



Unit 3: Understanding Stories  
Grade 1

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read Aloud</b>	<b>Author Study: Mem Fox-</b> <i>Possum Magic, Koala Lou, Whoever You Are,</i>	<b>Author Study: Mem Fox-</b> <i>The Magic Hat, Hattie and the Fox, Time for Bed, Wombat Devine,</i>	<b>Author Study: Mem Fox-</b> <i>Night Noises, Boo to A Goose, Shoes from Grandpa</i>	<b>Author Study: Mem Fox-</b>	<b>Author Study: Mem Fox-</b>
<b>Reading Workshop</b>	<b>Difference between fiction and nonfiction</b> *use <u>Mrs. Wishy Washy animal characters</u> compared to an informational text about animals * <i>make a t-chart comparing the two genres</i> - IR - GR groups - share VSC: 1.2.A.3.a	<b>Characteristics of Informational Text</b> * print features <i>(How do they help us? What do tell us?)</i> - IR - GR groups - share VSC: 1.2.A.3.a	<b>Characteristics of Informational Text</b> * graphic aids <i>(How do they help us? What do tell us?)</i> - IR - GR groups - share VSC: 1.2.A.3.b	<b>Characteristics of Informational Text</b> * informational aids <i>(How do they help us? What do tell us?)</i> - IR - GR groups - share VSC: 1.2.A.3.c	<b>Characteristics of Informational Text</b> * organizational aids <i>(How do they help us? What do tell us?)</i> - IR - GR groups - share VSC: 1.2.A.3.d
<b>Word Study</b>	- adapt scope and sequence from Open Court: long o (CVCe) - Fountas and Pinnell kit: SP 10	- adapt scope and sequence from Open Court: long o (CVCe)	- adapt scope and sequence from Open Court: long o (CVCe)	- adapt scope and sequence from Open Court: long o (CVCe)	Word Wall Words: girl, has, look, make. who
<b>Writing Workshop</b>	<b>“How-to”...</b> (book, manual) * choosing a topic (Lucy Calkins lesson 2) * conferences * share	<b>“How-to”...</b> * Organizing ideas (Lucy Calkins lesson 2) * conferences * share	<b>“How-to”...</b> * Organizing ideas (Lucy Calkins lesson 2) * conferences * share	<b>“How-to”...</b> * Organizing ideas (Lucy Calkins lesson 2) * conferences * share	<b>“How-to”...</b> * Drafting (Lucy Calkins lesson 4) * conferences * share
<b>Notes</b>	Continue accountable talk during read aloud, talk about character, setting, problem, solution				

Fund for Educational Excellence: Scope and Sequence

	Day 6	Day 7	Day 8	Day 9	Day 10
<b>Read Aloud</b>	<u>Author Study: Mem Fox-</u>	<u>Author Study: Mem Fox-</u>	<u>Author Study: Mem Fox-</u>	<u>Author Study: Mem Fox-</u>	<u>Author Study: Mem Fox-</u>
<b>Reading Workshop</b>	<b>Characteristics of Informational Text</b> * review and do a selected response assessment - IR - GR groups - share	<b>Understanding Organizational Structures</b> * identify sequential/chronological structure * identify words and phrases associated with the structure * <i>(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i> - IR - GR groups - share	<b>Understanding Organizational Structures</b> * identifying cause/effect structure * identify words and phrases associated with the structure * <i>(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i> - IR - GR groups - share	<b>Understanding Organizational Structures</b> * identifying compare and contrast (similarities and differences) structure * identify words and phrases associated with the structure * <i>(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i> - IR - GR groups - share	<b>Determining Importance</b> * identifying main idea and supporting details <i>(What is this mostly about? How do we know? )</i> *using text features to support finding main idea <i>(What helped us find the main idea?)</i> * use graphic organizers to track the information - IR - GR groups - share
<b>Word Study</b>	- adapt scope and sequence from Open Court: long u (CVCe)	- adapt scope and sequence from Open Court: long u (CVCe)	- adapt scope and sequence from Open Court: long u (CVCe)	- adapt scope and sequence from Open Court: long u (CVCe)	Word Wall Words: off, boy, does, they, joke
<b>Writing Workshop</b>	<b>“How-to”...</b> * Drafting (Lucy Calkins lesson 4) * conferences * share	<b>“How-to”...</b> * Drafting (Lucy Calkins lesson 4) * conferences * share	<b>“How-to”...</b> * Revising (Lucy Calkins lesson 5) * conferences * share	<b>“How-to”...</b> * Revising (Lucy Calkins lesson 5) * conferences * share	<b>“How-to”...</b> * Editing/Publishing * conferences * share
<b>Notes</b>	Continue accountable talk during read aloud, talk about character, setting, problem, solution				

Fund for Educational Excellence: Scope and Sequence

	Day 11	Day 12	Day 13	Day 14	Day 15
<b>Read Aloud</b>	<b>Author Study: Mem Fox-</b>	<b>Author Study: Mem Fox-</b>	<b>Author Study: Mem Fox-</b>	<b>Author Study: Mem Fox-</b>	<b>Author Study: Mem Fox-</b>
<b>Reading Workshop</b>	<b>Determining Importance</b> * identifying main idea and supporting details ( <i>What is this mostly about? How do we know? </i> ) *using text features to support finding main idea ( <i>What helped us find the main idea?</i> ) * use graphic organizers to track the information - IR - GR groups - share	<b>Determining Importance</b> *author’s purpose ( <i>How would someone use this text? Did it meet that purpose? What would make it easier to understand?</i> ) * fact and opinion ( <i>What is the author’s opinion on _____? How do you know?</i> ) - IR - GR groups - share	<b>Determining Importance</b> *author’s purpose ( <i>How would someone use this text? Did it meet that purpose? What would make it easier to understand?</i> ) * fact and opinion ( <i>What is the author’s opinion on _____? How do you know?</i> ) - IR - GR groups - share	<b>Determining Importance</b> * fact/opinion ( <i>How do you know?</i> ) * ( <i>use Strategies that Work</i> ) - IR - GR groups - share	<b>Using Functional Documents</b> * how to read and use * what helps us understand? - IR - GR groups - share
<b>Word Study</b>	- adapt scope and sequence from Open Court: review long and short a - Fountas and Pinnell kit: LS 12	- adapt scope and sequence from Open Court: review long and short i - Fountas and Pinnell kit: LS 14	- adapt scope and sequence from Open Court: review long and short o and u - Fountas and Pinnell kit: LS 15	- adapt scope and sequence from Open Court: review long and short vowels - Fountas and Pinnell kit: LS 16	Word Wall Words: were, use, there, read, give
<b>Writing Workshop</b>	<b>“How-to”...</b> * Editing/Publishing * conferences * share	<b>“How-to”...</b> * Publishing * conferences * share	<b>“How-to”...</b> * Publishing * conferences * share	<b>“How-to”...</b> * Authors’ Celebration	<b>“How-to”...</b> * Authors’ Celebration
<b>Notes</b>	Continue accountable talk during read aloud, talk about character, setting, problem, solution				