul style="list-style-type: none"> • <u>"The Pizza We Made"</u> by Joan Holub • Chart Paper and Markers • Recipe Sheet



Scope and Sequence

Unit of Study: How-To - Informative

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
6	To generate ideas for writing, students will explore what topics and activities in which they are experts.	Teacher will conduct a read aloud, focusing on the experts the author includes in the book. Create a class chart entitled, "Things I Know How to Do" which lists some topics they love.	<ul style="list-style-type: none"> • <u>Building a House</u> by Byron Barton • Chart paper and markers
7	Students will consider topics or subjects they care about when planning their how-to writing.	Teacher will have students discuss activities they love to do and the people they love to do it with. Using the graphic organizer students will brainstorm a list of things they love to do and the people with whom they love to do them.	<ul style="list-style-type: none"> • <u>The Pizza That We Made</u> by Joan Holub • "How to Brainstorm" Graphic Organizer
8	Students will think about the specific audience to whom they wish to direct their own how-to pieces.	Teacher will conduct a read aloud and guide students to focus on the way the author instructs their readers and walks them through the process step by step. Students will brainstorm and chart things they can do and recent accomplishments.	<ul style="list-style-type: none"> • <u>Walk On! A Guide for Babies</u> by Marla Frazee • Chart Paper and markers • "What? To Whom? Why?" Graphic Organizer
9	To generate ideas for writing, students will explore the seasonal activities they enjoy and know how to do.	Teacher will conduct a read aloud, highlighting particular activities that take place during different seasons. Create a chart similar to the graphic organizer entitled: "4 Snapshots of 4 Seasons." Teacher will model drawing/labeling a picture with a sentence. Students will independently complete the graphic organizer for the four seasons.	<ul style="list-style-type: none"> • <u>All You Need for a Snowman</u> by Alice Schertle • Chart paper and markers • Graphic Organizer: "4 Snapshots of 4 Seasons"
10	Students will review the ideas they have collected and select one to develop into a published how-to piece. Students will create a list of materials needed to complete the process or activity selected.	Teacher will guide students through the process of selecting a topic they know and love doing. Teacher will revisit how-to books read in previous lesson, showing students the first thing included by the authors (list of materials, ingredients, equipment, tools, etc.). Students will brainstorm a list of the materials readers would need to complete the process they are trying to teach.	<ul style="list-style-type: none"> • <u>The Pizza That We Made</u> by Joan Holub • <u>If You Decide to Go to The Moon</u> by Faith McNulty • Graphic Organizer: "Things You Will Need"



Scope and Sequence

Unit of Study: How-To - Informative

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
11	Students will create drawings that illustrate the sequence of steps in their how-to processes. They will then create numbered steps and written description to explain the illustrations.	The teacher will explain the role of descriptive illustrations in teaching the subject. Revisit a previously read story to highlight pictures showing people in action performing the steps a writer is writing about. Students will draw the steps of their how-to writing in order. The teacher will then highlight how various authors number their descriptions or use transition words. Students will refer to their drawings and write a sentence about each step they drew, using transition words.	<ul style="list-style-type: none"> • <u>How to Be</u> by Lisa Brown • <u>The Pizza We Made</u> by Joan Holub • Graphic Organizer: "Drawing My How-To" • Graphic Organizer: "Transition Words" • Graphic Organizer: "Write Steps Out"
12	Students will revise their writing by including labels and captions in their illustrations. Students will also review verbs used in their writing.	Teacher will use illustrations from previously read texts to guide students to identify how labels and captions make how-to writing more interesting and help readers learn about the topic more quickly and clearly. Students will add labels or captions to the pictures of their writing piece. Teacher will also focus on the use of strong verbs in order to make writing vivid.	<ul style="list-style-type: none"> • <u>Growing Vegetable Soup</u> by Lois Ehlert • <u>Building a House</u> by Byron Barton • Chart paper
13	Students will consider how writers use numbers and transition words to help readers follow step-by-step processes.	The teacher will refer to previously read texts to show how the authors organize their steps, using numbers and ordinal numbers. Students will peer edit, ensuring that their partner numbered their steps and used transition words correctly.	<ul style="list-style-type: none"> • <u>How to Lose All Your Friends</u> by Nancy Carlson • <u>If You Decide to Go to the Moon</u> by Faith McNulty • Numbers/Transition Words Checklist
14	Students will dedicate their writings to those who have been instrumental in their enjoyment of their how-to topic.	The teacher will highlight the dedication pages featured in previous texts read throughout the unit. Students will dedicate their writing pieces.	<ul style="list-style-type: none"> • <u>The Pizza That We Made</u> by Joan Holub • <u>All You Need for a Snowman</u> by Alice Schertle • Graphic Organizer: "Dedication Page"
15	Students will conduct a self-assessment to reflect on how their understanding of the genre has grown over the course of the unit.	The teacher will model/direct the students through the process of reflecting on their growth as a writer. They will use students' self-assessments to guide their final conference with them	<ul style="list-style-type: none"> • Graphic Organizer: "How-To Writing Self-Assessment"



Scope and Sequence

Unit of Study: Opinion Writing

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	Students will review what Opinion writing/definition is and apply it to writing tasks.	The teacher will conduct a read aloud, model and introduce what Opinion writing is. Students will then have an opportunity to use motion to “define” opinion.	<ul style="list-style-type: none"> • <u>Don’t Let the Pigeon Ride the Bus</u> by Mo Williams • Create OREO Anchor chart-template • Chart Paper & Markers • Colored Pencils, Crayons, Pencils • Student Writing Folder/Notebook
2	Students will use “Total Physical Response” to build on understanding Opinion and on vocabulary for stating an Opinion.	The teacher will review read aloud and poignant parts of the story. The teacher will focus on key vocabulary words geared towards creating and stating Opinions. Students will be directed to complete their own Opinion statements and share with peers.	<ul style="list-style-type: none"> • <u>Don’t Let the Pigeon Ride the Bus</u> by Mo Williams • Chart Paper & Markers • Colored Pencils, Crayons, Pencils • Student Writing Folder/Notebook • Create Anchor chart called “Vocabulary for Stating an Opinion”-Template
3	Students will continue to expand on “Vocabulary for Stating an Opinion” in writing. Students will share some of their examples with classmates and write concluding statements for opinions.	The teacher will review vocabulary and concluding statements. The teacher will use act out cards for students to build on TPR (Total Physical Response) and build on language development in writing.	<ul style="list-style-type: none"> • <u>Don’t Let the Pigeon Ride the Bus</u> by Mo Williams • “Writing About Topics”- template, create Anchor chart • Chart Paper & Markers • Colored Pencils, Crayons, Pencil • Student Writing Folder/Notebook
4	Students will work on pre-writing and writing activities. Students will then have the opportunity to generate interesting writing topic with classmates.	Teacher will use read aloud to build excitement and have students finalize topics brainstormed for opinion writing, “Topics for Opinions” about a perfect pet.	<ul style="list-style-type: none"> • <u>The Perfect Pet-</u> by Margie Palatini • “Topics for Opinions” Template • Colored Pencils, Crayons, Pencil • Student Writing Folder/Notebook • Paper
5	Students will learn how to revise and create details in writing about their perfect pet.	Teacher will model and provide (stem) sample writing as well as anchor charts to help with writing pieces about their perfect pet. Students will complete writing, then draw pictures and share with classmates.	<ul style="list-style-type: none"> • <u>A Perfect Pet</u> by Margie Palatini • “Interactive Language Based Response”- template • Pencil and Crayons • Glue sticks • Colored construction paper • Student Writing Folder/Notebook



Scope and Sequence

Unit of Study: Opinion Writing

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
6	Students will be learning how to organize thoughts using a graphic organizer based on favorite fruit. They will learn how to write details to build on sentence(s) for opinion writing.	The teacher will review read aloud and model how to use key words and vocabulary for Write Aloud. Students will also draw picture of favorite fruit. Teacher will model using chart paper and markers.	<ul style="list-style-type: none"> • <u>The Perfect Pet</u> by Margie Palatini • “Circle Map- Favorite Fruit” template • OPTIONAL – “A Fruity Game” • Chart paper & markers • Pencil and Crayons • Student Writing Folder/Notebook
7	Students will continue to create Favorite Fruit writing piece based on teacher model. Students will use the teacher model to create pictures, label and write sentences to describe favorite fruit.	Teacher will use chart paper to model opinion writing, students will learn that they need to give reasons to support information. Teachers will continue to write reasons that come from the story to support opinion writing.	<ul style="list-style-type: none"> • <u>With Love, Little Red Hen</u> by Alma Flor Ada • Chart Paper & Markers • Pencil and Crayons • Student Writing Folder/Notebook
8	Students will continue with writing piece, teacher model and provide sample writing piece. Students will use the teacher model to start to illustrate, label and write sentences that provide reasons to support writing piece.	Teacher will reread and model using sentence stems to build on writing. Chart paper and anchor charts will be used to help guide instruction for students. Students will turn and talk to share ideas.	<ul style="list-style-type: none"> • <u>With Love, Little Red Hen</u> by Alma Flor Ada • Provide sentence stem • Chart Paper & Markers • Pencil and Crayons • Student Writing Folder/Notebook
9	Students review and analyze writing, provide a reason for opinion and some sense of closure.	Teacher will review read aloud from previous day, use chart paper and model how to write an opinion of who in the story will help the Little Red Hen. They will create a Little Red Hen and write a reason to support opinion and provide closure using sentence stems.	<ul style="list-style-type: none"> • <u>With Love, The Little Red Hen</u> by Alma Flor Ada • Little Red Hen Template • Chart Paper & Markers • Pencil and Crayons • Student Writing Folder/Notebook
10	Students will continue to review and analyze writing, provide a reason for opinion and some sense of closure.	The teacher will conduct a read aloud and model key words for students to use in writing. Teacher will model and complete a graphic organizer with topic, reasons and conclusion. Teacher will complete a Write Aloud using a graphic organizer and provide students with the opportunity to share ideas orally to complete writing task.	<ul style="list-style-type: none"> • <u>My Teacher for President</u> by Kay Winters • Copy- “Graphic Organizer w/ Reasons” -Template • Chart Paper & Markers • Pencil and Crayons • Student Writing Folder/Notebook



Scope and Sequence

Unit of Study: Opinion Writing

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
11	Students will continue working on and completing graphic organizer. Students will then write their final writing pieces in their writing notebooks and create picture of themselves or their teacher as president.	The teacher model at chart paper using graphic organizer with reasons and conclusion. Teacher will continue completing, Write Aloud using graphic organizer for students. Students will then work on topic, reasons and share ideas with class mates.	<ul style="list-style-type: none"> • <u>My Teacher for President</u> by Kay Winters • Chart Paper & Markers • “Opinion Planner” Graphic Organizer with Reasons-template • Pencil and Crayons • Student Writing Folder/Notebook
12	Students will choose their favorite book, state an opinion (main idea), write reasons why, and provide some sense of closure.	Teacher will model using chart paper and an “Opinion Planner” graphic organizer. Students will learn definition of main idea and understand connection to topic. Students will continue writing reasons and ending sentence. Also, students will choose a partner to discuss a topic to write about for their “Opinion Planner”.	<ul style="list-style-type: none"> • Choose one favorite story to model “Opinion Planner” • Chart Paper & Markers • Copies “Opinion Planner” Template • Pencil and Crayons • Student Writing Folder/Notebook
13	Students will continue working on their “Opinion Planner” organizer for their writing, on story they liked or disliked. Once students are finished they will create their opinion writing piece using the “In My Opinion” template.	Teacher will review and model the “Opinion Planner” graphic organizer with the class using chart paper/markers. Students will discuss and share thoughts and then work on completing their “In My Opinion” finalized piece.	<ul style="list-style-type: none"> • Choose one favorite story to model “Opinion Planner” • Chart Paper & Markers • Copies “Opinion Planner” Template • Copies “In My Opinion” template • Pencil and Crayons • Student Writing Folder/Notebook
14	Students will choose a piece of writing from the Opinion Writing Folder/Notebook and work on editing, using teacher examples as reference. Student goal will be publication.	Teacher will model and choose a previous opinion writing piece and work on editing. Focus on capitalization, punctuation, sensory details, etc. Teacher will conduct writing conferences with students.	<ul style="list-style-type: none"> • Chart Paper & Markers • Previous Writing Pieces • Pencil and Crayons • Student Writing Folder/Notebook • Copies “In My Opinion”-template
15	Students will continue to work on editing and goal of publication. Plan writing celebration where students can read their favorite opinion pieces to a class.	Teacher will have model choosing most interesting opinion writing piece. Teacher will choose a previous writing piece and work on editing. Focus on capitalization, punctuation, sensory details, etc. Teacher will conduct writing conferences and finalize all pieces. Share favorite opinion writing with a class.	<ul style="list-style-type: none"> • Chart Paper & Markers • Previous Writing Pieces • Pencil and Crayons • Student Writing Folder/Notebook • “In My Opinion” template



Scope and Sequence

TEACHER NOTES

Teacher may choose to take a day to celebrate published pieces in fun and interesting ways:

- ❖ Author's Chair
- ❖ Museum Walk
- ❖ Share with another class or administration
- ❖ refreshments

Teacher can begin the Writer's Workshop with a meeting. It could be beneficial to refer to the students during writing time as WRITERS.

****All templates for Opinion writing can be uploaded and used on the Promethean Boards. Teachers may use either chart paper & markers or Promethean Boards to model templates for students.



Linden Public Schools
First Grade
Scope and Sequence
Unit of Study: Personal Narrative - Letter Writing

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	Students will learn all the parts of a friendly letter. Students will also develop a list of people with whom to write a friendly letter. They will draft some questions that they could ask and things to write about.	The teacher will conduct a read aloud and model drafting a list of people with whom a letter could be written. Teachers will draft questions to directed to the letter's designee and things to write about. Thank you, Inquiry...,	<ul style="list-style-type: none"> • <u>Sincerely Yours Writing Your Own Letter</u> by Nancy Loewen • Chart Paper & Markers • Colored Pencils, Crayons, Pencils • Paper, Writing Folder/Notebook
2	Students will review the tools of the friendly letter and attempt to learn and apply. Students will continue to draft lists of people to write to and questions to ask.	The teacher will review the read aloud and the tools of the friendly letter that were in the text. The teacher will use the "My Friendly Letter" template to reinforce the pieces of the letter. Template will be used as an anchor chart.	<ul style="list-style-type: none"> • <u>Sincerely Yours Writing Your Own Letter</u> by Nancy Loewen • Chart Paper & Markers • "My Friendly Letter" template • Colored Pencils, Crayons, Pencils • Paper, Writing Folder/Notebook
3	Students will peruse their notebook and decide upon designee. They will start to draft a letter especially focusing on HEADING, GREETING. They will attempt to start the BODY.	The teacher will again reinforce the pieces of the "My Friendly Letter" template. The teacher will model the application and use of all of the parts of the friendly letter on chart paper for all to share. FOCUS – HEADING, GREETING, BODY.	<ul style="list-style-type: none"> • <u>Sincerely Yours Writing Your Own Letter</u> by Nancy Loewen • Chart Paper & Markers • "My Friendly Letter" template • Colored Pencils, Crayons, Pencils • Writing Folder/Notebook
4	Students will continue to draft a letter especially focusing on BODY. They will also work on the CLOSING and SIGNATURE.	The teacher will again reinforce the pieces of the "My Friendly Letter" template. The teacher will model the application and use of all of the parts of the friendly letter on chart paper for all to share. FOCUS – BODY, CLOSING, SIGNATURE.	<ul style="list-style-type: none"> • <u>Sincerely Yours Writing Your Own Letter</u> by Nancy Loewen • Chart Paper & Markers • "My Friendly Letter" template • Colored Pencils, Crayons, Pencils • Writing Folder/Notebook
5	Students will then review their list of letter designees and review the heart map to add ideas to add to the letters and things to write about in their letter.	The teacher will conduct the read aloud of the text and create a chart identifying the letters that were written and the information that was contained in the letter. Teacher will review her own list (Lesson 1) and start to model and brainstorm new ideas for a new letter. She will review the heart map for help.	<ul style="list-style-type: none"> • <u>Dear Peter Rabbit</u> by Alma Flor Ada • Chart Paper & Markers • "My Friendly Letter" template • Colored Pencils, Crayons, Pencils • Paper, Writing Folder/Notebook



Scope and Sequence

Unit of Study: Personal Narrative - Letter Writing

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
6	Students will continue to add to the brainstorming people list and things to write about list.	<p>The teacher will review the read aloud and the types of the friendly letters that were in the text.</p> <p>The teacher will use the “My Friendly Letter” template to reinforce the pieces of the letter.</p>	<ul style="list-style-type: none"> • <u>Dear Peter Rabbit</u> by Alma Flor Ada • Chart Paper & Markers • “My Friendly Letter” template • Colored Pencils, Crayons, Pencils • Writing Folder/Notebook
7	Students will peruse their notebook and decide upon designee. They will start to draft a letter especially focusing on HEADING, GREETING. They will attempt to start the BODY.	<p>The teacher will again reinforce the pieces of the friendly letter template. The teacher will review the modeled ideas from previous day and start to draft a new letter. FOCUS – HEADING, GREETING, BODY.</p> <p>Teacher will share various types of greetings.</p>	<ul style="list-style-type: none"> • <u>Dear Peter Rabbit</u> by Alma Flor Ada • Chart Paper & Markers • “My Friendly Letter” template • Colored Pencils, Crayons, Pencils • Writing Folder/Notebook
8	Students will continue to draft a letter especially focusing on the BODY, CLOSING, SIGNATURE.	<p>The teacher will again reinforce the pieces of the “My Friendly Letter” template. The teacher will model the application and use of all of the parts of the friendly letter on chart paper for all to share. FOCUS – BODY, CLOSING, SIGNATURE.</p> <p>Teacher will share various types of closings.</p>	<ul style="list-style-type: none"> • <u>Dear Peter Rabbit</u> by Alma Flor Ada • Chart Paper & Markers • “My Friendly Letter” template • Colored Pencils, Crayons, Pencils • Writing Folder/Notebook
9	Students will go back to the letter that they have drafted and they will attempt apply the modeled techniques reviewed.	<p>Teacher will take a model letter and then will work on some editing and revising.</p> <p>Teacher will fix some capitalization, punctuation and word choice as a model for students.</p> <p>Teacher will conference with students.</p>	<ul style="list-style-type: none"> • <u>Dear Peter Rabbit</u> by Alma Flor Ada • Chart Paper & Markers • “My Friendly Letter” template • Colored Pencils, Crayons, Pencils • Writing Folder/Notebook
10	Students will then review their list of letter designees and review the heart map to add ideas to add to the letters and things to write about in their letter.	<p>The teacher will conduct the read aloud of the text and create a chart identifying the letters that were written and the information that was contained in the letter. Teacher will review her own list (Lesson 1) and start to model and brainstorm new ideas for a new letter. The heart map will be reviewed for help.</p>	<ul style="list-style-type: none"> • <u>First Letter Year</u> by Julie Danneberg • Chart Paper & Markers • “My Friendly Letter” template • Colored Pencils, Crayons, Pencils • Paper/Writing Folder/Notebook



Scope and Sequence

Unit of Study: Personal Narrative - Letter Writing

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
11	Students will peruse their notebook and decide upon designee. They will start to draft a letter especially focusing on HEADING, GREETING. They will attempt to start the BODY.	The teacher will again reinforce the pieces of the “My Friendly Letter” template. The teacher will review the modeled ideas from previous day and start to draft a new letter. FOCUS – HEADING, GREETING, BODY. Teacher will share various types of greetings.	<ul style="list-style-type: none"> • <u>First Letter Year</u> by Julie Danneberg • Chart Paper & Markers • “My Friendly Letter” template • Colored Pencils, Crayons, Pencils • Writing Folder/Notebook
12	Students will continue to draft the letter started. They will especially focus on the BODY, CLOSING, SIGNATURE.	The teacher will again reinforce the pieces of the “My Friendly Letter” template. The teacher will model the application and use of all of the parts of the friendly letter on chart paper for all to share. FOCUS – BODY, CLOSING, SIGNATURE. Teacher will share various types of closings.	<ul style="list-style-type: none"> • <u>First Letter Year</u> by Julie Danneberg • Chart Paper & Markers • “My Friendly Letter” template • Colored Pencils, Crayons, Pencils • Writing Folder/Notebook
13	Students will go back to the letter that they have drafted and they will attempt apply the modeled techniques reviewed.	Teacher will take a model letter and then will work on some editing and revising. Teacher will fix some capitalization, punctuation and word choice as a model for students. Teacher will conference with students.	<ul style="list-style-type: none"> • <u>First Letter Year</u> by Julie Danneberg • Chart Paper & Markers • “My Friendly Letter” template • Colored Pencils, Crayons, Pencils • Writing Folder/Notebook
14	Students will choose a letter from the Writing Folder/Notebook that they would like to send and work on editing and revision using the teacher examples as reference. Student goal will be publication.	Teacher will model choosing a letter that s/he would really like to send. Teacher will choose a previous letter and work on editing and revision. Focus on capitalization, punctuation, sensory details, etc. Teacher will conduct writing conferences.	<ul style="list-style-type: none"> • Chart Paper & Markers • Previous Writing Pieces • Pencil and Crayons • Student Writing Folder/Notebook
15	Students will continue to work on editing and revision with the goal of publication as the end result.	Teacher will model choosing a letter that s/he would really like to send. Teacher will choose a previous letter and work on editing and revision. Focus on capitalization, punctuation, sensory details, etc. Teacher will conduct writing conferences.	<ul style="list-style-type: none"> • Chart Paper & Markers • Previous Writing Pieces • Pencil and Crayons • Student Writing Folder/Notebook



Scope and Sequence

Unit of Study: Personal Narrative – Letter Writing

TEACHER NOTES

- Teachers can use the resources in two ways. – To recreate on chart paper or as a projectable to write over on a whiteboard or PROMETHEAN or SMARTBOARD
- Teacher can begin the Writer’s Workshop with a meeting. It could be beneficial to refer to the students during writing time as WRITERS.
- Teacher may choose to take a day to celebrate published pieces in fun and interesting ways:
 - ❖ Author’s Chair
 - ❖ Museum Walk
 - ❖ Teacher’s Choice
 - ❖ Invite parents or special guests
 - ❖ Share with another class or administration



Scope and Sequence

Unit of Study: Author Study- Opinion Writing

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	Students will learn about an author's work and what is in their heart. They will also learn about an author, from a reader's and writer's point of view.	The teacher will conduct a read aloud and model how to complete a T-Chart activity based on the read aloud.	<ul style="list-style-type: none"> • <u>Koala Lou</u> by Mem Fox • Chart Paper & Markers • "Ways Mem Fox Lets Us Inside Her Heart"-Template • Colored Pencils or Crayons
2	Students learn how to have fun using sensory imagery and focus on how it is used in stories by Mem Fox.	The teacher will have students take part in a read aloud and model what sensory imagery words are used in a story. Teacher will also ask higher order questions. Teacher will then have students answer questions orally based on read aloud.	<ul style="list-style-type: none"> • <u>Night Noises</u> by Mem Fox • "Time Line of My Day"-Template • Chart Paper & Markers • Colored Pencils or Crayons
3	Students will learn how authors create strong characters and use dialogue in stories	Use read aloud to model how author uses characters that readers come to care about.	<ul style="list-style-type: none"> • <u>Harriet, You Drive Me Wild!</u> by Mem Fox • Chart Paper & Markers • Colored Pencils or Crayons • Copy "This is What He/She Looks Like-Character Traits"-Template
4	Students will learn how to use rhyme, rhythm and repetition to build enjoyment in reading as well as writing.	The teacher will use a read aloud to build excitement for the students. Model and teach students patterns that are used in stories for building rhyme, rhythm and repetition.	<ul style="list-style-type: none"> • <u>Zoo-Looking</u> by M. Fox • <u>Tough Boris</u> by M. Fox • "Reading Like A Writer" Template • Chart Paper& Markers
5	Students will learn how Mem Fox writes to get a message or big idea across after listening as well as discussing one of her books.	Focus on big idea or message in the book and ask the students higher order questions geared towards how the author writes.	<ul style="list-style-type: none"> • Use "Venn Diagram" to compare/contrast two favorite books-Template • "Making Personal Connections" • <u>Whoever You Are</u> by Mem Fox • <u>Harriet, You Drive Me Wild</u> by Mem Fox



Scope and Sequence

Unit of Study: Author Study- Opinion Writing

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
6	Students will write experiences from their own lives to be like the characters from Mem's books.	Use two books as read aloud and have students understand the importance of why she wrote them. Model and show students how to write the important information in order to keep track of purpose for writing.	<ul style="list-style-type: none"> • <u>Whoever You Are</u> by Mem Fox • <u>Zoo-Looking</u> by Mem Fox • "My Purpose Today" - Template • Chart Paper & Markers
7	Students will realize that artifacts can hold memories and they will create a writing or drawing that is inspired by an artifact. The artifact will inspire them to write based on their own memory from their lives.	Use read aloud to focus on what character in the story say about memories. Model how character begins to look for memories and have students identify the artifact that characters chooses as well as the memories that correlate for each story.	<ul style="list-style-type: none"> • <u>Wilfred Gordon McDonald Partridge</u> by Mem fox • Copies of "Me Bag" – Template • Chart Paper & Markers • "My Purpose Today"-Template • Basket of Artifacts (4 Items) ** (Teacher Specific) Select artifacts important to you. • Colored pencils or Crayons
8	Students will learn how to show what their characters are feeling by using actions and speech.	Mem lets her readers into her character's heart by showing and not just telling. The author feels that this is important so that the students will be able to write about their character's feelings/actions. Students will listen to read aloud and practice strategies for showing and not just telling the feelings/actions.	<ul style="list-style-type: none"> • <u>Harriet, You Drive Me Wild</u> by Mem Fox • <u>Tough Boris</u> by Mem Fox • Copies of "Acting Out Emotions" - Template • Copies of "Big Book Emotion" - Template • Chart Paper & Markers
9	Students will learn that good writing is full of surprises. Students will be encouraged to share their dreams and wonderings inside their minds.	Read text aloud and have students focus on illustrations. Model parts of the text focusing on how M. Fox helps students make connections towards dreams and apply it to writing.	<ul style="list-style-type: none"> • Copies of "My Emotions"- Template • "Acting Out Emotions"- Template (optional) • <u>Harriet, You Drive Me Wild</u> by Mem Fox • <u>Tough Boris</u> by Mem Fox • Chart Paper & Markers • Crayons or colored pencils
10	Students will learn how to choose topics to write about, complete T- Chart on Fact and Opinion.	Use read aloud to model what an opinion is and apply it towards activity.	<ul style="list-style-type: none"> • <u>Sleepy Bears</u> by Mem Fox • Writing folders • T-Chart on Fact & Opinion (Teacher Created on chart Paper) • Crayons or colored pencils



Scope and Sequence

Unit of Study: Author Study- Opinion Writing

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
11	Students will learn how to look at things like a writer and make connections to things we like about Mem Fox's stories.	Use read aloud(s) to focus on a way to begin writing. Students will use who, what when and where to help them gather ideas from the story and apply to writing.	<ul style="list-style-type: none"> • <u>Night Noises</u> by Mem Fox • "My Favorite Mem Fox Book is...."- Template • Chart Paper & Markers • Crayons or colored pencils • Writing Notebooks
12	Understand opinion and write one or more reasons to support argument.	Model and use chart paper to support opinion by using reasons. Use anchor text to model an example from story for students.	<ul style="list-style-type: none"> • <u>Harriet, You Drive Me Wild</u> by Mem Fox • Chart Paper & Markers • "Opinion Planner"- Template • Crayons or Colored Pencils
13	Students will learn how to give opinion and reason to support answer by choosing to write about their favorite book by Mem Fox.	Review previous books read aloud. Review and discuss the different types of endings so that the students are aware of ways Mem Fox ends stories in her books.	<ul style="list-style-type: none"> • <u>Night Noises</u> by Mem Fox • Chart Paper & Markers • Copies of "My Favorite Mem Fox Book Is..."- Template • Crayons or Colored Pencils
14	Student will practice finding words to use in building writing skills. Students will then write their opinion on words they found to be most interesting.	Students will have the opportunity to use story, to gather words for writing during read aloud. Then sample sentences will be provided and students will be able to pick words that can be used to complete the sentence correctly.	<ul style="list-style-type: none"> • <u>Wilfred Gordon McDonald Partridge</u> by Mem Fox • <u>Writing Notebook</u> • "My Favorite Mem Fox Book Is..."- Template • Chart Paper & Markers • Colored Pencils or Crayons
15	Students will learn how to build fluency while rereading their writing to listen for words that have rhythm. Students will then write their opinion on how they were able to track their improvement in reading with more fluency.	Students will learn how using rhythm in their writing will help build fluency and create excitement in their stories. Use read aloud to help model and build excitement.	<ul style="list-style-type: none"> • Choose one of Mem Fox's favorite books to read to class • Chart Paper & Markers • "Self-Reflection: Mem Fox Author Study"- Template • Crayons or colored pencils

NOTE: Teachers may choose to use less text choices, listed in the Opinion-Author's Study for Mem Fox.



Scope and Sequence

Unit of Study: Informative Writing- Research

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	Students will decide which animal they want to choose to complete a research project.	The teacher will model how to take a book walk of nonfiction books about animals. They will select the top 3 animals they wish to conduct research on.	<ul style="list-style-type: none"> • Various nonfiction animal books • Graphic Organizer: Animal Voting Sheet
2	Students will begin initial notetaking on their chosen animals.	The teacher will model a think aloud, asking questions he or she would like answered about the animal he/she has chosen to research. Students will read some of the books about their animal and begin recording facts on their fact sheets.	<ul style="list-style-type: none"> • <u>Frogs</u> by Gail Gibbons • Varying www.readinga-z.com animal • Graphic organizer: "Fascinating Facts" • texts
3	Students will create a cover page for their research book.	The teacher will display a variety of covers from the nonfiction animal books. The teacher and students will identify various features of a cover page. The teacher will model creating a cover page about frogs. Students will work on their own cover pages.	<ul style="list-style-type: none"> • <u>Frogs</u> by Gail Gibbons • Various nonfiction animal books • Graphic Organizer: "Cover Page"
4	Students will write a dedication page for their research book.	The teacher will inform students of the purpose of dedication pages, and share various dedication pages with the class. The teacher will model writing his/her dedication page. Students will complete their own dedication page.	<ul style="list-style-type: none"> • Graphic Organizer: "Dedication Page" • Various books with dedication pages included
5/6	Students will create a diagram of their animal.	The teacher will show the students different examples of a diagram, and explain to students that the diagram will let reads easily see the parts of an animal. The teacher will model drawing and labeling a diagram. Students will draw and label their own diagrams of the animal they are researching.	<ul style="list-style-type: none"> • Graphic Organizer: "My Diagram of"



Scope and Sequence

Unit of Study: Launching - Narrative Writing

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
7	Students will review their work completed thus far, and make revisions as needed.	The teacher will model how to go through previous pages and make revisions. Students will identify at least one page that needs more work and share with a partner.	
8	Students will explain where their animal lives. Students will state the main topics, three details and a closing sentence.	The teacher will model completing a graphic organizer for a frog, explaining where it lives. The teacher will model identifying the main topic, 3 supporting details, and a closing sentence. Students will research where their animal lives and complete the graphic organizer.	<ul style="list-style-type: none"> Graphic Organizer: "Where My Animal Lives"
9	Students will explain what their animal eats. Students will state the main topics, three details and a closing sentence.	The teacher will model completing a graphic organizer for a frog, explaining what it eats. The teacher will model identifying the main topic, 3 supporting details, and a closing sentence. Students will research where their animal lives and complete the graphic organizer. Students will research what their animal eats and complete the graphic organizer.	<ul style="list-style-type: none"> Graphic Organizer: "What My Animal Eats"
10	Students will create a glossary for their research books.	The teacher will explain the purpose of a glossary, and model selecting words to define in their own glossaries. Students will brainstorm words/definitions to include in their glossary.	<ul style="list-style-type: none"> Graphic Organizer: "Glossary"



Scope and Sequence

Unit of Study: Launching - Narrative Writing

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
11	Students will create a Table of Contents for their research books.	The teacher will explain the purpose of a table of contents. He or she will model completing a draft of a table of contents. Students will put their rough draft pages in order and number the pages to help them complete their table of contents.	<ul style="list-style-type: none"> Graphic Organizer: "Table of Contents"
12	Students will review their work completed thus far, and make revisions as needed.	The teacher will explain to students that writing and publishing a book is a lot of work, therefore we sometimes need a day to catch up on our work. Students will go through completed pages and determine which need additional work. The teacher will meet with students individually to go over work and provide feedback.	
13	Students will create their own meet the author page.	The teacher will explain the purpose of a meet the author page and share a few examples with the class. The teacher and students will discuss the features included on this page. Students will independently complete their own meet the author page.	<ul style="list-style-type: none"> Graphic Organizer: "Meet the Author"
14	Students will publish their research books.	The teacher will go through each section of the research book, highlighting key details in the publishing process. Students will begin publishing their final drafts, paying close attention to detail.	<ul style="list-style-type: none"> Graphic Organizer: "Publishing Checklist"
15	Students will publish their research books.	The teacher will go through each section of the research book, highlighting key details in the publishing process. Students will begin publishing their final drafts, paying close attention to detail.	<ul style="list-style-type: none"> Graphic Organizer: "Publishing Checklist"



Linden Public Schools
Writing Lesson Plans for Units of Study
First Grade

Scope and Sequence

Unit of Study: Opinion Writing - Letter Writing

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	<p>Student will determine facts and opinions about colors verbally.</p> <p>Students will choose their own favorite color, like the character in the book, and they will determine a fact and opinion about the color.</p>	<p>The teacher will facilitate a mini-lesson on fact vs. opinion similar to the lesson in previous opinion unit. Teacher will conduct a read aloud. The teacher will model personal opinion and use the book as a vehicle for teaching. Teacher will talk about completing a "FACT OPINION QUICK CHECK" about colors.</p>	<ul style="list-style-type: none"> • <u>Red Is Best</u> by Kathy Stinson • Chart Paper & Markers • Colored Pencils, Crayons, Pencils • Writing Folder/Notebook • "Fact and Opinion Quick Check" template
2	<p>Students assist with completing the chart based on the character's best color.</p> <p>Students will then complete an opinion planner on their own.</p>	<p>Teacher will review the book and will create an anchor chart (see example in resources and in lesson plan) using the story as a guide.</p> <p>Teacher will create another chart determining the best color of their choice. Teacher will transfer the information onto an "OPINION PLANNER".</p>	<ul style="list-style-type: none"> • <u>Red Is Best</u> by Kathy Stinson • Chart Paper & Markers • Colored Pencils, Crayons, Pencils • Writing Folder/Notebook • Opinion Chart – with 3 reasons Anchor Chart • "Opinion Planner" • Anchor chart example
3	<p>Students will then take their completed "Opinion Planner" and they will then create their own letter directed to the teacher about the best color choice.</p>	<p>Teacher will revisit the parts of a letter. Teacher will then turn her "Opinion Planner" into a letter to the students about the choice of the best color.</p>	<ul style="list-style-type: none"> • <u>Red is Best</u> by Kathy Stinson • Chart Paper & Markers • Opinion Chart with 3 reasons • "Opinion Writing Sentence Starters" – I feel/I think/I believe... From previous unit • Colored Pencils, Crayons, Pencils • "Letter" Template • Writing Folder/Notebook
4	<p>Students will complete the opinion letter to the teacher. They will edit and revise the letter based on the model the teacher provided.</p>	<p>Teacher will re-read the letter she has written and make some edits and revisions.</p>	<ul style="list-style-type: none"> • <u>Red is Best</u> by Kathy Stinson • Chart Paper & Markers • Opinion Chart with 3 reasons • "Opinion Writing Sentence Starters" • Colored Pencils, Crayons, Pencils • "Letter" template • Writing Folder/Notebook
5	<p>Students will chart the character's opinion about the iguana using the "Opinion Planner"</p>	<p>Teacher will conduct a read aloud. Teacher make a chart of the opinion of the character and reasons he states for an iguana for a pet.</p> <p>Teacher will have students stand up and role play that they are characters using sentence starter stems.</p>	<ul style="list-style-type: none"> • <u>I Wanna Iguana</u> by Karen Kaufman Orloff • Chart Paper & Markers • "Opinion Writing Sentence Stems" • Colored Pencils, Crayons, Pencils • Writing Folder/Notebook



Scope and Sequence

Unit of Study: Opinion Writing - Letter Writing

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
6	<p>Student will make a list of opinions.</p> <p>Students will chart the character's opinion about the new room using the "Opinion Planner"</p>	<p>Teacher will read the story. Teacher make a chart of the opinion of the character and reasons he states for his new room.</p> <p>Teacher will have students stand up and role play that they are characters using sentence starter stems.</p> <p>Teacher will make a list of opinions.</p>	<ul style="list-style-type: none"> • <u>I Wanna Iguana</u> by Karen Kaufman Orloff • <u>I Wanna New Room</u> by Karen Kaufman Orloff • Chart Paper & Markers • "Opinion Sentence Starter Stems" • Colored Pencils, Crayons, Pencils • Blank Paper • Writing Folder/Notebook
7	<p>Students will select an opinion that they would like to share with someone to write a letter. Students will complete an "OREO" or "Opinion Planner" dependent upon student ability. This chart will be used for the next level.</p>	<p>Teacher will review the charts from the read alouds created.</p> <p>Teacher will then make a determination from the list created yesterday about what she wants to write a letter to someone expressing opinion.</p> <p>Teacher will then use the "Opinion Planner" or "Opinion Writing – OREO" template including the reason in the chart to prep for letter writing.</p>	<ul style="list-style-type: none"> • <u>I Wanna Iguana</u> by Karen Kaufman Orloff • <u>I Wanna New Room</u> by Karen Kaufman Orloff • "Opinion Sentence Starter Stems" • "Opinion Planner" • Opinion Writing "OREO" template • Chart Paper & Markers • Colored Pencils, Crayons, Pencils • Writing Folder/Notebook
8	<p>Students will use the teacher's model to draft a letter to someone sharing their opinion.</p>	<p>Teacher will then take the "Opinion Writing - OREO" chart and then will start to write a letter to a specific person to express opinion.</p> <p>Teacher will review the parts of the letter.</p>	<ul style="list-style-type: none"> • <u>I Wanna Iguana</u> by Karen Kaufman Orloff • <u>I Wanna New Room</u> by Karen Kaufman Orloff • Opinion Sentence Starter Stems • Opinion Planner • OREO writing template • Letter Template • Chart Paper & Markers • Colored Pencils, Crayons, Pencils • Writing Folder/Notebook
9	<p>Students will continue to write their letter to its designee.</p>	<p>Teacher will continue to write the letter to its designee.</p>	<ul style="list-style-type: none"> • <u>I Wanna Iguana</u> by Karen Kaufman Orloff • <u>I Wanna New Room</u> by Karen Kaufman Orloff • "Opinion Sentence Starter Stems" • Chart Paper & Markers • Colored Pencils, Crayons, Pencils • Writing Folder/Notebook
10	<p>Students will chart the opinion of the animal's by using the OREO writing template.</p>	<p>Teacher will read the story. Teacher make a chart of the opinion of the character and reasons he states for his new room.</p> <p>Teacher will have students stand up and role play that they are characters using sentence starter stems.</p> <p>Teacher will make a list of wants</p>	<ul style="list-style-type: none"> • <u>Click Clack Moo</u> by Doreen Cronin • Chart Paper & Markers • "Opinion Sentence Starter Stems" • "Opinion Planner" • "Opinion Writing –OREO"Template • Colored Pencils, Crayons, Pencils • Writing Folder/Notebook



Scope and Sequence

Unit of Study: Opinion Writing – Letter Writing

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
11	Students will select an opinion that they would like to share with someone to write a letter. Students will complete an “Opinion Writing –OREO” template or “Opinion Planner” dependent upon student ability. This chart will be used for the next level.	Teacher will review the charts from the read alouds created. Teacher will then make a determination from the list created yesterday about what she wants to write a letter to someone expressing opinion. Teacher will then use the “Opinion Planner” or “Opinion Writing – OREO” template including the reason in the chart	<ul style="list-style-type: none"> • Click Clack Moo by Doreen Cronin • Chart Paper & Markers • “Opinion Starter Sentence Stems” • Colored Pencils, Crayons, Pencils • Writing Folder/Notebook
12	Students will use the teacher’s model to draft a letter to someone sharing their opinion.	Teacher will then take the “Opinion Writing – OREO” template and then will start to write a letter to a specific person to express opinion.	<ul style="list-style-type: none"> • Click Clack Moo by Doreen Cronin • Chart Paper & Markers • “Opinion Planner” template • “Opinion Writing - OREO Writing” • Colored Pencils, Crayons, Pencils • Writing Folder/Notebook
13	Students will continue to write their letter to its designee.	Teacher will continue to write the letter to its designee.	<ul style="list-style-type: none"> • Click Clack Moo by Doreen Cronin • Chart Paper & Markers • “Opinion Planner” • “Opinion Writing –OREO” Template • “Letter” Template • Colored Pencils, Crayons, Pencils • Writing Folder/Notebook
14	Students will choose a piece of work from the Writing Folder/Notebook and work on editing the piece using the teacher examples as reference. Student goal will be publication.	Teacher will have model choosing most interesting work. Teacher will choose a previous writing piece and work on editing. Focus on capitalization, punctuation, sensory details, etc. Teacher will conduct writing conferences.	<ul style="list-style-type: none"> • Chart Paper & Markers • Previous Writing Pieces • Pencil and Crayons • Student Writing Folder/Notebook
15	Students will continue to work on editing and goal of publication.	Teacher will have model choosing most interesting work. Teacher will choose a previous writing piece and work on editing. Focus on capitalization, punctuation, sensory details, etc. Teacher will conduct writing conferences.	<ul style="list-style-type: none"> • Chart Paper & Markers • Previous Writing Pieces • Pencil and Crayons • Student Writing Folder/Notebook • Editing Checklist Template • Student Writing Reflection Template



Scope and Sequence

Scope and Sequence Unit of Study: Opinion - Letter Writing`

TEACHER NOTES

- Teachers can use the resources in two ways. – To recreate on chart paper or as a projectable to write over on a whiteboard or PROMETHEAN or SMARTBOARD
- Teacher can begin the Writer's Workshop with a meeting. It could be beneficial to refer to the students during writing time as WRITERS.
- Teacher may choose to take a day to celebrate published pieces in fun and interesting ways:
 - ❖ Author's Chair
 - ❖ Museum Walk
 - ❖ Teacher's Choice
 - ❖ Invite parents or special guests
 - ❖ Share with another class or administration
- Additional pieces in the resource section can be used for center work or for homework.



Scope and Sequence

Unit of Study: Realistic Fiction - Personal Narrative

DAY	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	Students will identify problems and solutions that have encountered in life and use those experiences to brainstorm ideas	The teacher will conduct a read aloud develop a problem and solution T-Chart based on experiences students discuss during discussion. Students will complete "Once I ____."	<ul style="list-style-type: none"> • <u>Big Sister and Little Sister</u> by Charlotte Zolotow • Chart Paper and Markers • "Once I ____" Projectable and Template • Anecdotal Notes
2	Students will create a character and give it physical attributes and personality traits.	Teacher will conduct a read aloud and develop a T-Chart based on the internal and external traits of main character. Students will complete "My Character: Inside & Out"	<ul style="list-style-type: none"> • <u>Stand Tall, Molly Lou Melon</u> by Patty Lovell • Chart Paper and Markers • "My Character Inside & Out" Projectable and Template • Anecdotal Notes
3	Students will create a clear setting for their own stories.	Teachers will conduct a read aloud and analyze the setting of the classroom with the students. Students will develop a setting while reflecting on the character using "My Story Setting."	<ul style="list-style-type: none"> • <u>You Can Do It, Sam</u> by Amy Hest • Chart Paper and Markers • "My Story Setting" Projectable and Template • Anecdotal Notes
4	Students will examine character emotions and think of life experiences when they had strong emotions during an experience.	Teacher will conduct read aloud and chart emotions that students have experienced during different situations in their life. Students will write about an emotion using the "Once I Felt ____" Template.	<ul style="list-style-type: none"> • <u>When Sophie Gets Angry – Really, Really Angry...</u> by Molly Bang • Chart Paper and Markers • "Once I Felt ____" Projectable and Template • Anecdotal Notes
5	Students will think of real life problems an issue from their own life that might be incorporated into a story.	Teacher will conduct a read aloud and revisit <u>Molly Lou Melon</u> . Discuss. Students will pair and share own problems and solutions. Chart answers. Students will complete "Possible Problems for My Story" Template.	<ul style="list-style-type: none"> • <u>The Perfect Pet</u> by Margie Palatini • <u>Stand Tall, Molly Lou Melon</u> by Patty Lovell • Chart Paper and Markers • "Possible Problems for My Story" Projectable and Template • Anecdotal Notes



Scope and Sequence

Unit of Study: Realistic Fiction – Personal Narrative

DAYS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
6	Students will think of their purpose for writing and choose an idea from past work from this unit.	Review some of the stories read to the students. Create T-Chart of author's purpose. Students will complete "My Purpose" and then select an idea from their Writing Folder to focus on.	<ul style="list-style-type: none"> Previously Read Books Chart Paper and Markers "My Purpose" Projectable Writing Folders Anecdotal Notes
7	Students will consider how they will address the who, what, where, and when in the beginning of their story.	Teacher will read the beginning of 2 stories and chart the 4 Ws. Students will then complete their own 4 Ws by completing the "My Beginning" Template.	<ul style="list-style-type: none"> <u>You Can Do It, Sam</u> by Amy Hest <u>A Weekend With Wendell</u> by Kevin Henkes Chart Paper and Markers "My Beginning" Projectable and Template Anecdotal Notes
8	Students will consider how writers use transitions and attempt to use transition words to move their own stories forward.	Teacher will conduct read aloud and discuss transitions words in story. Students will revisit "My Beginning" and infuse transitions words. Students will complete "In the Middle".	<ul style="list-style-type: none"> <u>Big Sister and Little Sister</u> by Charlotte Zolotow <u>Big Al</u> by Andrew Clements "In the Middle" Projectable and Template "In the Beginning" Draft Anecdotal Notes
9	Students will examine conclusions and decide how to conclude their own story.	Teacher will conduct a read aloud and discuss how conclusions often offer a solution to the problem. Students will complete "Wrapping It Up" Template and share concluding drafts.	<ul style="list-style-type: none"> <u>The Perfect Pet</u> by Margie Palatini <u>Big Sister and Little Sister</u> by Charlotte Zolotow Completed Work in Writing Folders "Wrapping It Up" Projectable and Template Anecdotal Notes
10	Students will consider how dialogue reveals characters' personalities and feelings and will add dialogue to their own drafts.	Teacher will conduct read aloud and discuss dialogue. Students will pair and share and have students discuss places where they can make characters talk, what they will say, and why. Students will complete "What My Character Says" Template	<ul style="list-style-type: none"> <u>A Weekend With Wendell</u> Kevin Henkes "What My Character Says" Projectable and Template Anecdotal Notes



Scope and Sequence

Unit of Study: Realistic Fiction – Personal Narrative

DAYS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
11	Students will explore ways in which to give their character voice.	Teacher will conduct read aloud and chart ways author gave the characters voice. Students will decide how to give their characters voice and complete “Speech Bubbles” Template.	<ul style="list-style-type: none"> • <u>Don’t Let the Pigeon Stay Up Late</u> by Mo Willems • Chart Paper and Markers • “Speech Bubbles” Projectable and Template • Student Drafts • Anecdotal Notes
12	Students will attempt to use active verbs and other descriptors to create more vivid final drafts.	Teacher will conduct read aloud and discuss color words and verbs that appear in the text. Chart words. Students will attempt to add descriptive words and complete “Revising for Vivid Words” Template.	<ul style="list-style-type: none"> • <u>You Can Do It, Sam</u> by Amy Hest • <u>When Sophie Gets Angry – Really, Really Angry...</u> by Molly Bang • Chart Paper and Markers • “Revising for Vivid Words” Projectable and Template • Anecdotal Notes
13	Students will edit a final draft to ensure that they have correctly capitalized character names.	Teacher will use story to note capital letters in names. Students will be given a book and point out when capital letters are used. Students will check over their writing to ensure capital letters in names and beginning of sentences.	<ul style="list-style-type: none"> • <u>The Perfect Pet</u> by Margie Palatini • Previously Read Books • “Capitalization” Projectable and Template • Anecdotal Notes
14	Students will use a checklist to guide them through the editing process.	Teacher will distribute “Check This Paragraph” Template and complete with students. Students will be given “Editing Checklist” and will revisit their draft and use the checklist to edit their work.	<ul style="list-style-type: none"> • “Check This Paragraph” Projectable and Template • “Editing Checklist” Projectable and Template • Student Drafts • Anecdotal Notes
15	Students will consider how the cover illustrations of unit books hint at the story’s message and mood, and create cover illustrations for their own published pieces.	Teacher will use trade books to examine covers and how they relate to the story. Teacher will discuss mediums used. Students will create cover which will be attached to draft for finished published piece.	<ul style="list-style-type: none"> • Previously Read Books • Construction Paper and Art Mediums • Anecdotal Notes



Scope and Sequence

Unit of Study: Realistic Fiction - Personal Narrative

TEACHER NOTES

- Please note that PDF resources serve as the Projectable, as well as the master reproducible copy for student Templates
- Choose a day to celebrate writing by allowing students to exchange writing pieces or read their stories aloud to the class. You may wish to invite special guests such as the principal, Mrs. Smith, other classes, or the reading coaches.



Linden Public Schools
First Grade
Scope and Sequence
Unit of Study: Donald Crews - Informational

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	Students will observe their environment and record what they see emulating the techniques that author, Donald Crews, uses.	Teacher will introduce Donald Crews by reading his biography. Teacher will complete read aloud with students. Teacher will have students imagine what they might see on a playground and record on "Observation Sheet" poster. Teacher and students will go to selected location in school and record observations on "Observation Sheet".	<ul style="list-style-type: none"> • "A Biography of Donald Crews" • <u>Harbor</u> • Chart Paper and Markers • "Observation Sheet" Projectable and Template • Anecdotal Notes
2	Students will choose their own journey either close or far from home and share the adventures they experienced.	Teacher will complete read aloud with students. Students will picture their own adventures and pair-and-share with their partners. Students will complete "My Adventure" Template.	<ul style="list-style-type: none"> • <u>Sail Away</u> • <u>Flying</u> • "My Adventure" Projectable and Template • Anecdotal Notes
3	Students will create a list to examine and form the structure of a story. They will consider possibilities for their own writing regarding something they are about.	Teacher will complete read aloud. Students will create a list of something they care about using the "My List" Template. They will list words associated with their idea.	<ul style="list-style-type: none"> • <u>Parade</u> • <u>Night at the Fair</u> • "My List" Projectable and Template • Anecdotal Notes
4	Students will teach their readers about a topic they have expertise in by drawing and writing about that topic.	Teacher will complete read aloud with students. Teacher and students will chart ideas about things Donald Crews teaches his reader. Student will choose an idea of their own they would like to teach and list things they know about the idea.	<ul style="list-style-type: none"> • <u>Truck</u> • Chart Paper and Makers • "My Idea" Projectable and Template • Anecdotal Notes



WRITING LESSON PLANS

Unit of Study: Donald Crews - Informational

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
5	Students will choose a story idea they plan to stick with to publish.	Teacher will reflect on previously Donald Crews read alouds. Students will choose writing piece and share why they want to write about it. Teacher may complete "Pieces to Publish" chart as students commit to topics.	<ul style="list-style-type: none"> Previously read books Previous writing ideas in writing folders "Pieces to Publish" Poster Anecdotal Notes
6	Students will observe the many "looks" of Donald Crews	Teacher will give each pair of students a Donald Crews book. With their partner they will observe the different looks of the book. Teacher will call students back and list the looks of the books on "The Many Looks of Donald Crews Book" poster. Students will have the opportunity to illustrate the story, <u>Truck</u> .	<ul style="list-style-type: none"> Previously read books "The Many Looks of a Donald Crews Book" Projectable Truck Mini-Book Template Art Mediums Anecdotal Notes
7	Students will use Donald Crews method to tie their informational stories together	Teacher will use books to point out different ways Donald Crew ties his story together. Teacher will begin drafting a class story using the "My Story" Template. Teacher will provide student copies of the Template to write their own stories.	<ul style="list-style-type: none"> Projectable read books "My Story" Projectable and Template Anecdotal Notes
8	Students will make their words come alive throughout their story	Teacher will use books to show students the different techniques Donald Crews uses to make his words come alive and explain why. Chart ideas on "Playing With Words" poster. Students will revise work to make some words come alive in their stories.	<ul style="list-style-type: none"> <u>Shortcut</u> <u>Sail Away</u> "Playing with Words" Projectable Student Drafts Anecdotal Notes
9	Students will attempt to bring their readers in the world of their story by adding sensory details.	Using a story, teacher will ask students to provide sensory words. Teacher will write sentence on chart paper and ask students model how to revise it using sensory words. Students will take small moment in their story and complete "Slowing Down a Slice of Time" Template.	<ul style="list-style-type: none"> <u>Shortcut</u> Chart Paper and Markers "Slowing Down a Slice of Time" Projectable and Template Anecdotal Notes



WRITING LESSON PLANS

Unit of Study: Donald Crews - Informational

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
10	Students will choose and revise appropriate punctuation.	Using a Donald Crews story, teacher will show students different example of punctuation. Teacher may refer to "Punctuation Chart" poster. Students will adjust punctuation to the first sentence in their draft and volunteers will read it aloud with expression.	<ul style="list-style-type: none"> • <u>Sail Away</u> • "Punctuation Chart" Projectable • Student Drafts • Anecdotal Notes
11	Students observe how to use commas in a series and will continue to edit their drafts for punctuation.	Teacher will show use Donald Crews books to show commas in a series. Teacher will remind students of the different types of punctuation using the "Punctuation Chart" poster. Students will complete "Commas in a Series" Template. Students will continue to edit work.	<ul style="list-style-type: none"> • <u>Parade</u> • <u>Harbor</u> • Chart Paper and Markers • "Commas in a Series" Template • Student Drafts • Anecdotal Notes
12	Students will find way to create a cover for publication that is relevant and accompanies the look and tone of their story.	Teachers will analyze Donald Crews Book covers. Students will pair-and-share ideas about their titles and book covers and record ideas on "Cover Brainstorm List" Template. Students will then use construction paper to design their cover.	<ul style="list-style-type: none"> • Previously Read Books • "Cover Brainstorm List" Projectable and Template • Construction Paper and Various Art Mediums • Anecdotal Notes
13	Students will reflect on what they have learned from Donald Crews to make them a better writer and illustrator.	Teacher will engage students by asking them to turn-and-talk to a partner and think about what they have learned from Donald Crews. Teacher will jot down ideas on "What I Have Learned From Donald Crews" Projectable	<ul style="list-style-type: none"> • "What I Have Learned From Donald Crews" Projectable • Anecdotal Notes
14	This day may be used as an extra day should an activity run over the typical Writing Period. The teacher may also choose to use this day to share student work.		<ul style="list-style-type: none"> • Student Published Writing • Informational Writing Rubric



WRITING LESSON PLANS

Unit of Study: Donald Crews - Informational

TEACHER NOTES

- Please note that PDF resources serve as the Projectable, as well as the master reproducible copy for student Templates
- Choose a day to celebrate writing by allowing students to exchange writing pieces or read their stories aloud to the class. You may wish to invite special guests such as the principal, Mrs. Smith, other classes, or the reading coaches.