

My Family & Me Unit Map - 1st Grade
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Unit: My Family & Me
Duration: 3-4 weeks
Standards: RI 1.1 Ask and answer questions about key details in a text. RI 1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI 1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). W 1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. W 1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. W 1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. SL 1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL 1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL 1.6 Produce complete sentences when appropriate to task and situation. L 1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L 1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L 1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. MD 1.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
Big Ideas: <ul style="list-style-type: none">● Family structures and traditions are similar and different around the world.● Families support one another in many ways.● Graphs can help us compare and contrast similarities and differences.
Essential Questions:

- What makes a family?
- What do family members do to work together, help each other, and support each other?
- How can we chart / graph our similarities and differences?

Content: (noun)

- ELA
 - Writing -
 - shared writing - narrative
 - writing complete sentences
 - Reading -
- Speaking & Listening
 - interview / ask questions
 - share answers from interview
- Math
 - Graphing
 - Patterning
 - Number Sense
 - Months of the year
- Social Studies
 - Geography

Skills/Strategies: (verb)

- ELA
 - writing
 - use capitals / periods
 - use subject / predicate
 - add meaningful details
 - recall information from experiences
 - reading (Reading Standards for Informational Text)
 - ask questions to clarify
 - determine importance in text using non-fiction conventions
 - compare / contrast text - list details from one, then list details from another, identify similarities / differences
 - Speaking & Listening
 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
 - share home life & family, speaking in complete sentences with good volume and enunciation
 - Math
 - construct & interpret a graph from collected data
 - Extend and explain a pattern
 - Identify and describe a pattern in a number sequence
- Social Studies
 - locate countries around the world
 - construct a school map, with legend

TERMS:

- writing: compare, contrast, explain, telling sentence, asking sentence, fragment, complete sentence, period, question mark
- math: graph, votes, how many more, in all, altogether, are left, tally, most, fewest
- social studies: country, map, legend

Assessments:Week 1:

Goal: Speak in complete sentences. Question & Answer

- Student composes question. Asks teacher question. Notates to self through pictures and/or words to remember question & answer (DOK2). Shares findings with class (DOK1).
- Questions & answers compiled to create an "All About Teacher" book.

Week 2

Goal: Create a graph from data. Interpret graph with Q & A.

- Whole class, create graph of letters in name. Review interpreting data on graph, modeling questions and answers to graph.
- Students create a birthday graph (months of year). Students write a question and answer to graph.
- Shared out as a "Game" - students ask peers question about graph. Does the answer match yours?

Week 3

Goal: Compare / Contrast - find similarities / differences with self & peer. Present in complete sentences.

- Student composes 2-3 questions. Answers questions by self.
- Student paired with peer. Asks peer questions and notates answers.
- Student creates a picture or writing or Venn Diagram about similarities and differences with self and peer (DOK4).
- Student shares with class.

Activities:

Week 1: School Family - interview custodian, secretary, librarian, principal, teacher, yard duty etc.

1. What is your name?
 2. When is your birthday?
 3. Where were you born?
 4. What is your job?
- Draw, write - share out
 - Compile School Family Book
 - Graph letters in name & birthday months (whole group)
 - Pin on map where people were born.
 - Make a class map of the school - where do these people work?

iPad Ideas:

- Google Earth/Maps: map where person was born

- Doodle Buddy: write person's name - blue consonant, red vowel - write # sentence for consonants + vowel
- Video interview / take photograph of interviewee
- Doodle Buddy or Tallywag: graph

Week 2: Home Family

- Interview 2-3 family members - 1 question a day on a post it?
- Share 1 family member
"Hello, my name is _____. Today I will share with you my _____. First, her name is _____. Next, she likes to _____. Last, her favorite _____ is _____. Thank you for listening. Are there any questions?"
- My Family Books - drawings, writing
- Graph letters in name (whole group) & birthday months (students independently or small group?)
- Pin on map where people were born.

iPad Ideas:

- Google Earth/Maps: map where person was born
- Doodle Buddy: write name - blue consonant, red vowel - write # sentence for consonants + vowel
- Video student sharing
- Doodle Buddy or TallyWag: graph

Week 3: Me

- When is your birthday? Where were you born? Name 3 of your favorite things.
- Share self.
"Hello, my name is _____. Today I will share with you 3 things about me. First, I was born _____. Next, my birthday is on _____. Last, I like __, __, and __. Thank you for listening. Are there any questions?"
- Graph letters in name & birthday months.
- Pin on map where people were born.
- Class book

iPad Ideas:

- Google Earth/Maps: map where person was born
- Doodle Buddy: write name - blue consonant, red vowel - write # sentence for consonants + vowel
- Video student sharing
- Doodle Buddy or TallyWag: graph

Resources:

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