

# GR 1 Unit 02 People

Content Area: **Default**  
Course(s):  
Time Period: **Marking Period 2**  
Length: **9 weeks**  
Status: **Published**

## Unit Overview

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Unit Title: People

Unit Objectives:

- \* Discuss feelings.
- \* Describe people's appearance.
- \* Identify parts of the body.
- \* Discuss clothing.
- \* Investigate the five senses.

## Standards

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ELD-SI.K-3.Narrate

ELD-SI.K-3.Inform

ELD-SI.K-3.Explain

ELD-SI.K-3.Argue

ELD-LA.1.Narrate.Interpretive; ELD-LA.1.Narrate.Expressive

ELD-LA.1.Inform.Interpretive; ELD-LA.1.Inform.Expressive

ELD-MA.1.Inform.Interpretive; ELD-MA.1.Inform.Expressive

ELD-SC.1.Inform.Interpretive; ELD-SC.1.Inform.Expressive

ELD-SC.1.Explain.Interpretive; ELD-SC.1.Explain.Expressive

ELD-SS.1.Inform.Interpretive; ELD-SS.1.Inform.Expressive

ELD-SS.1.Argue.Interpretive; ELD-SS.1.Argue.Expressive

## Materials/Activities/Resources

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### Core materials:

- Santillana Spotlight on English Grade 1

### Supplemental Resources:

- Scholastic News: Let's Find Out
- Learning A-Z
- Lexia English
- Oxford Picture Dictionary
- Realia

## Technology

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|-----------------|-------------------------------------------------------------------------------------------------------|
| TECH.9.4.2.TL.1 | Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). |
| TECH.9.4.2.TL.4 | Navigate a virtual space to build context and describe the visual content.                            |
| TECH.9.4.2.TL.6 | Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).            |

## Assessment

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### Formative Assessment

- Teacher Observation
- Oral Presentations
- Learning/Writing Journals (Notebooks)
- Peer and Self Assessments
- Listening Practice
- TPR-Following Directions
- Role Play
- Audio-Oral Assessment
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide

### Summative Assessment

- District Benchmarks
- Access for ELLs

## **Accommodations & Modifications**

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### **Special Education**

- In class/pull out support with special ed teacher
- Newsela/Readworks/Reading A-Z 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
- Newsela/Readworks/Reading A-Z 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
- Newsela/Readworks/Reading A-Z 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
- Newsela/Readworks/Reading A-Z 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

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|-----------|----------------------------------------------------------------------------------------------------------------------------------------------|
| LA.W.1.6  | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| LA.RF.1.4 | Read with sufficient accuracy and fluency to support comprehension.                                                                          |
| LA.SL.1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.                                    |

## 21st Century Life Literacies & Key Skills

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|------------------|--------------------------------------------------------------------------------------------|
| TECH.9.4.2.TL.5  | Describe the difference between real and virtual experiences.                              |
| TECH.9.4.2.TL.6  | Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.). |
| TECH.9.4.2.IML.2 | Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).        |

## Career Ready Practices

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- 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.