

Unit At a Glance		BCS Q1	1 st grade
Week 1	Do Unto Otters	Focus Standards: FL.WC.4, FL.SC.6, FL.VA.7a, FL.VA.7b RL.KID.2, RL.IKI.7, SL.CC.1, SL.CC.2, SL.PKI.6, W.RBPK.8 Sub Standards: RL.KID.1, W.RW.10	
Government and Civics: 1.17 Distinguish the differences between rules and laws, and give examples of each. Government and Civics: 1.18 Define citizenship, and recognize traits of good citizens, such as respecting the rights of others, voting, following laws, etc.			
Students will participate in a read aloud of, <i>Do Unto Otters</i> , with a focus of learning classroom routines and expectations. Students will review Kindergarten skills over the course of the week. Each day a different part of the book will be read to focus on different behaviors such as rules, manners, and friendship.			
Do Unto Otters Read Aloud			

Week 2	Officer Buckle and Gloria	Focus Standards: FL.WC.4, FL.SC.6, FL.VA.7a, FL.VA.7b RL.KID.2, RL.IKI.7, SL.CC.1, SL.CC.2, SL.PKI.6, W.RBPK.8 Sub Standards: RL.KID.1, W.RW.10	
Government and Civics: 1.17 Distinguish the differences between rules and laws, and give examples of each. Government and Civics: 1.18 Define citizenship, and recognize traits of good citizens, such as respecting the rights of others, voting, following laws, etc.			
Students will participate in a read aloud of, <i>Officer Buckle and Gloria</i> , while continuing to review Kindergarten skills. Students will listen to a masterful read of the text and compare the video to how the story was read in class. Students will also view the Readworks passage, "Why Do We Need Rules?" and participate in an echo read during certain sections. They will finish the week by creating a class book of school rules and stating why they are important.			
Officer Buckle and Gloria Read Aloud			
Actor Read Aloud (dramatic)			

Week 3 Enemy Pie	Focus Standards: FL.WC.4, FL.SC.6, FL.VA.7a, FL.VA.7b RL.KID.2, RL.IKI.7, SL.CC.1, SL.CC.2, SL.PKI.6, W.RBP.8 Sub Standards: RL.KID.1, W.RW.10
Government and Civics: 1.17 Distinguish the differences between rules and laws, and give examples of each. Government and Civics: 1.18 Define citizenship, and recognize traits of good citizens, such as respecting the rights of others, voting, following laws, etc.	
<p>Students will participate in a read aloud of, <i>Enemy Pie</i>, with a focus on how to describe characters for comprehension instruction. They will also study words using sentence-level context as a clue to the meaning of a word. They will focus on short a and final -ck for phonics instruction. For phonemic awareness they will learn how to blend and segment phonemes and isolate final sounds. They will practice with sentences for grammar instruction.</p> <p>Additional texts: R2BR: Sam, Come Back.</p> <p>Decodable Readers: 1-2, Leveled Books: Mack the Cat, Sam the Duck, Carlos Picks a Pet</p> <p>Enemy Pie Read Aloud Enemy Pie Document</p>	

Week 4 The Great Kapok Tree	Focus Standards: FL.PC.1, FL.PA.2, FL.PWR.3, FL.WC.4 FL.VA.7a, FL.VA.7c, RI.KID.2, RI.KID.3, RI.CS.6, RL.IKI.7 SL.CC.1, SL.CC.2, SL.PKI.6, W.PDW.4 Sub Standards: RI.KID.1, W.RW.10
Science: 1.LS2 Ecosystems: Interactions, Energy, and Dynamics 2) Obtain and communicate information to classify plants by where they grow (water, land) and the plant's physical characteristics. 3) Recognize how plants depend on their surroundings and other living things to meet their needs in the places they live.	
<p>Students will participate in a read aloud of, <i>The Great Kapok Tree</i>, with a focus on determining characteristics of realism and fantasy as well as practice summarizing the text. Students will work on short "i" and final x words for phonics instruction, and naming parts of a sentence for grammar practice. Students will finish the week responding to a prompt about what plants need and why we need plants.</p> <p>Additional texts: Shared Reading-Pig in a Wig</p> <p>Decodable readers: 3-4, Leveled Books: They are Sick, Look at Bix, Look at that Cat</p> <p>The Great Kapok Tree Read Aloud Virtual Field Trip Additional Resources for the text Tropical Rainforest Facts</p>	

Week 5 Crinkleroots

**Focus Standards: FL.PC.1, FL.PA.2, FL.PWR.3, FL.WC.4, FL.VA.7c, RI.KID.2
RI.KID.3, RI.CS.6, RI.IKI.7, SL.CC.1, SL.CC.2, SL.PKI.6, W.PDW.4**
Sub Standards: RI.KID.1, W.RW.10

Science 1.LS2 Ecosystems: Interactions, Energy, and Dynamics

- 2) Obtain and communicate information to classify plants by where they grow (water, land) and the plant's physical characteristics.
- 3) Recognize how plants depend on their surroundings and other living things to meet their needs in the places they live.

Students will participate in a read aloud of, *Crinkleroots*, with a focus on describing character and setting for comprehension. Students will work on short "o" and -s plurals for phonics instruction. They will work on blend and segment phonemes and add ending phonemes /s/, /z/ for phonemic awareness instruction. They will work on action parts of a sentence for grammar practice. They will end the week with a writing prompt about the unit.

Additional texts: Shared Reading- The Big Blue Ox

Decodable readers: 5-6, Leveled Books: Tom and Pam, Rob, Mom and Socks, Loni's Town

[Crinkleroots Read Aloud](#) [The Habitat Song](#)

Week 6 I See a Kookaburra

**Focus Standards: FL.PC.1, FL.PA.2, FL.PWR.3, FL.WC.4
FL.VA.7c, RI.KID.2, RI.KID.3, RI.CS.6, RI.IKI.7, SL.CC.1
SL.CC.2, SL.PKI.6, W.PDW.4**
Sub Standards: RI.KID.1, W.RW.10

Science 1.LS2 Ecosystems: Interactions, Energy, and Dynamics

- 2) Obtain and communicate information to classify plants by where they grow (water, land) and the plant's physical characteristics.
- 3) Recognize how plants depend on their surroundings and other living things to meet their needs in the places they live.

Students will participate in a read aloud of, *I See a Kookaburra*, with a focus on demonstrating an understanding of the main idea of a text. Students will work on inflected endings -s, -ing for phonics instruction and add ending phonemes /s/, /z/, blend and segment syllables, and identify position of sounds for phonemic awareness instruction. They will work on word order for grammar instruction. Students will finish the week writing about a habitat and giving details about that habitat and its plants.

Additional texts: Shared Reading- A Fox in a Kit

Decodable readers: 7-8, Leveled Books: This Fox and That Fox, Time to Eat, Baby Animals of the Rain Forest

[I See a Kookaburra Read Aloud](#) [Video about plants](#) [Terrarium Class Project](#)

Week 7 Mapping Penny's World	Focus Standards: FL.PA.2, FL.PWR.3, FL.WC.4, FL.F.5, FL.SC.6 FL.VA.7a, RI.KID.2, RI.CS.5, RI.CS.6, RI.IKI.7, RI.IKI.9, SL.CC.1 SL.CC.2, SL.CC.3, W.TTP.2, SL.PKI.6 Sub Standards: RI.KID.1, W.RW.10
Geography: 1.10 Recognize basic map symbols, including: cities, land, roads, and water 1.12 Use cardinal directions on maps. 1.13 Distinguish the difference between a lake, mountain, ocean, and river.	
<p>Students will participate in a read aloud of, <i>Mapping Penny's World</i>, with a focus on determining characteristics of realism and fantasy for their comprehension skill. Students will work on short e and initial blends for phonics instruction and blend and segment phonemes, add initial phonemes for phonemic awareness instruction. They will work on telling sentences for grammar instruction.</p> <p>Additional texts: Shared reading- Get the Egg</p> <p>Small group: Looking at Maps and Globes</p> <p>Decodable readers: 9-10, Leveled Books: What Animals Do You See? They Help Animals, A Wildlife Buffet</p> <p>Mapping Penny's World Read Aloud</p> <p>Discovery Ed What is a Model? Discovery Ed Models and Maps Song about Cardinal Directions</p> <p>Interactive Map</p>	

Week 8 Me on the Map	Focus Standards: FL.PA.2, FL.PWR.3, FL.WC.4, FL.F.5, FL.VA.7a RI.KID.2, RI.CS.5, RI.CS.6, RI.IKI.7, RI.IKI.9, SL.CC.1, SL.CC.2 FL.SC.6, SL.CC.3, SL.PKI.6, W.PDW.5, W.PDW.6, W.TTP.2 Sub Standards: RI.KID.1
Geography: 1.10 Recognize basic map symbols, including: cities, land, roads, and water History: 1.26 Identify and describe the events or people celebrated during the following national holidays and examine why we celebrate them: Columbus Day	
<p>Students will participate in a read aloud of, <i>Me on the Map</i>, with a focus on cause and effect for their comprehension skill. Students will work on short u and final blends for phonics instruction and blend and segment phonemes, delete final phonemes for phonemic awareness. They will work on question type sentences for writing instruction. They will finish the week working on identification and description of city, state, country, and world for their culminating task.</p> <p>Additional texts: Shared reading- Animal Park</p> <p>Decodable readers: 11-12, Leveled Books: Animals in the Sun, Will We See Animals?, Animals Around the World</p> <p>Me on the Map Read Aloud My Place in the World Project There's A Map on My Lap Read Aloud</p> <p>Discovery Ed Review Books Video</p>	

Week 9 Columbus Day

Students will have an additional week to work on the topic of maps. They will have several read aloud books to participate in over the course of the week. They will finish working on their culminating task.

[Epic-Which Way Wendy?](#) [Epic-X Marks the Spot](#) [Epic- Christopher Columbus](#)

[Finding Places on the Map Video](#) [Build a Boat the Floats Scholastic](#)