

First Grade	Meaning-Based Map: EL Curriculum-at-a-Glance	Module 2
Introduction		
<p>In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.</p> <p>By 2025,</p> <ul style="list-style-type: none"> ● 80% of our students will graduate from high school college or career ready ● 90% of students will graduate on time ● 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity. <p>In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 3).</p> <p>The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the TN State Standards, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represents our vision for excellent ELA instruction, including the instructional shifts.</p>		
How to Use the Curriculum Maps		
<p>The curriculum maps are meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making make the materials come to life in classrooms. To this end, the curriculum should be viewed as a <i>guide</i>, not a <i>script</i>, and teachers should work to become experts in teaching and customizing the curriculum to meet the needs of their students.</p> <p>Curriculum maps outline the content and pacing for each grade and subject. For grades K-5 ELA teachers must carefully balance attention between skills-based and meaning-based competencies, which are outlined in two separate curriculum maps. The curriculum maps include the instructional pacing and content for both areas and all grade level ELA standards. While the curriculum maps are separate, effective ELA instruction should integrate practice of both competencies, both in the ELA block and through the school day. A supplement to the curriculum maps, the K-5 ELA Companion Guide, outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the EL curriculum.</p> <ul style="list-style-type: none"> ● For meaning-based lessons, it is critical that teachers not only prepare to deliver <i>lessons</i>, but also prepare to teach full <i>units</i> and/or <i>modules</i>. The K-5 ELA Companion Guide outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation. The Companion Guide also outlines a “text talk” process for teachers to discuss the curriculum texts in advance of instruction and analyze those texts to understand their features and meaning. ● For skills-based lessons, the <i>Journeys</i> series remains our primary instructional resource as outlined in the Foundational Literacy Map. Research demonstrates that the foundational literacy standards are best taught through a systematic and explicit sequence (such as the sequence provided by <i>Journeys</i>). While we will add on the <i>Journeys</i> resources, it is critical that teachers follow the sequence as provided. <p>For additional information, visit the specified grade’s K-3 Journeys Foundational Skills Scope & Sequence.</p>		

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Guidance for the ELA Block

One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. We can also rely on research to help us understand which methods (i.e. whole group or small group instruction) are most effective for the specific content or skills we are teaching. The SCS ELA Block Guidance document for Grades K-2 summarizes these findings to assist educators in choosing how to spend time with students. At a high-level, we recommend that SCS K-2 students engage in the following types of practice daily:

- **Building Foundational Literacy Skills (minimum 60 minutes daily)** – instruction and practice reading targeted at building decoding skills and word recognition, including using decodable texts. In grades K-2 students should also have extensive practice with fluency and explicit instruction in the language standards. The goal of the foundational reading skills is to develop fluent readers who can comprehend texts across a wide range of texts.
- **Working with High-Quality Texts (60 minutes daily EL lessons)** – including listening to, reading, discussing, and writing about texts. The primary goal is developing meaning-based competencies, though work with complex texts should reinforce foundational literacy skills and teachers should look for opportunities to make those connections explicit.
- **A Volume of Reading (as much as possible)** – additional reading (read aloud, guided, independent, or shared reading) both within the ELA block and across the school day to support all aspects of reading, including engagement and motivation.

These recommendations align to the [TDOE recommendations](#) for Tier 1 ELA Instruction. In K-2, RTI2 recommends that students receive **a total of 150 minutes** of Tier 1 ELA instruction daily. In SCS, daily literacy instruction includes an EL module lessons (60 minutes) and Foundational Literacy instruction (60-90 minutes-please see [Suggested Foundational Skills Block Framework](#) document for guidance on how to structure your foundational literacy time).

Guidance for Small Group Instruction

Small-group instruction offers an environment for students to express what they know and receive feedback from other students and the teacher. This includes the teacher led guided reading group in conjunction with workstations. The teacher led guided group provides a context in which the teacher can provide additional support for students in working students practicing specific foundational literacy skills. Workstations provide students with an opportunity to practice and solidify the knowledge and understanding of previously taught concepts. Most often students work independent of the teacher while in their workstations. Therefore, workstations are not used to introduce new knowledge or concepts. Workstations can reinforce the standards being taught during the Unit/Module Study, provide additional practice with previously taught skills, or build toward upcoming content.

Possible workstations for K – 2nd grade are listed below.

- **Guided Reading** - The teacher provides support for small, flexible groups of students, assisting them to use reading strategies, such as context clues, letter and sound knowledge, syntax, and word structure, to make meaning of texts. The teacher may support students in working with complex texts or decodable texts during guided reading. Along with the use of decodable texts, the teacher may provide instruction in phonemic awareness, phonics/alphabetic principle, vocabulary, and comprehension strategies. The goal of guided reading is for students to use these strategies independently on their way to becoming fluent, skilled readers.
- **Reading Comprehension** – In this station students may collaborate to complete a variety of comprehension activities centered on a grade-appropriate text (usually the anchor text or another related text), including using graphic organizers to summarize and make meaning from the text and writing or illustrating in response to reading.
- **Vocabulary** – This station should provide multiple ways in which a student can use words. The more exposures students have to a word, the better chance that they will remember it. Suggestions for vocabulary words are listed in the map, and possible activities include the *Journeys* flipbooks, word games, word sorts, and using words in context.
- **Fluency** – In this station students can read word lists, phrases, or entire texts. During this time the student or a partner should monitor and chart their progress. Practice materials can include student books, passages, leveled readers, and *Journeys* cold read passages.
- **Phonics** – In this station students will work with individual letter sounds, phonics patterns, and/or high frequency words. This practice can occur through activities such as using magnetic/manipulative letters, picture sound sorts, letter tiles, sight word activities, word building activities, and using the *Journeys* flipchart.
- **Independent Reading** - One benefit of independent reading is that students are reading daily. Independent reading lays the foundation for becoming enthusiastic lifelong readers, not simply school time readers. Students need accountability for their reading, both on a weekly basis and when they finish a text. This accountability can come from reading logs as well as from conversations with teachers and peers about what they are reading.

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SCS Instructional Framework		

The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.

The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction requires research-based instructional practices which include:

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.

ELA Coaching Guide

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The Coaching Guide is based on the [Instructional Practice Guide from Achieve the Core](#).

ESSA

ESSA is a federal education law committed to equal opportunity for all students. ESSA is about equity and ensuring the federal guardrails are in place, which include provisions that will help to ensure success for all students and schools. In order to provide students with equitable access to the ELA curriculum, scaffolded instruction is expected to support student mastery of the TN Academic Standards. It is imperative for instructional practices to provide each student with the best opportunity to meet these standards by supporting their learning needs.

ESL: English Language Development

To support teachers in helping to ensure success for ESL students in the general education classroom, the EL curriculum provides recommendations for scaffolds for the ELL students in the section called *Meeting Students Needs*. Model Performance Indicators (MPIs) help to make content comprehensible for all learners. The link and the MPI chart below provide instructional recommendations for scaffolds based on the student’s level. Additionally, the State has provided the document [Teaching Literacy in Tennessee: English Learner Companion](#) which is meant to provide practical guidance for teaching English Learners.

Model Performance Indicators (MPIs): Provide examples (models) of assessable language skills. Reflect the second language acquisition process. Describe how students can use the language (purpose). Relate to specific criteria and elements of academic language. Provide the anchors for curriculum, instruction, and assessment.

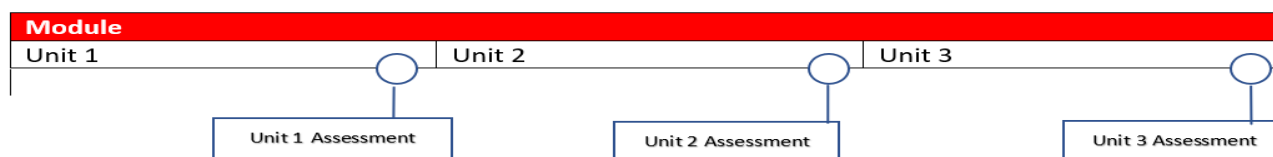
	Level 1 (Entering)	Level 2 (Emerging)	Level 3 (Developing)	Level 4 (Expanding)	Level 5 (Bridging)
Listening	<i>Match pictures of key details (vocabulary) from informational text to words read aloud by a teacher/partner.</i>	<i>Sort pictures of key details in informational text according to corresponding basic sentences read aloud by a partner.</i>	<i>Sequence key details that support the main topic of an informational text written in extended sentences from oral presentation with a partner.</i>	<i>Organize details that support the main idea of informational text told in expanded oral discourse with visual support.</i>	<i>Interpret key details that support the main topic in orally presented informational text using complex grade-level oral discourse with visual support.</i>
Reading	<i>Sequence a series of pictures to retell key details of informational text with a partner.</i>	<i>Locate key details within illustrated informational text with a partner.</i>	<i>Sequence key details written in simple sentences on sentence strips with a peer.</i>	<i>Organize main topics and key details from informational text in a graphic organizer with a small group.</i>	<i>Draw conclusions about key details written in complex language using a graphic organizer.</i>
Speaking	<i>Name key details (words) in familiar informational text using illustrations when repeating after a peer.</i>	<i>Describe key details of informational text using phrases and short sentences with visual support such as photos, illustrations and picture books with modeled support.</i>	<i>Retell key details and main topics of informational text using basic sentence structures with models and visual support such as photos, illustrations or picture books.</i>	<i>Explain the main topic and key details of informational text using specific and some technical content-area language in expanded sentences while working with a partner.</i>	<i>Discuss the main topic and key details of informational text using creative word choice and technical and abstract language in multiple complex sentences in a small group.</i>
Writing	<i>Draw and label (with words) illustrations that represent key details of informational text with modeled support.</i>	<i>Compose phrases or short sentences for labeled illustrations representing key details of informational text with a peer.</i>	<i>Retell (in short sentences) the main topic and details of a text supported by a labeled and illustrated flow guidance document.</i>	<i>Summarize the main topics of an informational text and give specific key details in expanded sentences using an illustrated graphic organizer.</i>	<i>Elaborate on the main topic and key details of informational text using organized expression of complex ideas with a word bank.</i>

The WIDA English Language Development (ELD) Standards Connections are found at the following link: <https://www.wida.us/standards/eld.asp>



Meaning-Based Instruction: Structure of an EL Module:

Across all K-5 classrooms, students experience four modules over the course of a school year. In K-2, Module 1 is a bit shorter (six weeks rather than eight), so teachers have time to do the other important work of getting classroom routines and culture in place, which often takes more time and deliberate attention for primary-aged students. Each module has a consistent structure of three units, each of which includes one formal assessment.



3 Dimensions of Student Work: Principles that underlie the curriculum:



- **Mastery of student knowledge and skills:** Students demonstrate proficiency and deeper understanding, apply their learning, think critically, and communicate early.
- **Character:** Students work to become effective learners, to become ethical people, and to contribute to a better world.
- **High-quality work:** Students create complex work, demonstrate craftsmanship, and create authentic work.

Module Overview: First Grade Module 2- *The Sun, Moon and Stars*

In this module, students build their literacy and science skills as they engage in a study of the sun, moon, and stars. The module begins with a story about a young boy named Elvin who is curious about the sun, moon, and stars. Elvin wants to learn more about the sun, moon, and stars and shares his wonderings and artifacts he receives along his journey with the first-grade students. In Unit 1, students study the sun, moon, and stars through various narrative texts and begin to understand how and why the sun, moon, and stars inspire authors. Students respond to texts through role-play and written response. In Unit 2, students focus their study on the science concepts of observable patterns in the sky as they relate to the sun, moon, and stars. Students engage in a close read-aloud of *What Makes Day and Night* by Franklyn Branley and a focused read-aloud of *Does the Sun Sleep? Noticing Sun, Moon, and Star Patterns* by Martha E.H. Rustand. Students track their observations of the sun, moon, and stars in pictures and videos in a Sky notebook.

In Unit 3, students engage in a focused read-aloud of *What the Sun Sees, What the Moon Sees* by Nancy Tafuri, first to understand the content of the position of the sun and moon at different times of day and descriptions of the sun and moon. They then use the text again as a mentor text to study the author’s craft of writing a narrative poem. Students use their growing understanding of descriptive language, author’s craft, and patterns of the sun and moon to compose a narrative poem titled “What the Sun Sees.” After completing a first draft of this poem for the Unit 3 Assessment, students give feedback to one another and revise and edit their poems as part of the performance task. **This performance task centers on CCSS ELA W.1.5, L.1.1f, L.1.1j, and L.1.2b.**

Guiding Questions and Big Ideas

Why do authors write about the sun, moon, and stars?

- *Authors write books to describe, imagine, and explain the objects we see in the sky.*

What patterns can we observe in the sky?

- *The sun and moon appear in different places in the sky during different times of day and of the year.*
- *Stars are visible during the night, but not during the day.*
- *Patterns of motion of objects in the sky can be described and predicted.*
- *Scientists use a process of inquiry in order to understand patterns and make predictions and comparisons.*

How do authors use their knowledge and observations to write a story?

- *Authors select a topic and observe and study it.*
- *Authors plan out what they want to write by talking about it and trying it out.*
- *Authors use beautiful language to show, not tell about the topic of their choice.*
- *Authors write a narrative with a beginning, middle, and end.*

Task should align to

- Topic
- Targets
- Texts

The 4 T’s	
Topic What’s Up in the Sky: A Study of the Sun, Moon and Stars	Task Revising and Editing “What the Sun Sees” Narrative Poems
Targets CCSS explicitly taught and assessed): W.1.5, L.1.1f, L.1.1j, L.1.2b, L.1.6	Texts <i>What Makes Day and Night, Papa, Please Get the Moon for Me, Why the Sun and Moon Live in the Sky, Kitten’s First Full Moon, Summer Sun Risin, Does the Sun Sleep, What the Moon Sees, and Sun and Moon</i>



First Grade Module 2: The Sun, Moon, and Stars Unit 1: Curriculum Guidance

Habits of Character: Work to Become Ethical People Social-Emotional Learning Focus

In this module, students **work to become ethical people**: habits for how we treat others. Throughout Unit 1, students practice demonstrating respect themselves, others, and the environment with care (one specific habit of ethical people) as they engage in a cycle of reading, role-playing, and responding to text. This cycle employs a gradual release of responsibility as students take on more ownership of their understanding and learning.

Unit Assessment: Reading and Answering Questions about Kitten’s First Full Moon

This formative assessment focuses on students’ comprehension of literary text read aloud. It centers on CCSS ELA RL.1.2, RL.1.3, RL.1.7, W.1.8, SL.1.2, and L.1.6. Students listen to and answer questions about the basic story elements and storyline of *Kitten’s First Full Moon*. Students use words and pictures to demonstrate understanding of characters, setting, and the major events from the story, including events that occur in the beginning, middle, and end of the story. The assessment follows a similar sequence of reading, speaking and listening, and writing as in previous lessons, but involves less teacher support in order to measure students’ independent progress toward the above standards. The assessment is completed over the course of two lessons.

Assessment Checklists: Throughout this unit, teachers use the Reading Literature Checklist to gather data on students’ reading comprehension, specifically progress toward RL.1.1, RL.1.2, RL.1.3, RL.1.6, and RL.1.7, the Language Checklist to gather data on students’ progress towards L.1.1b, L.1.1c, L.1.1d, L.1.1e, L.1.2a, L.1.4a, and L.1.6, and the Speaking and Listening Checklist to gather data on students’ progress toward SL.1.1 and SL.1.2. Further, teachers collect students’ response sheets to serve as evidence of progress toward W.1.8.

Required Unit Trade Book(s): *Summer Sun Risin’*, and *Kitten’s First Full Moon*

Suggested Pacing: This unit is approximately 3 weeks or 15 sessions of instruction.

Lesson and CCSS/TN	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 W.1.8, SL.1.1, SL.1.1a, SL.1.2 <u>TN Standards</u> 1.W.RBPk.8, 1.SL.CC.1, 1.SI.CC.2	Noticing and Wondering: Observing and Asking Questions about the Sun, Moon, and Stars 1. Opening A. Reading Aloud: “Elvin, the Boy Who Loved the Sky,” Part 1 (10 minutes) B. Picture Tea Party: Noticing and Wondering (10 minutes) 2. Work Time A. Engaging the Learner: Reviewing Effective Learners Anchor Chart (5 minutes) B. Back-to-Back and Face-to-	<ul style="list-style-type: none"> I can describe what I observe in pictures and videos of the sun, moon, and stars. (W.1.8, SL.1.1a, SL.1.2) I can ask and answer questions about what I notice in pictures and videos of the sun, moon, and stars. (SL.1.1a, SL.1.2) 	<ul style="list-style-type: none"> Speaking and Listening Checklist (SL.1.1a, SL.1.2) as students engage in conversations through the protocols. 	<ul style="list-style-type: none"> Picture Tea Party anchor chart Classroom Discussion Norms anchor chart Working to Become Effective Learners anchor chart Back-to-Back and Face-to-Face anchor chart Noticing and Wondering anchor chart

	<p>Face: Engaging the Scientist (15 minutes)</p> <p>C. Independent Writing: Noticing and Wondering about the Sun, Moon, and Stars (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Shared Writing: Noticing and Wondering about the Sun, Moon, and Stars (5 minutes)</p>			
<p>Lesson 2</p> <p>RL.1.1, SL.1.2, W.1.8</p> <p>TN Standards</p> <p>1.RL.KID.1, 1.SL.CC.2, 1.W.RBPK.8</p>	<p>Reading and Speaking and Listening: Why Do Authors Write Stories About the Sun and Moon?</p> <p>1. Opening</p> <p>A. Engaging the Learner: Introducing the Sun Movement Routine (10 minutes)</p> <p>2. Work Time</p> <p>A. Reading Aloud: <i>Why the Sun and the Moon Live in the Sky</i> (20 minutes)</p> <p>B. Structured Discussion: Introducing the Unit 1 Guiding Question (10 minutes)</p> <p>C. Independent Writing: Reflecting on the Unit 1 Guiding Question (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> I can infer why authors write about the sun, moon, and stars using details from <i>Why the Sun and the Moon Live in the Sky</i>. (RL.1.1, SL.1.2, W.1.8) 	<ul style="list-style-type: none"> Speaking and Listening Checklist (SL.1.2) as students engage in discussion about the Unit 1 guiding question. 	<ul style="list-style-type: none"> Sun Movement chart Moon Movement chart Noticing and Wondering anchor chart Unit 1 Guiding Question anchor chart Think-Pair-Share anchor chart
<p>Lesson 3</p> <p>RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7, W.1.8, SL.1.2, L.1.1c, L.1.4a</p> <p>TN Standards</p> <p>1.RL.KID.1, 1.RL.KID.2, R.RL.KID.3, 1.RL.CS.4, 1.RL.IKI.7, 1.W.RBPK.8, 1.SL.CC.2, 1.FI.SC.6, 1.FL.SC.6b, 1.FI.VA.7a</p>	<p>Close Read-aloud, Session 1: <i>Summer Sun Risin'</i></p> <p>1. Opening</p> <p>A. Engaging the Learner: Reading "Elvin, the Boy Who Loved the Sky" Part 4 and Introducing the "Sun, Moon, and Stars" Song (10 minutes)</p> <p>2. Work Time</p> <p>A. Review Close Readers Do These Things Anchor Chart (5 minutes)</p> <p>B. Close Read-aloud Session 1: <i>Summer Sun Risin'</i>, Pages 1-28 (30 minutes)</p> <p>C. Engaging the Learner:</p>	<ul style="list-style-type: none"> I can ask and answer questions about the boy and the sun in <i>Summer Sun Risin'</i> using key details from the text. (RL.1.1) 	<ul style="list-style-type: none"> Reading Literature Checklist to track students' progress toward RL.1.1, RL.1.2, RL.1.3, RL.1.4, and RL.1.7. Collect the student response sheets for progress toward RL.1.2 and W.1.8. 	<ul style="list-style-type: none"> Unit 1 Guiding Question anchor chart "Sun, Moon, and Stars" song "Moon" song Close Readers Do These Things anchor chart <i>Summer Sun Risin'</i> anchor chart Sun Movement chart

	<p>Sun Movement Routine (5 minutes)</p> <p>3. Closing and Assessment A. Independent Writing: <i>Summer Sun Risin'</i> Student Response Sheet, Part I (10 minutes)</p>			
<p>Lesson 4</p> <p>RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7, W.1.8, SL.1.1, SL.1.2, L.1.4a</p> <p><u>TN Standards</u></p> <p>1.RL.KID.1, 1.RL.KID.2, R.RL.KID.3, 1.RL.CS.4, 1.RL.IKI.7, 1.W.RBPK.8, 1.SL.CC.1, 1.SL.CC.2, 1.FI.VA.7a.i</p>	<p>Close Read-aloud, Session 2 and Introducing Role-Playing: <i>Summer Sun Risin'</i></p> <p>1. Opening A. Engaging the Learner: Sun Movement Routine (5 minutes)</p> <p>2. Work Time A. Close Read-aloud Session 2: <i>Summer Sun Risin'</i>, Pages 2-10 (25 minutes) B. Role-play Protocol Pages 3-6 (15 minutes) C. Structured Discussion: Reflecting on Respect (10 minutes)</p> <p>3. Closing and Assessment A. Pinky Partners Protocol: Sun Experience - Sunrise (5 minutes)</p>	<p>• I can describe what the boy and the sun do in the beginning of <i>Summer Sun Risin'</i>. (RL.1.2, RL.1.3, RL.1.7, W.1.8, SL.1.1, SL.1.2, L.1.4a)</p>	<p>• Reading Literature Checklist to track students' progress toward RL.1.1, RL.1.2, RL.1.3, RL.1.4, and RL.1.7.</p> <p>• Speaking and Listening Checklist (SL.1.1, SL.1.2) as students engage the different protocols.</p>	<p>• Unit 1 Guiding Question anchor chart</p> <p>• Sun Movement chart</p> <p>• <i>Summer Sun Risin'</i> anchor chart</p> <p>• Role-Play Protocol anchor chart</p> <p>• Think-Pair-Share anchor chart</p> <p>• Pinky Partners Protocol anchor chart</p>
<p>Lesson 5</p> <p>RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7, W.1.8, SL.1.1, SL.1.2, L.1.4a</p> <p><u>TN Standards</u></p> <p>1.RL.KID.1, 1.RL.KID.2, R.RL.KID.3, 1.RL.CS.4, 1.RL.IKI.7, 1.W.RBPK.8, 1.SL.CC.1, 1.SL.CC.2, 1.FI.VA.7a.i</p>	<p>Close Read-aloud, Session 2 and Introducing Role-Playing: <i>Summer Sun Risin'</i></p> <p>4. Opening A. Engaging the Learner: Sun Movement Routine (5 minutes)</p> <p>5. Work Time A. Close Read-aloud Session 2: <i>Summer Sun Risin'</i>, Pages 2-10 (25 minutes) B. Role-play Protocol Pages 3-6 (15 minutes) C. Structured Discussion: Reflecting on Respect (10 minutes)</p> <p>6. Closing and Assessment A. Pinky Partners Protocol: Sun Experience - Sunrise (5 minutes)</p>	<p>• I can describe what the boy and the sun do in the beginning of <i>Summer Sun Risin'</i>. (RL.1.2, RL.1.3, RL.1.7, W.1.8, SL.1.1, SL.1.2, L.1.4a)</p>	<p>• Reading Literature Checklist to track students' progress toward RL.1.1, RL.1.2, RL.1.3, RL.1.4, and RL.1.7.</p> <p>• Speaking and Listening Checklist (SL.1.1, SL.1.2) as students engage the different protocols.</p>	<p>• Unit 1 Guiding Question anchor chart</p> <p>• Sun Movement chart</p> <p>• <i>Summer Sun Risin'</i> anchor chart</p> <p>• Role-Play Protocol anchor chart</p> <p>• Think-Pair-Share anchor chart</p> <p>• Pinky Partners Protocol anchor chart</p>

<p>Lesson 6</p> <p>RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7, W.1.8, SL.1.1, SL.1.2, L.1.4a</p> <p>TN Standards</p> <p>1.RL.KID.1, 1.RL.KID.2, R.RL.KID.3, 1.RL.CS.4, 1.RL.IKI.7, 1.W.RBPK.8, 1.SL.CC.1, 1.SL.CC.2, 1.FI.VA.7a.i</p>	<p>Close Read-aloud, Session 4 and Role-Playing Day 3: <i>Summer Sun Risin'</i></p> <p>1. Opening A. Engaging the Learner: Sun Movement Routine (5 minutes)</p> <p>2. Work Time A. Close Read-aloud Session 4: <i>Summer Sun Risin'</i>, Pages 21-26 (25 minutes) B. Role-Playing and Reflecting on Respect, Pages 21-26, (15 minutes) C. Independent Writing: <i>Summer Sun Risin'</i> Student Response Sheet, Part II (10 minutes)</p> <p>3. Closing and Assessment A. Structured Discussion: Sun Experience - Sunset (5 minutes)</p>	<ul style="list-style-type: none"> I can describe what the boy and the sun do at the end of <i>Summer Sun Risin'</i>. (RL.1.2, RL.1.3, RL.1.7, W.1.8, SL.1.1, SL.1.2, L.1.4a) 	<ul style="list-style-type: none"> Reading Literature Checklist to track students' progress toward RL.1.1, RL.1.3, RL.1.4, and RL.1.7. Speaking and Listening Checklist (SL.1.1, SL.1.2) as students role-play. Collect the student response sheets for progress toward RL.1.3 and W.1.8. 	<ul style="list-style-type: none"> Unit 1 Guiding Question anchor chart Sun Movement chart <i>Summer Sun Risin'</i> anchor chart Role-Play Protocol anchor chart Think-Pair-Share anchor chart Working to Become Ethical People anchor chart
<p>Lesson 7</p> <p>RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7, W.1.8, SL.1.1, SL.1.2, L.1.1c, L.1.1d, L.1.4a</p> <p>TN Standards</p> <p>1.RL.KID.1, 1.RL.KID.2, R.RL.KID.3, 1.RL.CS.4, 1.RL.IKI.7, 1.W.RBPK.8, 1.SL.CC.1, 1.SL.CC.2, 1.FL.SC.6b, 1.FI.SC.6c, 1.FI.VA.7a.i</p>	<p>Close Read-aloud, Culminating Task and Reflecting on Guiding Question</p> <p>1. Opening A. Song and Movement: "Sun, Moon, and Stars" Song (5 minutes)</p> <p>2. Work Time A. Close Read-aloud Culminating Task: <i>Summer Sun Risin'</i> (40 minutes) B. Structured Discussion: Reflecting on Unit 1 Guiding Question (10 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 min)</p>	<ul style="list-style-type: none"> I can retell important events of what the boy and the sun do throughout <i>Summer Sun Risin'</i>. (RL.1.2, RL.1.3, RL.1.7, W.1.8, SL.1.1, SL.1.2, L.1.4a) 	<ul style="list-style-type: none"> Language Checklist to track students' progress towards L.1.1c and L.1.1d as students participate in the song activity. Reading Literature Checklist to track students' progress toward RL.1.1, RL.1.3, RL.1.4, and RL.1.7. Collect the Culminating Task Student Response Sheets for progress towards RL.1.3, RL.1.7 and W.1.8. Note students' ability to retell the important events from <i>Summer Sun Risin'</i> to assess progress towards RL.1.2. 	<ul style="list-style-type: none"> "Sun, Moon, and Stars" Song Unit 1 Guiding Question anchor chart <i>Summer Sun Risin'</i> anchor chart Think-Pair-Share anchor chart
<p>Lesson 8</p> <p>RL.1.1, RL.1.2, RL.1.3, RL.1.7, W.1.8, SL.1.1, SL.1.2, L.1.1b, L.1.1e, L.1.6, L.1.2a</p>	<p>Focused Read Aloud and Retelling, Session 1: Papa, <i>Please Get the Moon for Me</i></p> <p>1. Opening A. Song and Movement and Language: "Sun, Moon, and Stars" Version 2 song</p>	<ul style="list-style-type: none"> I can answer questions about key details from Papa, <i>Please Get the Moon for Me</i>. (RL.1.1, RL.1.2, RL.1.7, SL.1.1, SL.1.2) I can describe the characters and setting from Papa, <i>Please Get the Moon for Me</i>. (RL.1.3, RL.1.7, L.1.6, W.1.8) 	<ul style="list-style-type: none"> Language Checklist to track students' progress towards L.1.1e as students participate in the song activity. Reading Literature Checklist to track students' progress toward RL.1.1, RL.1.3, RL.1.4, and RL.1.7. 	<ul style="list-style-type: none"> "Sun, Moon, and Stars" Song Story Elements board Role-Play Protocol anchor chart Working to Become Effective Learners anchor chart Pinky Partners protocol

<p>TN Standards</p> <p>1.RL.KID.1, 1.RL.KID.2, R.RL.KID.3, 1.RL.IKI.7, 1.W.RBPK.8, 1.SL.CC.1, 1.SL.CC.2, 1.FL.SC.6a, 1.FI.SC.6d, 1.FL.VA.7c, 1.FL.SC.6j</p>	<p>(10 minutes)</p> <p>2. Work Time</p> <p>A. Focused Read-aloud, Session 1: Papa, <i>Please Get the Moon for Me</i> (15 minutes)</p> <p>B. Role-play: Character and Setting, Pages 17-20 (10 minutes)</p> <p>C. Independent Writing: Papa, <i>Please Get the Moon for Me</i> Student Response Sheet, Parts I and II</p> <p>3. Closing and Assessment</p> <p>A. Pinky Partners: Making Connections (5 minutes)</p>		<ul style="list-style-type: none"> • Speaking and Listening Checklist (SL.1.1, SL.1.2) as students role-play. 	
<p>Lesson 9</p> <p>RL.1.1, RL.1.2, RL.1.3, RL.1.7, W.1.8, SL.1.1, SL.1.2, L.1.1e, L.1.6</p> <p>TN Standards</p> <p>1.RL.KID.1, 1.RL.KID.2, R.RL.KID.3, 1.RL.IKI.7, 1.W.RBPK.8, 1.SL.CC.1, 1.SL.CC.2, 1.FI.SC.6d, 1.FL.VA.7c</p>	<p>Focused Read Aloud and Retelling, Session 2: Papa, <i>Please Get the Moon for Me</i></p> <p>1. Opening</p> <p>A. Song and Movement: "Sun, Moon, and Stars" Song (10 minutes)</p> <p>2. Work Time</p> <p>A. Focused Read-aloud, Session 2: Papa, <i>Please Get the Moon for Me</i> (15 minutes)</p> <p>B. Role-Play: Beginning, Middle, and End (10 minute)</p> <p>C. Independent Writing: Papa, <i>Please Get the Moon for Me</i> Response Sheet, Part III (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reflecting on Learning (5 min.)</p>	<ul style="list-style-type: none"> • I can retell major events from Papa, <i>Please Get the Moon for Me</i>. (RL.1.1, RL.1.2, RL.1.3, RL.1.7, W.1.8, SL.1.1, SL.1.2, L.1.6) • I can describe the central message of Papa, <i>Please Get the Moon for Me</i>. (RL.1.2, SL.1.1, W.1.8) 	<ul style="list-style-type: none"> • Language Checklist to track students' progress towards L.1.1e as students participate in the song activity. • Reading Literature Checklist to track students' progress toward RL.1.1, RL.1.3, RL.1.4, and RL.1.7. • Speaking and Listening Checklist (SL.1.1, SL.1.2) as students role-play. • Collect the student response sheets for progress toward W.1.8. 	<ul style="list-style-type: none"> • "Sun, Moon, and Stars" song • Story Elements board • Role-Play Protocol anchor chart • Working to Become Ethical People anchor chart • Unit 1 Guiding Question anchor chart
<p>Lesson 10</p> <p>RL.1.1, RL.1.2, RL.1.3, RL.1.7, W.1.8, SL.1.1, SL.1.2, L.1.6</p> <p>TN Standards</p>	<p>Focused Read Aloud and Retelling, Session 1: <i>Sun and Moon</i></p> <p>1. Opening</p> <p>A. Engaging the Learner: Introducing the Moon Movement Routine (5 minutes)</p> <p>2. Work Time</p>	<ul style="list-style-type: none"> • I can answer questions about key details from <i>Sun and Moon</i>. (RL.1.1, RL.1.2, RL.1.7, SL.1.1, SL.1.2) • I can describe the characters and setting from <i>Sun and Moon</i>. (RL.1.3, RL.1.7, L.1.6, W.1.8) 	<ul style="list-style-type: none"> • Reading Literature Checklist to track students' progress toward RL.1.1, RL.1.2, RL.1.3, and RL.1.7. • Speaking and Listening Checklist (SL.1.1, SL.1.2) as students role-play. 	<ul style="list-style-type: none"> • Moon Movement chart • Story Elements board • Role-Play Protocol anchor chart • Working to Become Effective Learners anchor chart • Discussion Norms anchor chart

<p>1.RL.KID.1, 1.RL.KID.2, R.RL.KID.3, 1.RL.IKI.7, 1.W.RBPK.8, 1.SL.CC.1, 1.SL.CC.2, 1.FL.VA.7c</p>	<p>A. Focused Read-aloud, Session 1: <i>Sun and Moon</i> (20 minutes) B. Role-play: Character and Setting, Pages 1-11 (10 minutes) C. Independent Writing: <i>Sun and Moon</i> Student Response Sheet, Parts I and II (20 minutes) 3. Closing and Assessment A. Structured Discussion: Making Connections (5 minutes)</p>			
<p>Lesson 11</p> <p>RL.1.1, RL.1.2, RL.1.3, RL.1.7, W.1.8, SL.1.1, SL.1.2, L.1.6</p> <p>TN Standards</p> <p>1.RL.KID.1, 1.RL.KID.2, R.RL.KID.3, 1.RL.IKI.7, 1.W.RBPK.8, 1.SL.CC.1, 1.SL.CC.2, 1.FL.VA.7c</p>	<p>Focused Read Aloud and Retelling, Session 2: <i>Sun and Moon</i></p> <p>1. Opening A. Engaging the Learner: Moon Movement Routine (5 minutes)</p> <p>2. Work Time A. Focused Read-aloud, Session 2: <i>Sun and Moon</i> (15 minutes) B. Role-Play: Beginning, Middle, and End (15 minutes) C. Independent Writing: <i>Sun and Moon</i>, Parts III and IV (20 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> I can retell major events from <i>Sun and Moon</i>. (RL.1.1, RL.1.2, RL.1.3, RL.1.7, W.1.8, SL.1.2, L.1.6) I can describe the central message of <i>Sun and Moon</i>. (RL.1.2, SL.1.1, W.1.8) 	<ul style="list-style-type: none"> Reading Literature Checklist to track students' progress toward RL.1.1, RL.1.3, RL.1.4, and RL.1.7. Collect the student response sheets for progress toward W.1.8. 	<ul style="list-style-type: none"> Moon Movement chart Story Elements board Role-Play Protocol anchor chart Working to Become Ethical People anchor chart Unit 1 Guiding Question anchor chart
<p>Lesson 12</p> <p>RL.1.1, RL.1.2, RL.1.3, RL.1.7, W.1.8, SL.1.1, SL.1.2, L.1.1e, L.1.6</p> <p>TN Standards</p> <p>1.RL.KID.1, 1.RL.KID.2, R.RL.KID.3, 1.RL.IKI.7, 1.W.RBPK.8, 1.SL.CC.1, 1.SL.CC.2, 1.FI.SC.6d, 1.FL.VA.7c</p>	<p>Focused Read Aloud and Retelling, Session 1: Why the Sun and the Moon Live in the Sky</p> <p>1. Opening A. Song and Movement and Language: "Sun, Moon, and Stars" Version 2 Song (5 minutes)</p> <p>2. Work Time A. Focused Read-aloud, Session 1: Why the Sun and the Moon Live in the Sky (20 minutes) B. Role-play: Character and</p>	<ul style="list-style-type: none"> I can answer questions about key details from Why the Sun and the Moon Live in the Sky. (RL.1.1, RL.1.2, RL.1.7, SL.1.1, SL.1.2) I can describe the characters, setting, and major events from Why the Sun and the Moon Live in the Sky. (RL.1.3, L.1.6, W.1.8) 	<ul style="list-style-type: none"> Reading Literature Checklist to track students' progress toward RL.1.1, RL.1.2, RL.1.3, and RL.1.7. Speaking and Listening Checklist (SL.1.1, SL.1.2) as students role-play. 	<ul style="list-style-type: none"> "Sun, Moon, and Stars" song Story Elements board Role-Play Protocol anchor chart Working to Become Effective Learners anchor chart Back-to-Back and Face-to-Face protocol

	<p>Setting, Pages 7-17 (15 minutes) C. Independent Writing: Why the Sun and the Moon Live in the Sky: Student Response Sheet, Parts I and II 3. Closing and Assessment Reflecting on Learning (5 minutes)</p>			
<p>Lesson 13</p> <p>RL.1.1, RL.1.2, RL.1.3, RL.1.7, W.1.8, SL.1.1, SL.1.2, L.1.6</p> <p><u>TN Standards</u></p> <p>1.RL.KID.1, 1.RL.KID.2, R.RL.KID.3, 1.RL.IKI.7, 1.W.RBPK.8, 1.SL.CC.1, 1.SL.CC.2, 1.FL.VA.7c</p>	<p>Focused Read Aloud and Retelling, Session 2: <i>Why the Sun and the Moon Live in the Sky</i></p> <p>1. Opening A. Song and Movement: “Sun, Moon, and Stars” Song and Moon Movement Routine (5 minutes)</p> <p>2. Work Time A. Focused Read-aloud, Session 2: <i>Why the Sun and the Moon Live in the Sky</i> (20 minutes) B. Role-Play: Beginning, Middle and End (15 minutes) C. Independent Writing: <i>Why the Sun and the Moon Live in the Sky</i>: Student Response Sheet Parts III and IV (20 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> • I can retell major events from <i>Why the Sun and the Moon Live in the Sky</i>. (RL.1.1, RL.1.2, RL.1.3, RL.1.7, W.1.8, SL.1.2, L.1.6) • I can describe the central message of <i>Why the Sun and the Moon Live in the Sky</i>. (RL.1.2, SL.1.1, W.1.8) 	<ul style="list-style-type: none"> • Reading Literature Checklist to track students’ progress toward RL.1.1, RL.1.3, RL.1.4, and RL.1.7. • Collect the student response sheets for progress toward W.1.8. 	<ul style="list-style-type: none"> • “Sun, Moon, and Stars” song • Moon Movement chart • Story Elements board • Working to Become Ethical People anchor chart • Role-Play Protocol anchor chart • Unit 1 Guiding Question anchor chart • Sit, Kneel, Stand protocol
<p>Lesson 14</p> <p>RL.1.1, RL.1.2, RL.1.3, RL.1.7, W.1.8, SL.1.2, L.1.6</p> <p><u>TN Standards</u></p> <p>1.RL.KID.1, 1.RL.KID.2, R.RL.KID.3, 1.RL.IKI.7, 1.W.RBPK.8, 1.SL.CC.1, 1.SL.CC.2, 1.FL.VA.7c</p>	<p>Unit 1 Assessment, Part I: Reading and Answering Questions about <i>Kitten’s First Full Moon</i></p> <p>1. Opening A. Engaging the Learner: Sun and Moon Movement Routines (10 minutes)</p> <p>2. Work Time A. Unit 1 Assessment, Part I: Reading and Answering Questions about <i>Kitten’s First Full Moon</i> (25 minutes)</p>	<ul style="list-style-type: none"> • I can ask and answer questions about key details from <i>Kitten’s First Full Moon</i>. (RL.1.1) • I can describe the characters, setting, major events, and central message from <i>Kitten’s First Full Moon</i>. (RL.1.2, RL.1.3, RL.1.7, W.1.8, L.1.6) 	<ul style="list-style-type: none"> • Collect the student response sheet from the Unit 1 Assessment for progress toward RL.1.2, RL.1.3, RL.1.7, and W.1.8. 	<ul style="list-style-type: none"> • Sun Movement chart • Moon Movement chart • Story Elements board • Role-Play Protocol anchor chart • “Sun, Moon, and Stars” song

	<p>B. Role-play: Character and Setting (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reflecting on Learning (10 minutes)</p> <p>A. Engaging the Learner: "Sun, Moon, and Stars" Song (5 minutes)</p>			
<p>Lesson 15</p> <p>RL.1.2, RL.1.3, RL.1.7, W.1.8, SL.1.2, L.1.6</p> <p><u>TN Standards</u></p> <p>1.RL.KID.2, R.RL.KID.3, 1.RL.IKI.7, 1.W.RBPK.8, SL.CC.2, 1.FL.VA.7c</p>	<p>Unit 1 Assessment, Session 2: Reading and Answering Questions about <i>Kitten's First Full Moon</i></p> <p>1. Opening</p> <p>A. Song and Movement and Language: "Sun, Moon, and Stars" Version 2 song (5 minutes)</p> <p>2. Work Time</p> <p>A. Unit 1 Assessment, Part 2: Reading and Answering Questions about <i>Kitten's First Full Moon</i> (30 minutes)</p> <p>B. Revisiting the Unit's Guiding Question (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> • I can describe the characters, setting, major events, and central message from <i>Kitten's First Full Moon</i>. (RL.1.2, RL.1.3, RL.1.7, SL.1.2, W.1.8, L.1.6) 	<ul style="list-style-type: none"> • Collect the student response sheet from the Unit 1 Assessment for progress toward RL.1.2, RL.1.3, RL.1.7, and W.1.8. • Reading Literature Checklist to track students' progress toward RL.1.2 during Work Time B. 	<ul style="list-style-type: none"> • "Sun, Moon, and Stars" Song • Story Elements board • Unit 1 Guiding Question anchor chart • Back-to-Back and Face-to-Face anchor chart • Working to Become Ethical People anchor chart



First Grade Module 2: The Sun, Moon, and Stars Unit 2: Curriculum Guidance

Habits of Character: Work to Become Ethical People Social-Emotional Learning Focus

In this module, students **work to become ethical people**: habits for how we treat others. Throughout Unit 2, students practice the habit of integrity—to do the right thing even when it is hard—as they take more responsibility over their learning by participating in Science Talks in small groups. Students practice using integrity as they stay on task and topic to best enhance their learning even when the teacher is not there to listen to their conversations. Students also continue practicing respect by treating themselves, others, and the environment with care.

Unit Assessment: Discussing Observable Patterns in the Sky

This formative assessment centers on CCSS ELA SL.1.1a, SL.1.1b, and SL.1.4. Students engage in a Science Talk to discuss possible answers to the unit guiding question: “What patterns can we observe in the sky?” During the conversation, students use sentence starters to share information they have learned and to add on to and say more about explanations from their peers.

Assessment Checklists: Throughout this unit, students independently write observations of the sky in a Sky notebook. These notebooks are collected as evidence of progress toward W.1.8. Teachers also use the Reading Informational Text Checklist to gather data on students’ progress toward RI.1.1, RI.1.2, RI.1.4, RL.1.5, RI.1.6, and RI.1.7, the Language Checklist to gather data on students’ progress toward L.1.1f, L.1.1i, L.1.1j, L.1.5c, and L.1.6, and the Speaking and Listening Checklist to gather data on students’ progress toward SL.1.1a, SL.1.1b, and SL.1.4.

Required Unit Trade Book(s): *What Makes Day and Night, Does the Sun Sleep?, Noticing Sun Moon and Star Patterns*

Suggested Pacing: This unit is approximately 2.5 weeks or 12 sessions of instruction.

Lesson and CCSS/TN	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
<p>Lesson 1</p> <p>RL.1.5, RI.1.1, W.1.8, SL.1.2, L.1.1, L.1.1j</p> <p>TN Standards</p> <p>1.RL.CS.5, 1.RI.KID.1, 1.W.RBPK.8, 1.SL.CC.2, 1.FL.SC.6, 1.FL.SC.6i</p>	<p>Noticing and Wondering: Observing and Asking Questions about the Sun, Moon, and Stars</p> <p>1. Opening</p> <p>A. Read Aloud: “Elvin, the Boy Who Loved the Sky”, Part 5 (10 minutes)</p> <p>2. Work Time</p> <p>A. Picture Tea Party Protocol: Pattern Photographs (10 minutes)</p> <p>B. Focused Read-aloud: <i>Does the Sun Sleep?: Noticing Sun, Moon, and Star Patterns</i>, Pages 4-9 (20 minutes)</p> <p>C. Engaging the Scientist: “Observe Sunrise and Sunset” (10 minutes)</p>	<ul style="list-style-type: none"> I can describe what I observe in pictures and videos of the sun, moon, and stars. (RI.1.1, SL.1.2) I can ask and record questions about what I notice in pictures and videos of the sun, moon, and stars. (RI.1.1, W.1.8, L.1.1j) 	<ul style="list-style-type: none"> Use the Reading Literature Checklist to track students’ progress towards RL.1.5. Use the Reading Informational Text Checklist to assess students’ progress towards RI.1.1. 	<ul style="list-style-type: none"> Picture Tea Party Anchor Chart Patterns of the Sun Anchor Chart Think-Pair-Share Protocol Anchor Chart Noticing and Wondering Anchor Chart (begun in Unit 1, Lesson 1; added to in Closing)

	<p>3. Closing and Assessment A. Shared Writing: Recording Our Observations and Questions about the Sun, Moon, and Stars (10 minutes)</p>			
<p>Lesson 2</p> <p>RL.1.5, RI.1.1, RI.1.2, RI.1.4, RI.1.7, W.1.8, SL.1.1a, L.1.1f, L.1.5c, L.1.6</p> <p>TN Standards</p> <p>1.RL.CS.5, 1.RI.KID.1, 1.RI.KID.2, 1.RI.CS.4, 1.RI.IKI.7, 1.W.RBPK.8, 1.SL.CC.1, 1.FL.SC.6e, 1.FL.VA.7b.i, 1.FL.VA.7c</p>	<p>Close Read-aloud, Session 1: What Makes Day and Night</p> <p>1. Opening A. Engaging the Learner: "What We See: The Sun, Moon, and Stars" Poem (10 minutes)</p> <p>2. Work Time A. Structured Discussion: Introducing the Unit 2 Guiding Question (10 minutes) B. Close Read-aloud, Session 1: <i>What Makes Day and Night</i>, Pages 1-31 (20 minutes) C. Shared Writing: Describing the Sun and the Moon (10 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> I can describe the pattern of light and dark on earth using information from the text <i>What Makes Day and Night</i>. (RI.1.1, RI.1.2, RI.1.4, RI.1.7, W.1.8, SL.1.1a) I can record my observations about what I notice in pictures and videos of the sun, moon, and stars. (W.1.8, L.1.1f, L.1.6) 	<ul style="list-style-type: none"> Observe students as they find and use adjectives and make real-life connections with adjectives to track progress towards L.1.1f and L.1.5c. Use the Reading Literature Checklist to track students' progress towards RL.1.5. Use the Reading Informational Text Assessment sheet to track students' progress towards RI.1.1, RI.1.2, RI.1.4, and RI.1.7 	<ul style="list-style-type: none"> "What We See: The Sun, Moon, and Stars" Poem Unit 2 Guiding Question Anchor Chart
<p>Lesson 3</p> <p>RI.1.1, RI.1.2, RI.1.4, RI.1.6, RI.1.7, W.1.8, SL.1.1a, L.1.1f, L.1.5c, L.1.6</p> <p>TN Standards</p> <p>1.RI.KID.1, 1.RI.KID.2, 1.RI.CS.4, 1.RI.CS.6, 1.RI.IKI.7, 1.W.RBPK.8, 1.SL.CC.1, 1.FL.SC.6e, 1.FL.VA.7b.iii, 1.FL.VA.7c</p>	<p>Close Read-aloud, Session 2: What Makes Day and Night</p> <p>1. Opening A. Engaging the Learner: "What We See: The Sun, Moon, and Stars" Poem (10 minutes)</p> <p>2. Work Time A. Close Read-aloud Session 2: <i>What Makes Day and Night</i>, Pages 14-15 (20 minutes) B. Back-to-Back and Face-to-Face: Earth's Rotation (15 minutes)</p> <p>3. Closing and Assessment A. Shared Writing: Describing the Sun and Moon (10 minutes) B. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> I can distinguish what I learn from the illustrations and what I learn from the text in the book <i>What Makes Day and Night</i> to describe the pattern of light and dark on earth. (RI.1.1, RI.1.2, RI.1.4, RI.1.6, RI.1.7, SL.1.1a) I can record my observations about what I notice in pictures and videos of the sun, moon, and stars. (W.1.8, L.1.1f, L.1.6) 	<ul style="list-style-type: none"> Observe students as they find and use adjectives and make real-life connections with adjectives to track progress towards L.1.1f and L.1.5c. Use the Reading Informational Text Assessment sheet to track students' progress towards RI.1.1, RI.1.2, RI.1.4, and RI.1.7. Use the Speaking and Listening checklist (SL.1.1) as students engage in the different protocols. 	<ul style="list-style-type: none"> "What We See: The Sun, Moon, and Stars" poem <i>What Makes Day and Night</i> Anchor Chart Back-to-Back, Face-to-Face Anchor Chart
<p>Lesson 4</p>	<p>Close Read-aloud, Session 3: What Makes</p>	<ul style="list-style-type: none"> I can distinguish what I learn from the illustrations and what I 	<ul style="list-style-type: none"> Observe students as they find and use adjectives and make real-life 	<ul style="list-style-type: none"> "What We See: The Sun, Moon, and Stars" poem

<p>RI.1.1, RI.1.2, RI.1.4, RI.1.6, RI.1.7, W.1.8, SL.1.1a, L.1.1f, L.1.5c, L.1.6</p> <p>TN Standards</p> <p>1.RI.KID.1, 1.RI.KID.2, 1.RI.CS.4, 1.RI.CS.6, 1.RI.IKI.7, 1.W.RBPK.8, 1.SL.CC.1, 1.FL.SC.6e, 1.FL.VA.7b.iii, 1.FL.VA.7c</p>	<p>Day and Night</p> <p>1. Opening A. Engaging the Learner: "What We See: The Sun, Moon, and Stars" Poem (10 minutes)</p> <p>2. Work Time A. Close Read-aloud Session 3: <i>What Makes Day and Night</i>, Pages 16-20 (20 minutes) B. Engaging the Scientist: Introducing Integrity and Modeling How the Earth Moves (15 minutes) C. Structured Discussion: Reflecting on Integrity (5 minutes)</p> <p>3. Closing and Assessment A. Independent Writing: Sky Notebook (10 minutes)</p>	<p>learn from the text in the book <i>What Makes Day and Night</i> to describe the pattern of light and dark on earth. (RI.1.1, RI.1.2, RI.1.4, RI.1.6, RI.1.7, SL.1.1a)</p> <ul style="list-style-type: none"> I can record my observations from images and videos of the sky in my Sky Notebook. (W.1.8, L.1.1f, L.1.6) 	<p>connections with adjectives to track progress towards L.1.1f and L.1.5c.</p> <ul style="list-style-type: none"> Observe how students distinguish information from the text and illustrations to track students' progress towards RI.1.1, RI.1.2, RI.1.4, RI.1.6, RI.1.7 and SL.1.1a. Observe as students' record observations in the Sky notebook for accurate use of adjectives to describe the sun and moon (W.1.8, L.1.1f) 	<ul style="list-style-type: none"> Adjectives Anchor Chart <i>What Makes Day and Night</i> Anchor Chart Working to Become an Ethical Person Anchor Chart Pinky Partners Protocol Anchor Chart Think-Pair-Share Anchor Chart
<p>Lesson 5</p> <p>RI.1.1, RI.1.2, RI.1.4, RI.1.6, RI.1.7, W.1.8, SL.1.1a, L.1.1f, L.1.1i, L.1.6</p> <p>TN Standards</p> <p>1.RI.KID.1, 1.RI.KID.2, 1.RI.CS.4, 1.RI.CS.6, 1.RI.IKI.7, 1.W.RBPK.8, 1.SL.CC.1, 1.FL.SC.6e, 1.FL.SC.6.h, 1.FL.VA.7c</p>	<p>Close Read-aloud, Session 4: <i>What Makes Day and Night</i></p> <p>1. Opening A. Engaging the Learner: "Where Are They? The Sun, Moon, and Stars" Poem (5 minutes)</p> <p>2. Work Time A. Close Read-aloud, Session 4: <i>What Makes Day and Night</i>, Pages 24-27 (15 minutes) B. Independent Writing: <i>What Makes Day and Night</i> Notes (15 minutes) C. Shared Writing: Reflecting on Unit 2 Guiding Question (10 minutes)</p> <p>3. Closing A. Independent Writing: Sky Notebook (10 minutes) B. Shared Writing: Describing the Position of the Sun (5 minutes)</p>	<ul style="list-style-type: none"> I can distinguish what I learn from the illustrations and what I learn from the text in the book <i>What Makes Day and Night</i> to describe the pattern of light and dark on earth. (RI.1.1, RI.1.2, RI.1.4, RI.1.6, RI.1.7, SL.1.1a) I can record my observations from images and videos of the sky in my Sky Notebook. (W.1.8, L.1.1f, L.1.1i, L.1.6) 	<ul style="list-style-type: none"> Observe students as they use prepositions for progress towards L.1.1i. Use the Reading Informational Text Checklist to observe students as they distinguish information they've learned from illustrations and from the words in the text. (RI.1.1, RI.1.2, RI.1.4) Observe as students' compile individual notes to synthesize learning. (W.1.8, RI.1.2, RI.1.6, RI.1.7) 	<ul style="list-style-type: none"> "Where Are They? The Sun, Moon, and Stars" Poem <i>What Makes Day and Night</i> Anchor Chart Unit 2 Guiding Question Anchor Chart Adjectives Anchor Chart
<p>Lesson 6</p> <p>RI.1.6, RI.1.7, W.1.8, SL.1.1a,</p>	<p>Close Read-aloud, Culminating Task: What Makes Day and Night</p> <p>1. Opening</p>	<ul style="list-style-type: none"> I can participate in a Science Talk about what makes day and night on earth using information from my notes as evidence (RI.1.7, SL.1.1a, SL.1.4, SL.1.6) 	<ul style="list-style-type: none"> Observe students as they use prepositions for progress towards L.1.1i. Collect student response sheets for the culminating task to use as 	<ul style="list-style-type: none"> "Where Are They? The Sun, Moon, and Stars" Poem <i>What Makes Day and Night</i> Anchor Chart Science Talk Protocol Anchor

<p>SL.1.1b, SL.1.4, SL.1.6, L.1.1f, L.1.1i, L.1.6</p> <p>TN Standards</p> <p>1.RI.KID.1, 1.RI.KID.2, 1.RI.CS.4, 1.RI.CS.6, 1.RI.IKI.7, 1.W.RBPK.8, 1.SL.CC.1, 1.FL.SC.6e, 1.FL.SC.6.h, 1.FL.VA.7c</p>	<p>A. Engaging the Learner: “Where Are They? The Sun, Moon and Stars” Poem (5 minutes)</p> <p>2. Work Time</p> <p>A. Close Read-aloud Culminating Task: <i>What Makes Day and Night</i>, Entire Text (25 minutes)</p> <p>B. Launching Science Talk Protocol (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Independent Writing: Sky Notebook (10 minutes)</p> <p>B. Shared Writing: Describing the Position of the Moon (5 minutes)</p>	<ul style="list-style-type: none"> • I can record my observations from images and videos of the sky in my Sky Notebook. (W.1.8, L.1.1f, L.1.1i, L.1.6) 	<p>evidence of progress towards RL.1.1 and RL.1.7.</p> <ul style="list-style-type: none"> • Use the Reading Informational Text Checklist to observe students as they distinguish information they’ve learned from illustrations and from the words in text. (RI.1.6, RI.1.7) • Use the Speaking and Listening checklist as student participate in the Science Talk protocol to track progress towards SL.1.1b and SL.1.1b. 	<p>Chart</p> <ul style="list-style-type: none"> • Working to Become an Ethical Person Anchor Chart • Adjectives Anchor Chart
<p>Lesson 7</p> <p>RL.1.5, RI.1.1, RI.1.2, RI.1.4, RI.1.6, RI.1.7, W.1.8, L.1.1f, L.1.1i, L.1.1j, L.1.6</p> <p>TN Standards</p> <p>1.RI.KID.1, 1.RI.KID.2, 1.RI.CS.4, 1.RI.CS.6, 1.RI.IKI.7, 1.W.RBPK.8, 1.SL.CC.1, 1.FL.SC.6e, 1.FL.SC.6.h, 1.FL.SC.6h, 1.FL.VA.7c</p>	<p>Focused Read-aloud, Session 1: Does the Sun Sleep? Noticing Sun, Moon, and Star Patterns</p> <p>1. Opening</p> <p>A. Poem and Movement: “Where Are They? The Sun, Moon, and Stars” Poem Version 2 (10 minutes)</p> <p>2. Work Time</p> <p>A. Focused Read-aloud: <i>Does the Sun Sleep? Noticing Sun, Moon, and Star Patterns</i>, Pages 12-15 (20 minutes)</p> <p>B. Engaging the Scientist: Why Does the Moon Seem to Change Shape? (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Independent Writing: Sky Notebook (10 minutes)</p>	<ul style="list-style-type: none"> • I can distinguish what I learn from the illustrations and what I learn from the text in the book <i>Does the Sun Sleep? Noticing Sun, Moon, and Star Patterns</i> to describe patterns of the moon. (RI.1.1, RI.1.2, RI.1.4, RI.1.6, RI.1.7) • I can record my observations of images of the sky in my Sky Notebook. (W.1.8, L.1.1f, L.1.1i, L.1.1j, L.1.6) 	<ul style="list-style-type: none"> • Use the Reading Literature Checklist to track students’ progress towards RL.1.5. • Use the Reading Informational Text Assessment sheet to track students’ progress towards RI.1.1, RI.1.2, RI.1.4, RI.1.6 and RI.1.7. • Collect students’ Sky notebooks as information regarding progress towards W.1.8, L.1.1f, L.1.1i, L.1.1j, L.1.6. 	<ul style="list-style-type: none"> • “Where Are They? The Sun, Moon, and Stars” Poem Version 2 • Prepositions Anchor Chart • Unit 2 Guiding Question Anchor Chart • Patterns of the Moon Anchor Chart • Working to Become an Ethical Person Anchor Chart • Adjective Anchor Chart
<p>Lesson 8</p> <p>RI.1.1, RI.1.2, RI.1.4, RI.1.6, RI.1.7, SL.1.1a, SL.1.1b, SL.1.4, W.1.8, L.1.1f, L.1.1i, L.1.1j, L.1.6</p> <p>TN Standards</p>	<p>Speaking and Listening: Patterns of the Moon</p> <p>1. Opening</p> <p>A. Shared Reading: Reviewing Patterns of the Moon Anchor Chart (5 minutes)</p> <p>2. Work Time</p> <p>A. Independent Writing: Patterns of the Moon Notes (10 minutes)</p> <p>B. Science Talk: “Why Does the</p>	<ul style="list-style-type: none"> • I can build onto others’ ideas while participating in a Science Talk about patterns of the moon. (RI.1.1, RI.1.2, RI.1.4, RI.1.6, RI.1.7, SL.1.1a, SL.1.1b, SL.1.4) • I can record my observations from videos/images of the sky in my Sky Notebook. (W.1.8, L.1.1f, L.1.1i, L.1.1j, L.1.6) 	<ul style="list-style-type: none"> • Collect students’ individual notes as information regarding progress towards W.1.8, RI.1.1, RI.1.2, RI.1.6, and RI.1.7. • Speaking and Listening checklist (SL.1.1a, SL.1.1b, and SL.1.4) as students participate in the Science Talk. 	<ul style="list-style-type: none"> • Patterns of the Moon Anchor Chart • Science Talk Protocol Anchor Chart • Unit 2 Guiding Question Anchor Chart • Prepositions Anchor Chart • Adjectives Anchor Chart

<p>1.RI.KID.1, 1.RI.KID.2, 1.RI.CS.4, 1.RI.CS.6, 1.RI.IKI.7, 1.W.RBPK.8, 1.SL.CC.1, 1.SL.PKI.4, 1.FL.SC.6e, 1.FL.SC.6.h, 1.FL.SC.6h, 1.FL.VA.7c</p>	<p>Moon Seem to Change?" (20 minutes) C. Reflecting on Learning (10 minutes) 3. Closing and Assessment A. Independent Writing: Sky Notebook (10 minutes) B. Shared Writing: Describing What People Do During the Day (5minutes)</p>			
<p>Lesson 9</p> <p>RI.1.1, RI.1.2, RI.1.4, RI.1.6, RI.1.7, W.1.8, L.1.1f, L.1.1i, L.1.1j, L.1.6</p> <p>TN Standards</p> <p>1.RI.KID.1, 1.RI.KID.2, 1.RI.CS.4, 1.RI.CS.6, 1.RI.IKI.7, 1.W.RBPK.8, 1.FL.SC.6e, 1.FL.SC.6.h, 1.FL.SC.6h, 1.FL.VA.7c</p>	<p>Focused Read-aloud, Session 2: <i>Does the Sun Sleep? Noticing Sun, Moon, and Star Patterns</i></p> <p>1. Opening A. Poem and Movement: "Where Are They? The Sun, Moon, and Stars" Poem (10 minutes)</p> <p>2. Work Time A. Focused Read-aloud: <i>Does the Sun Sleep? Noticing Sun, Moon, and Stars Patterns</i>, Pages 16-21 (15 minutes) B. Engaging the Scientist: "Why Can't We See Stars during the Day?" (15 minutes)</p> <p>3. Closing and Assessment A. Independent Writing: Sky Notebook (15 minutes) B. Shared Writing: Describing What People Do at Night (5 minutes)</p>	<ul style="list-style-type: none"> I can distinguish what I learn from the illustrations and what I learn from the text in the book <i>Does the Sun Sleep?</i> to describe patterns of the stars. (RI.1.1, RI.1.2, RI.1.4, RI.1.6, RI.1.7) I can record my observations from videos/images of the sky in my Sky Notebook. (W.1.8, L.1.1f, L.1.1i, L.1.1j, L.1.6) 	<ul style="list-style-type: none"> Use the Reading Informational Text Assessment sheet to track students' progress towards RI.1.1, RI.1.2, RI.1.4, RI.1.6 and RI.1.7. Collect students' Sky notebooks as information regarding progress towards W.1.8, L.1.1f, L.1.1i, L.1.1j, L.1.6. 	<ul style="list-style-type: none"> "Where Are They? The Sun, Moon, and Stars" Poem Prepositions Anchor Chart Working to Become an Ethical Person Anchor Chart Patterns of the Stars Anchor Chart Adjectives Anchor Chart
<p>Lesson 10</p> <p>RI.1.1, RI.1.2, RI.1.4, RI.1.6, RI.1.7, SL.1.1a, SL.1.1b, SL.1.4, W.1.8, L.1.1f, L.1.1i, L.1.1j, L.1.6</p> <p>TN Standards</p> <p>1.RI.KID.1, 1.RI.KID.2, 1.RI.CS.4, 1.RI.CS.6, 1.RI.IKI.7, 1.W.RBPK.8, 1.SL.CC.1, 1.SL.PKI.4, 1.FL.SC.6e,</p>	<p>Speaking and Listening: Patterns of the Stars</p> <p>4. Opening A. Shared Reading: Reviewing Patterns of the Stars Anchor Chart (5 minutes)</p> <p>5. Work Time A. Independent Writing: Patterns of the Stars Notes (10 minutes) B. Science Talk: "Why Can't We See the Stars during the Day?" (15 minutes) C. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> I can build onto others' ideas while participating in a Science Talk about patterns of the stars. (RI.1.1, RI.1.2, RI.1.4, RI.1.6, RI.1.7, SL.1.1a, SL.1.1b, SL.1.4) I can record my observations from videos/images of the sky in my Sky Notebook. (W.1.8, L.1.1f, L.1.1i, L.1.1j, L.1.6) 	<ul style="list-style-type: none"> Collect students' individual notes as information regarding progress towards W.1.8, RI.1.1, RI.1.2, RI.1.6, and RI.1.7. Speaking and Listening checklist (SL.1.1a, SL.1.1b, and SL.1.4) as students participate in the Science Talk. Collect students' Sky notebooks as information regarding progress towards W.1.8, L.1.1f, L.1.1i, L.1.1j, L.1.6. 	<ul style="list-style-type: none"> Patterns of the Stars Anchor Chart Science Talk Protocol Anchor Chart Unit 2 Guiding Question Anchor Chart Prepositions Anchor Chart Adjectives Anchor Chart Working to Become an Ethical Person Anchor Chart

<p>1.FL.SC.6.h, 1.FL.SC.6h, 1.FL.VA.7c</p>	<p>6. Closing and Assessment A. Reflecting on Integrity (5 minutes) B. Independent Writing: Sky Notebook (15 minutes)</p>			
<p>Lesson 11</p> <p>RI.1.1, RI.1.7, W.1.8, SL.1.1a, SL.1.1b, SL.1.4, L.1.1j, L.1.6</p> <p><u>TN Standards</u></p> <p>1.RI.KID.1, 1.RI.IKI.7, 1.W.RBPK.8, 1.SL.CC.1, 1.FL.SC.6e, 1.FL.SC.6.h, 1.FL.SC.6h, 1.FL.VA.7c</p>	<p>Reading, Writing, and Speaking: Preparing for the Unit 2 Assessment</p> <p>1. Opening A. Engaging the Learner: “Where Are They? The Sun, Moon, and Stars” Poem (5 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Shared Reading: Revisiting Unit 2 Guiding Question Anchor Chart (10 minutes) B. Reviewing Notes: Preparing for the Unit 2 Assessment (10 minutes) C. Back-to-Back and Face-to-Face: Sharing Information about Patterns in the Sky (15 minutes)</p> <p>3. Closing and Assessment A. Independent Writing: Sky Notebook (15 minutes)</p>	<ul style="list-style-type: none"> • I can describe a pattern that can be observed in the sky using evidence from my notes about the sun, moon, or stars. (RI.1.1, RI.1.7, SL.1.1a, SL.1.1b, SL.1.4) • I can record my observations from videos/images of the sky in my Sky Notebook. (W.1.8, L.1.1f, L.1.1i, L.1.1j, L.1.6) 	<ul style="list-style-type: none"> • Collect students’ Sky notebooks as information regarding progress towards W.1.8, L.1.1f, L.1.1i, L.1.1j, L.1.6. 	<ul style="list-style-type: none"> • “Where Are They? The Sun, Moon, and Stars” Poem • Unit 2 Guiding Question Anchor Chart • Beck-to-Back and Face-to-Face Protocol Anchor Chart • Adjectives Anchor Chart • Prepositions Anchor Chart
<p>Lesson 12</p> <p>W.1.8, SL.1.1a, SL.1.1b, SL.1.4, SL.1.6, L.1.1f, L.1.1i, L.1.1j, L.1.6</p> <p><u>TN Standards</u></p> <p>1.W.RBPK.8, 1.SL.CC.1, 1.SL.PKI.4, 1.SL.PKI.6, 1.FL.SC.6e, 1.FL.SC.6h, 1.FL.SC.6i, 1.FL.VA.7c</p>	<p>Unit 2 Assessment: Discussing Observable Patterns in the Sky</p> <p>1. Opening A. Engaging the Learner: Revisiting Unit 2 Poems (5 minutes) B. Introducing the Unit 2 Assessment (5 minutes)</p> <p>2. Work Time A. Unit 2 Assessment, Group 1: Science Talk (20 minutes) B. Unit 2 Assessment, Group 2: Science Talk (20 minutes)</p> <p>3. Closing and Assessment Reflecting on Integrity (10 minutes)</p>	<ul style="list-style-type: none"> • I can build onto others’ ideas while participating in a Science Talk about observable patterns in the sky. (SL.1.1a, SL.1.1b, SL.1.4, SL.1.6) • I can record my observations from videos/images of the sky in my Sky Notebook. (W.1.8, L.1.1f, L.1.1i, L.1.1j, L.1.6) 	<ul style="list-style-type: none"> • Speaking and Listening checklist (SL.1.1a, SL.1.1b, SL.1.4, SL.1.6) as students participate in the Science Talk protocol. • Collect students’ Sky notebooks as information regarding progress towards W.1.8, L.1.1f, L.1.1i, L.1.1j, L.1.6. 	<ul style="list-style-type: none"> • “What We See: The Sun, Moon, and Stars” Poem • “Where Are They? The Sun, Moon, and Stars” Poem • Science Talk Protocol Anchor Chart • Working to Become an Ethical Person Anchor Chart



First Grade Module 2: The Sun, Moon, and Stars Unit 3: Curriculum Guidance

Habits of Character: Work to Become Ethical People Social-Emotional Learning Focus

In this module, students work to become ethical people: habits for how we treat others. Throughout Unit 3, students continue to demonstrate the habits of integrity and respect—to do the right thing even when it is hard and to treat others with kindness and care—in a variety of activities and lessons. Students practice integrity and respect as they give and receive feedback on one another’s writing and take more responsibility over their learning.

Unit Assessment: Using Observations of the Sun to Write a Narrative Poem

This assessment centers on W.1.3, L.1.1f, L.1.1j, and L.1.2b and requires students to plan and write a narrative poem with a beginning, middle, and end describing the sun and what the sun “sees.” This three-verse narrative poem, titled “What the Sun Sees,” is modeled closely after the structure of the text *What the Sun Sees, What the Moon Sees*. Students plan, draft, and independently write one verse per lesson across Lessons 8–10. Each verse focuses on a specific time of day, describing the sun and its position at that time of day, as well as the movements and actions of people and animals during that time of day.

Assessment Checklists: Teachers use the Speaking and Listening Checklist to gather data on students’ progress toward SL.1.1a, SL.1.1b, and SL.1.4. Assess students’ progress toward W.1.5 during the performance task as students revise and edit their work in preparation for the end of module celebration.

Required Unit Trade Book (s): *What the Sun Sees, What the Moon Sees*

Suggested Pacing: This unit is approximately 2.5 weeks or 13 sessions of instruction.

Lesson and CCSS/TN	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 RL.1.1, RL.1.10, SL.1.1, SL.1.2 <u>TN Standards</u> 1.RL.KID.1, 1.RL.RRTC.10, 1.SL.CC.1, 1.SL.CC.2	Noticing and Wondering: What Happens During the Day and Night 1. Opening A. Read-aloud: “Elvin, the Boy Who Loved the Sky”, Part 6 (10 minutes) 2. Work Time A. Read-aloud: <i>What the Sun Sees, What the Moon Sees</i> (10 minutes) B. Sorting Protocol: Daytime and Nighttime Activities (15 minutes) C. Back-to-Back, Face-to-Face Protocol: What Happens During the Day and Night (15 minutes) 3. Closing and Assessment A. Reflecting on Learning (5min.)	<ul style="list-style-type: none"> I can ask and answer questions about day and night based on the text <i>What the Sun Sees, What the Moon Sees</i>. (RL.1.1, RL.1.10) I can describe what animals and people do during the day and night based on observations of pictures and videos. (SL.1.1, SL.1.2) 	<ul style="list-style-type: none"> Use the Reading Literature Checklist to track students’ progress towards RL.1.1 and RL.1.10. 	<ul style="list-style-type: none"> Sorting Protocol Back-to-Back, Face-to-Face Protocol Working to Become an Ethical Person anchor chart

<p>Lesson 2</p> <p>RL.1.1, RL.1.10, SL.1.2, SL.1.4</p> <p><u>TN Standards</u></p> <p>1.RL.KID.1, 1.RL.RRTC.10, 1.SL.CC.2, 1.SL.PKI.4</p>	<p>Reading, Speaking, and Listening: Describing the Moon and What It “Sees”</p> <p>1. Opening A. Building Vocabulary: Interactive Word Wall (10 minutes)</p> <p>2. Work Time A. Focused Read-aloud: <i>What the Moon Sees</i>, Pages 17-30 (15 minutes) B. Role-play: <i>What the Moon Sees</i>, Selected Pages (10 minutes) C. Close Viewing: What the Moon “Sees” (15 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> • I can ask and answer questions about night based on the text <i>What the Sun Sees, What the Moon Sees</i>. (RL.1.1, RL.1.10) • I can describe what the moon “sees” using evidence from pictures, videos, and the text. (SL.1.2, SL.1.4) 	<ul style="list-style-type: none"> • Use the Reading Literature Checklist to track students’ progress towards RL.1.1 and RL.1.10. • Use the Speaking and Listening checklist (SL.1.1, SL.1.2) as students role-play. 	<ul style="list-style-type: none"> • Interactive Word Wall Protocol anchor chart • Adjectives anchor chart • What the Moon Sees anchor chart • Role-Play Protocol anchor chart • Pinky Partners Protocol
<p>Lesson 3</p> <p>SL.1.1, SL.1.2</p> <p><u>TN Standards</u></p> <p>1.SL.CC.1, 1.SL.CC.2</p>	<p>Speaking and Listening: Introduction to High Quality Work</p> <p>1. Opening A. Building Vocabulary: Interactive Word Wall (10 minutes)</p> <p>2. Work Time A. Read-aloud: Model of Excellence 1 (10 minutes) B. Noticing and Wondering: Analyzing High Quality Work (15 minutes) C. Shared Writing: High Quality Work anchor chart (10 minutes)</p> <p>3. Closing and Assessment A. Back-to-Back, Face-to-Face: Model of Excellence #2 (10 minutes)</p>	<ul style="list-style-type: none"> • I can define what it means for work to be “high quality.” (SL.1.1, SL.1.2) • I can analyze a model of high quality work. (SL.1.1, SL.1.2) 	<ul style="list-style-type: none"> • Speaking and Listening checklist (SL.1.1, SL.1.2) as students engage the Back-to-Back, Face-to-Face protocol. 	<ul style="list-style-type: none"> • Interactive Word Wall Protocol anchor chart • High Quality Work anchor chart • Noticing and Wondering: Models of Excellence anchor chart • Back-to-Back, Face-to-Face protocol
<p>Lesson 4</p> <p>W.1.3, W.1.8, L.1.1f., L.1.1j, b, SL.1.4</p> <p><u>TN Standards</u></p>	<p>Speaking and Listening: Planning and Writing “What the Moon Sees” Poem</p> <p>1. Opening A. Building Vocabulary: Interactive Word Wall (10 minutes)</p>	<ul style="list-style-type: none"> • I can write a narrative poem using a model and evidence. (W.1.8, L.1.1f, L.1.1j, L.1.2b, SL.1.4) • I can plan my writing by discussing ideas with classmates. (W.1.3, SL.1.4) 	<ul style="list-style-type: none"> • Use the Speaking and Listening checklist (SL.1.4) as students engage in a discussion about the High Quality Work anchor chart. 	<ul style="list-style-type: none"> • Interactive Word Wall Protocol anchor chart • Time of Night anchor chart • Adjective anchor chart • High Quality Work anchor chart

<p>1.W.TTP.3, 1.W.RBPK.8, 1.FL.SC.6e, 1.FL.SC.6i, 1.SL.PKI.4</p>	<p>2. Work Time A. Shared Reading: “What the Moon Sees” Poem, Verse 1 (10 minutes) B. Preparing for Writing: “What the Moon Sees” Verse Planner Verse 2 (15 minutes) C. Shared Writing: “What the Moon Sees” Poem Template Verse 2 (15 minutes)</p> <p>3. Closing and Assessment A. Engaging the Writer: High Quality Work Anchor Chart</p>			
<p>Lesson 5</p> <p>W.1.3, W.1.5, W.1.8, L.1.1f, L.1.1j, L.1.2b, SL.1.4</p> <p><u>TN Standards</u></p> <p>1.W.TTP.3, 1.W.PDW.5, 1.W.RBPK.8, 1.FL.SC.6e, 1.FL.SC.6i, 1.FL.SC.6k, 1.FL.VA.7a</p>	<p>Speaking and Listening: Planning and Writing “What the Moon Sees” Poem and Introducing Peer Feedback</p> <p>1. Opening A. Shared Reading: “What the Moon Sees” Poem Template Verses 1 and 2 (5 minutes)</p> <p>2. Work Time A. Preparing for Writing: “What the Moon Sees” Verse Planner – Verse 3 (15 minutes) B. Independent Writing: “What the Moon Sees” Poem Verse 3 (10 minutes) C. Launching Peer Critique (15 minutes)</p> <p>3. Closing A. Reflecting on Learning: (5 minutes)</p>	<ul style="list-style-type: none"> • I can write a narrative poem using a model and evidence (W.1.3, W.1.8, L.1.1f, L.1.1j, L.1.2b) • I can provide kind, helpful, and specific feedback to my classmates. (W.1.5, SL.1.4) 	<ul style="list-style-type: none"> • Use the Narrative Writing rubric to track students’ progress towards W.1.3, W.1.8, L.1.1f, L.1.1j, and L.1.2b. 	<ul style="list-style-type: none"> • Time of Night anchor chart • Adjective anchor chart • High Quality Work anchor chart • Peer Feedback sentence starters • Pinky Partners protocol
<p>Lesson 6</p> <p>RL.1.1, RL.1.10, SL.1.2, SL.1.4</p> <p><u>TN Standards</u></p> <p>1.RL.KID.1, 1.RL.RRTC.10, 1.SL.CC.2, 1.SL.PKI.4</p>	<p>Reading, Speaking, and Listening: Describing the Sun and What It “Sees”</p> <p>4. Opening A. Building Vocabulary: Interactive Word Wall (10 minutes)</p> <p>5. Work Time A. Focused Read-aloud: <i>What the Sun Sees</i>, Pages 1-16 (15 minutes) B. Role-Play: <i>What the Sun</i></p>	<ul style="list-style-type: none"> • I can ask and answer question about day based on the text <i>What the Sun Sees, What the Moon Sees.</i> (RL.1.1, RL.1.10) • I can describe what the sun “sees” using evidence from pictures, videos, and the text. (SL.1.2, SL.1.4) 	<ul style="list-style-type: none"> • Use the Reading Literature Formative Assessment sheet to track students’ progress towards RL.1.1 and RL.1.10. • Use the Speaking and Listening checklist (SL.1.1, SL.1.2) as students role-play. 	<ul style="list-style-type: none"> • Interactive Word Wall Protocol anchor chart • Adjective anchor chart • What the Sun Sees anchor chart • Role-Play Protocol anchor chart • Sit, Kneel, Stand Protocol • Working to Become an Ethical Person anchor chart

	<p>Sees, Selected Pages (10 minutes) C. Making Observations What the Sun “Sees” (15 minutes) 6. Closing and Assessment A. Reflecting on Learning</p>			
<p>Lesson 7</p> <p>W.1.3, W.1.8, L.1.1f, SL.1.4</p> <p>TN Standards</p> <p>1.W.TTP.3, 1.W.RBPK.8, 1.FL.SC.6e, 1.SL.PKI.4</p>	<p>Speaking and Listening: Analyzing a Model of High Quality Work</p> <p>4. Opening A. Building Vocabulary: Interactive Word Wall (10 minutes)</p> <p>5. Work Time A. Engaging the Writer: Reviewing the Sky Notebook (15 minutes) B. Analyzing an Example and Non-Example: “What the Moon Sees” Class Poem (15 minutes) C. Developing Language: Temporal Line Game (10 minutes)</p> <p>6. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> • I can plan my writing by discussing ideas with classmates. (W.1.3, SL.1.4) • I can analyze a model of high quality work. (SL.1.1, SL.1.2) 	<ul style="list-style-type: none"> • Monitor students’ ability to participate in the Interactive Word Wall protocol for progress towards SL.1.4 and L.1.1f. • Listen to students’ use of temporal phrases during the Temporal Phrase Game as progress towards W.1.3. 	<ul style="list-style-type: none"> • Interactive Word Wall Protocol anchor chart • “What the Moon Sees” model • “What the Moon Sees” non-model • High Quality Work anchor chart • Working to Become an Ethical Person anchor chart
<p>Lesson 8</p> <p>W.1.3, W.1.8, L.1.1f, L.1.1j, L.1.2b, SL.1.4</p> <p>TN Standards</p> <p>1.W.TTP.3, 1.W.RBPK.8, 1.FL.SC.6e, 1.FL.SC.6i, 1.FL.SC.6k, 1.SL.PKI.4</p>	<p>Unit 3 Assessment, Part I: Using Observations of the Sun to Write Narrative Poems</p> <p>1. Opening A. Engaging the Learner: “Sun, Moon, and Stars” Song</p> <p>2. Work Time A. Preparing for Independent Writing: “What the Sun Sees” Poem, Verse 1 (15 minutes) B. Unit 3 Assessment, Part I: “What the Sun Sees” Poem, Verse 1 (20 minutes) C. Peer Feedback: “What the Sun Sees” Poem, Verse 1 (15 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> • I can write a narrative poem based on a model and using evidence. (W.1.3, W.1.8, L.1.1f, L.1.1j, L.1.2b) • I can provide kind, helpful, and specific feedback to my classmates. (W.1.5, SL.1.4) 	<ul style="list-style-type: none"> • Collect students’ verse planners and poem templates to track progress towards W.1.3, W.1.8, L.1.1f, L.1.1j, and L.1.2b. • Use the Speaking and Listening checklist (SL.1.4) as students discuss and plan their writing. 	<ul style="list-style-type: none"> • “Sun, Moon, and Stars” song • “What the Moon Sees” verse planner; model • “What the Moon Sees” model • Time of Day anchor chart • Adjectives anchor chart • What the Sun Sees anchor chart • High Quality Work anchor chart • Pinky Partners Protocol anchor chart • Think-Pair-Share Protocol anchor chart

<p>Lesson 9</p> <p>W.1.3, W.1.8, L.1.f, L.1.1j, L.1.2b, SL.1.4</p> <p><u>TN Standards</u></p> <p>1.W.TTP.3, 1.W.RBPK.8, 1.FL.SC.6e, 1.FL.SC.6i, 1.FL.SC.6k, 1.SL.PKI.4</p>	<p>Unit 3 Assessment, Part II: Using Observations of the Sun to Write Narratives</p> <p>1. Opening A. Engaging the Learner: “Sun, Moon, and Stars” Song (5 minutes)</p> <p>2. Work Time A. Preparing for Independent Writing: “What the Sun Sees” Poem, Verse 2 (15 minutes) B. Unit 3 Assessment, Part II: “What the Sun Sees” Poem, Verse 2 (20 minutes) C. Peer Feedback: “What the Sun Sees” Poem, Verse 2 (15 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> • I can write a narrative poem based on a model and using evidence. (W.1.3, W.1.8, L.1.1f, L.1.1j, L.1.2b) • I can provide kind, helpful, and specific feedback to my classmates. (W.1.5, SL.1.4) 	<ul style="list-style-type: none"> • Collect students’ verse planners and poem templates to track progress towards W.1.3, W.1.8, L.1.1f, L.1.1j, and L.1.2b. • Use the Speaking and Listening checklist (SL.1.4) as students discuss and plan their writing. 	<ul style="list-style-type: none"> • “Sun, Moon, and Stars” Song • “What the Sun Sees” model • Time of Day anchor chart • Adjectives anchor chart • What the Sun Sees anchor chart • High Quality Work anchor chart • Pinky Partners Protocol anchor chart • Think-Pair-Share Protocol anchor chart
<p>Lesson 10</p> <p>W.1.3, W.1.8, L.1.1f, L.1.1j, L.1.2b, SL.1.4</p> <p><u>TN Standards</u></p> <p>1.W.TTP.3, 1.W.RBPK.8, 1.FL.SC.6e, 1.FL.SC.6i, 1.FL.SC.6k, 1.SL.PKI.4</p>	<p>Unit 3 Assessment, Part III: Using Observations of the Sun to Write Narrative Poems</p> <p>4. Opening A. Engaging the Learner: Sun Movement Routine (5 minutes)</p> <p>5. Work Time A. Preparing for Independent Writing: “What the Sun Sees” Poem, Verse 3 and Closing (15 minutes) B. Unit 3 Assessment, Part III: “What the Sun Sees” Poem, Verse 3 and Closing (20 minutes) C. Peer Feedback: “What the Sun Sees” Poem, Verse 3 and Closing (15 minutes)</p> <p>6. Closing A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> • I can write a narrative poem based on a model and using evidence. (W.1.3, W.1.8, L.1.1f, L.1.1j, L.1.2b) • I can provide kind, helpful, and specific feedback to my classmates. (W.1.5, SL.1.4) 	<ul style="list-style-type: none"> • Collect students’ verse planners and poem templates to track progress towards W.1.3, W.1.8, L.1.1f, L.1.1j, and L.1.2b. • Use the Speaking and Listening checklist (SL.1.4) as students discuss and plan their writing. 	<ul style="list-style-type: none"> • Sun Movement chart • Time of Day anchor chart • Adjectives anchor chart • What the Sun Sees anchor chart • High Quality Work anchor chart • Pinky Partners Protocol anchor chart • Think-Pair-Share Protocol anchor chart

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