GR 1 Module 03 (Amazing Animals)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **3 weeks**
Status: **Published**

Unit Overview

Module Title: Amazing Animals

Essential Question: How do animals' bodies help them?

Standards

Week 1

L.RF.1.1	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
L.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
L.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
L.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
L.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
L.RF.1.3.B	Decode regularly spelled one-syllable words.
L.RF.1.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old).
L.RF.1.3.G	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.1.4.A	Read grade-level text with purpose and understanding.
L.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.WF.1.1.A	Write the upper and lowercase alphabets from memory.
L.WF.1.1.B	Write a common grapheme (letter or letter group) for each phoneme.
L.WF.1.1.C	Orally segment the phonemes in any single syllable, spoken word.
L.WF.1.2.A	Short vowels and single consonants.
L.WF.1.2.B	Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).

L.WF.1.3.A	Write sentences with increasing complexity.
L.WF.1.3.C	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
L.WF.1.3.D	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
L.VI.1.3.D	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RL.IT.1.3	Describe characters, settings, and major event(s) in a story, using key details.
RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
SL.PE.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.PE.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
SL.II.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.ES.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.PI.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.AS.1.6	Produce complete sentences when appropriate to task and situation.

Week 2

L.RF.1.1	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
L.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
L.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
L.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
L.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
L.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
L.RF.1.3.B	Decode regularly spelled one-syllable words.
L.RF.1.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old).
L.RF.1.4.A	Read grade-level text with purpose and understanding.
L.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.WF.1.1.A	Write the upper and lowercase alphabets from memory.

L.WF.1.1.B	Write a common grapheme (letter or letter group) for each phoneme.
L.WF.1.1.C	Orally segment the phonemes in any single syllable, spoken word.
L.WF.1.2.B	Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
L.WF.1.3.C	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
L.WF.1.3.D	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
L.VL.1.2.B	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
L.VI.1.3.A	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
L.VI.1.3.D	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RL.IT.1.3	Describe characters, settings, and major event(s) in a story, using key details.
RL.PP.1.5	Identify who is telling the story at various points in a text.
W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
SL.PE.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.PE.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
SL.ES.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.AS.1.6	Produce complete sentences when appropriate to task and situation.

Week 3

L.RF.1.1	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
L.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
L.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
L.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
L.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
L.RF.1.3.B	Decode regularly spelled one-syllable words.
L.RF.1.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old).
L.RF.1.4.A	Read grade-level text with purpose and understanding.

L.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.WF.1.1.A	Write the upper and lowercase alphabets from memory.
L.WF.1.1.B	Write a common grapheme (letter or letter group) for each phoneme.
L.WF.1.1.C	Orally segment the phonemes in any single syllable, spoken word.
L.WF.1.2.B	Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
L.WF.1.3.A	Write sentences with increasing complexity.
L.WF.1.3.C	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
L.WF.1.3.D	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
L.KL.1.1	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.1.2.A	Choose flexibly from an array of strategies to determine the meaning of words and phrases.
L.VI.1.3.D	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RI.CI.1.2	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
RL.IT.1.3	Describe characters, settings, and major event(s) in a story, using key details.
RI.IT.1.3	Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
SL.PE.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

Materials/Activities/Resources

Core materials:

- HMH Into Reading
- HMH Writing

Supplemental Resources

- UFLI
- Leveled Readers
- Decodable Books

Web Site Resources:

- Ed Your Friend in Learning
- Lexia

Technology

- EdHMH
- Lexia

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

Assessment

Formative Assessment

- Teacher Observation
- Comprehension Quizzes
- Running Records
- Student Practice Pages
- Anecdotal Notes
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide

Summative Assessment

- Module Assessment

Alternative Assessment

- F&P Benchmark (special education)

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Readworks level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions

- Scribe
- Study Guides
- Mixed Ability Grouping

504

- In class/pull out support with special ed teacher
- Readworks level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Study Guides
- Mixed Ability Grouping

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Readworks level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

At-Risk of Failure

- Additional time during intervention time
- Readworks level reading passages
- Questions read aloud
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

Gifted & Talented

- Independent projects
- PEP/GEM class
- Above-Level Reading Materials

Interdisciplinary Connections

Science Connections: How Animals Live

All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.

Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs.

Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents.

Social and Emotional Learning Connections

Learning Mindset: Curiosity

21st Century Life Literacies & Key Skills

Financial Literacy (9.1):

- By the end of Grade 2
    - 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
    - 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Career Awareness, Exploration, and Preparation (9.2):

- By the end of Grade 2
    - 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Life Literacies and Key Skills (9.4):

- By the end of Grade 2
    - 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1,

6.1.2.CivicsCM.2).

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.