

COMMON CORE CATHOLIC IDENTITY ELA UNIT PLAN	
Title/Theme	Our World of Communities
Grade/Subject	1
Length of Unit/Timeframe	6 – 8 weeks
Description	Students identify the qualities to be productive members of a community.
Overview	Students read literary and informational texts on community helpers and compare and contrast their jobs. Students will be able to describe how people contribute to various communities. Students will be able to describe how we contribute to the lives of others in our various communities.
THE BIG PICTURE	
Essential Questions:	What is a community? How do members contribute to a community?
Catholic Identity Elements:	Community/church/family/school/society <ul style="list-style-type: none"> ▪ Matthew 5:9 “Peacemakers” ▪ John 13:34-35 “Love one another” ▪ 1 Cor. “As a body is one though it has many parts.” ▪ Gal. 3:26-28 “Through faith you are children of God.” ▪ Mark 1:9-11 “The baptism of Jesus.” ▪ Mat. 7:12 “Do unto others.” ▪ Mat. 22: 37-39 “Greatest commandment”
Common Core Standards:	Key Objectives Linked to the Standards:
RL .1.1 Ask and answer questions about key details in a text. RL. 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3 Describe characters, setting, and major events in a story, using key details. RL. 1.5 Know and use various text features. RL.1.9 Compare and contrast the adventures and experiences of characters in stories. RI. 1.1 Ask and answer questions about details in a text. RI.1.2 Identify the main topic and retell key details in a text. RI. 1.5 Know and use various text features. RI.1.9 Identify basic similarities in and differences between two texts on the same topic. RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. SL.1.1 Participate in collaborative conversations with diverse partners about grade one topics and text with peers and adults in small and larger groups. SL.1.2 Ask and answer questions about key details in a text read aloud or information	Students will be able to... 1. read and listen to books about all types of communities. RL.1.1, RL.1.10 2. participate in discussions, and answer questions about various types of community books. RL.1.1, RL.1.9, RI.1.1, RI. 1.2 3. identify title, author, illustrator, table of contents, glossary of books used. RL.1.5, RI. 1.5 4. role-play the duties and responsibilities of community members. RL.1.2, RL.1.3 5. write and illustrate text about community helpers and present in various ways (paper/pencil, multi-media, etc.) their product. SL. 1.6, SL. 1.5, W.1.2, RI. 1.10, L.1.1, L. 1.2 6. use a graphic organizer to compare and contrast non-fiction books about various communities. RI.1.9, RL. 1.9 7. compare and contrast various communities and helpers. RI. 1.9, RL. 1.9 8. participate in a first grade outreach project for community service, and write and reflect on the service. 9. write and describe how Gospel values are important to a community. W.1.2, W.1.8, SL. 1.6, L. 1.1, L. 1.2

<p>presented orally or through other media. SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings. SL.1.6 Produce complete sentences when appropriate to task and situation. W.1.2 Write explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure. W. 1.7 Participate in shared research and writing projects. W. 1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 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.</p>	<p>10. actively listen to community guest speakers, and ask relevant questions to community guest speakers. SL. 1.1, SL. 1.2, SL. 1.3, SL. 1.6</p>
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Summative Assessment(s):

Write and illustrate who is an important member in each of the four communities and what they contribute to the community.

UNIT READINGS AND VOCABULARY

<p>Fiction Text (s)</p>	<p><i>Fighting Fires</i> (Seymour Simon) – Grade equivalent -1 <i>Horton Hears a Who</i> (Seuss) –Grade equivalent -2 <i>Sam and the Firefly</i> (Eastman) Level book J-K <i>The Kindness Quilt</i> (Wallace) Read Aloud <i>Sam Johnson and the Blue Ribbon Quilt</i> (Ernst) Read Aloud <i>The Patchwork Quilt</i> (Flournroy) Read Aloud <i>Work Song</i> (Paulsen)- Grade equivalent -2 <i>201 Thematic Riddle Poems to Build Literacy</i> (Which Community Worker am I? section) (Franco) Read aloud <i>Fireman Small</i> (Lanski) – Grade equivalent -1 <i>Career Day</i> (Rockwell) – Grade equivalent -1 <i>Blueberries for Sal</i> (McCloskey) – Read aloud <i>The Kissing Hand</i> (Penn) – Grade equivalent -1 <i>PurpleUmpkin</i> (McCann) – Read aloud <i>My Neighborhood</i> (Bullard) - Grade equivalent -1 <i>First Grade, Here I Come!</i> (Carlson)- Grade equivalent -1 <i>Morris Goes to School</i> (Wiseman)- Grade equivalent -1 <i>It's My School</i> (Grindley) - Grade equivalent -1 <i>Wow! School!</i> (Neubecker)- Grade equivalent -1 <i>My School Community</i> (Kalman) - Grade equivalent -1 <i>Stinkbug Saves the Day: The Parable of the Good Samaritan</i> (Myers) - Grade</p>
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	equivalent -1 <i>Grandfather's Journey</i> (Say) – Read Aloud
Non-Fiction Text (s)	<i>A Day with Firefighters</i> (Kottke) - Grade equivalent -1 <i>A Day with Police Officers</i> – (Kottke) - Grade equivalent -1 <i>Fire! Fire!</i> (Gibbons) - Grade equivalent -1 <i>The Post Office Book: Mail and How it Moves</i> (Gibbons) - Grade equivalent -1 <i>Community Helpers from A to Z</i> (Kalman and Walker)- Grade equivalent -1 <i>Whose Hat is This?</i> (Cooper) -Grade equivalent -1 <i>Jobs Around My Neighborhood/Oficios en mi vecindario</i> (Rosa-Mendoza) - Grade equivalent -1 <i>A Day in the Life of a Doctor</i> (Adamson) - Grade equivalent -1 <i>Child's Guide to Baptism</i> (Stanton) – Read Aloud <i>My Baptism Book</i> (Piper) – Read aloud
Essential Unit Vocabulary	community, Catholic, parish, church, baptism, trinity, initiation, sacrament, virtue, customs, group, cooperate, neighborhood, family, custom, culture, service, job, occupation, rules, priest, deacon, pastor, Pastoral Council, music minister, responsibility, society, area, district, village, kin, vote, civic, leadership, contribute, suburb, communicate, similarity, neighbors, tools, equipment
INSTRUCTIONAL ACTIVITIES	
<input type="checkbox"/> Catholic Identity 6,7,8,9,10,11, 16, 17 <input type="checkbox"/> Reading 1, 6, 8, 12, 15,16 <input type="checkbox"/> Writing 1, 4, 9, 11, 1,18, 22, 24, 25 <input type="checkbox"/> Speaking/Listening 1, 2,7, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24	<input type="checkbox"/> Language 1, 2, 7, 8, 12,15, 17, 22, 25 <input type="checkbox"/> Vocabulary 1, 16, 17, 21, 22, 24, 25 <input type="checkbox"/> Viewing 1, 5, 14, 16, 18, 23 <input type="checkbox"/> Critical Thinking 1, 2, 13, 17, 19, 21, 24, 25

Note 1: Incorporate Reading Foundations into all instruction.

Note 2: This unit can be taught in four parts.

Books for the unit divided into 4 parts of the theme.

Before beginning unit, teacher will use a large piece of butcher paper to create a community word wall. All of the unit vocabulary will be added to this special word wall as the words are directly taught. Each time a new word is added to this special word wall, the teacher can randomly choose 3-5 words already on the word wall to review.

Begin the unit by singing “We Are Many Parts” by Marty Haugen (You could use this video on You Tube <http://www.youtube.com/watch?v=zQPORMfs8Vg> that shows the words so the children could sing along). You could also begin the unit with a read aloud text about community.

Activities

FAMILY -The teacher can choose any books that relate to the theme.

The books listed are First Grade level unless otherwise noted.

The suggested books for the teacher to read aloud are noted.

- *Horton Hatches a Who* (Seuss) – Grade level 2
- *Blueberries for Sal* (McCloskey) – Read aloud
- *The Kissing Hand* (Penn)
- *PurpleUmpkin* (McCann)
- *Sam and the Firefly* (Eastman)
- *Grandfather’s Journey* (Say) – Read aloud

This section of the unit will begin by the teacher placing a colored circle on the bulletin board.

This circle will be used to create a Venn diagram of the communities to which we belong.

1. After reading books about families, draw and label a picture of their family tree. Go to <http://www.familytreetemplates.net/> for some free templates.

2. Homework: Send the template home. Children will interview each family member, “How do you help your family?” Also, students are asked to bring a picture of their family.
3. Students return information to school. Bring to school their results and a picture of their
4. family.
5. Students will share with the class their interview and pictures.
6. Students will create a class book of their families. On the bottom of their family picture the child will write why their family is important to them. The child will also make a picture of their family and place it on the circle with their name on it.

CHURCH- The teacher can choose any books that relate to the theme.

The suggested books for the teacher to read aloud are noted.

- *Child’s Guide to Baptism* (Stanton) – Read Aloud
- *My Baptism Book* (Piper) – Read Aloud

This section of the unit will begin by the teacher placing a different colored circle on the bulletin board that will create a portion of a Venn Diagram

6. After reading books about our church community, discuss how we become members of the church community at baptism.
7. Students will role-play a baptism. Before students role-play, the teacher will show a video of a baptism (try 3:33-5:40 of this video <http://www.youtube.com/watch?v=LB5zL2apiw>). The teachers will videotape the role-playing.
8. Read the story of John the Baptist baptizing Jesus.
9. Teach song - “All are Welcome” to the class. Make a chart about what the song means in the church community.
10. Invite the pastor or deacon as a guest speaker to discuss what their role is in the parish, and who helps them in the parish community.
11. Class will make thank you cards for the priest and parish workers. Additionally, the children will make a picture of the principal and the pastor and compare and contrast their roles under the pictures. These pictures will be placed on the bulletin board.

School – The teacher can choose any books that relate to the theme.

The books listed are First Grade level unless otherwise noted.

The suggested books for the teacher to read aloud are noted.

- *First Grade Here I Come* (Carlson)
- *Morris Goes to School* (Wiseman)
- *It’s My School* (Grindley)
- *Wow! School!* (Neubecker)
- *My School Community* (Kalman)

This section of the unit will begin by the teacher placing a different colored circle on the bulletin board that will create a portion of a Venn Diagram

12. After reading books about our school community, the students go on a scavenger hunt to discover what jobs people do for the school community. They will collect and identify symbols representing the person’s job to bring back to the colored circle.
13. Upon return, the students chart the jobs of those in our school community, and place them on the colored circle on the bulletin board.
14. Show “Rules of the Classroom” Song at <http://www.youtube.com/watch?v=eV-OZc9jcWc> and use Dr. Jean’s “School Rules Rap” handout to discuss school and classroom rules at http://www.drjean.org/html/monthly_act/act_2005/08_Aug/rulesRap.pdf
15. Memorize and recite the “Greatest Commandment.” Read the story “Stink Bug Saves the Day: The Parable of the Good Samaritan ” and view the video “Sheerluck Holmes and the Golden Ruler” (Veggie Tales).
16. Discuss the name of our Catholic school and how it differs from the name of our neighborhood school. Talk about how we got the name of our school, and how it relates to our Catholic community. How is our school special?

Community- The teacher can choose any books that relate to the theme.

The books listed are First Grade level unless otherwise noted.

The suggested books for the teacher to read aloud are noted.

- *A Day with Firefighters* (Kottke)
- *Fighting Fires* (Seymour Simon) –
- *A Day with Police Officers* (Kottke)
- *Fire! Fire!* (Gibbons)
- *The Post Office Book: Mail and How it Moves* (Gibbons)
- *Community Helpers from A to Z* (Kalman and Walker)
- *Whose Hat is This?* (Cooper)
- *Jobs Around My Neighborhood/Oficios en mi vecindario* (Rosa-Mendoza)
- *A Day in the Life of a Doctor* (Adamson)
- *Work Song* (Paulsen and Wright Paulsen) – Read aloud
- *201 Thematic Riddle Poems to Build Literacy* (Which Community Worker am I?section) (Franco)
- *Fireman Small* (Lenski)
- *Career Helpers* (Rockwell)
- *My Neighborhood* (Bullard)

This section of the unit will begin by the teacher placing a different colored circle on the bulletin board that will create a portion of a Venn Diagram.

17. After reading books about our community, discuss roles of community helpers. Identify pictures of helpers and role-play their jobs.
18. Brainstorm questions in small groups to ask to our community helper guest speakers.
19. Listen to presentations of our guest speakers for Community Helper Day.
20. Role-play the jobs of the community helpers and present it to the class. The teacher will videotape the children to post on a website, and / or to play back to parents.
21. In small groups make a book about one of the community helpers and their job in our community.
22. Participate in a field trip to a community helper (fire station, police station...)
23. Create a paper quilt of the community helper field trip with labels using unit vocabulary words. Each child will create a square with their favorite helper and put the name of it on the bottom. All squares will be placed together in a quilt format on a wall or board. It can be labeled “Community Quilt.”
24. Write a paragraph about their favorite community helper. Share the rubric and expectations with the students before they begin.

Summative Assessment: Write and illustrate who is an important member in each of the four communities, and what they contribute to the community. Students will place their pictures on the final colored circle. This assignment can begin after each of the four parts. Then students can share the final product after all four parts are complete. Share the rubric and expectations with the students before they begin.

INSTRUCTIONAL RESOURCES

Music - “The People in your Neighborhood” (Sesame Street); “All Are Welcome” (Haugen);

Little Hands Fingerplays and Action Songs - (Stetson) “I’m a Police Officer;” (Stetson) “Some People I See”

Busy Bees Summer (McKinnon) “What Will You Be?” “Rules of the Classroom Song” (You Tube Video - Song)

“School Rules Rap” (Dr. Jean) from CD - “Is Everybody Happy?”

Art - Bearden - “The Block;” Ringhold “The Dinner Quilt”

Art Books - *Sam and the Firefly* (Eastman); *Frog and Toad are Friends* (Lobel); *The Kindness Quilt* (Wallace); *Sam Johnson and the Blue Ribbon Quilt* (Ernst)

Video - Richard Scarry - “Best Busy People Video Ever;” Veggie Tales - “Sheerluck Holmes and the Golden Ruler”

Website - www.sparky.org

CROSS-CURRICULAR LINKS

This unit can be used to teach the following:

Art - classroom paper quilt; Music - School Rules, Church song; Social Studies - culture, society, traditions,

Geography - Mapping neighborhood locations; Science - animal families