

First Grade Integrated Language Arts and Science Thematic Units

Theme-- Beg. of the Year	Big Idea	Science	UOS	Readers Workshop	Strategies	WIDA Standards
Creating a bicultural classroom environment	I want my students to understand that we speak two languages and bring various cultural perspectives to our learning and that we can learn together and support each other in two languages and cultures.	What is science? What do scientists do? (They ask questions, investigate questions, and answer questions based on research.) What is an environment?	Launching	What does our learning environment look like, sound like, and feel like? How do we promote our own learning within our own environment? Connect this to: What is the environment or setting of our stories? This is how we create our environment: Teach via Read alouds: • Friendship • Problem solving • Accepting others and	What do they infer about the settings that have to do with science?	Developing oracy Observation and classification (Language of science)

				their differences • Valuing differences Explain how specific images contribute to and clarify a text. RI.1.7 Ask and answer questions. RI.1.1		
Unit Theme 1	Big Idea	Science	UOS	Readers Workshop	Strategies	WIDA Standards
Structure, Fiction, and Information Processing Part 1	I want my students to understand that writers write true stories from their lives with focus, detail, and dialogue. I want my students to understand that parents and offspring have patterns of behavior that	1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive	Narrative-Unit 1 Bend One- students write the stories of their lives Bend Two: elaborating to develop characters and parts of your story Bend Three: studying craft moves and making revisions	RL.1.3 RL.1.4 RL.1.7 W.1.3	<u>Science Strategies:</u> -Patterns -Structure and Function <u>Connect to literacy:</u> - ask and answer questions about key details in a text. - identify the main topic and retell key details of a text - with prompting and support, read informational texts appropriately complex for grade. - participate in shared research and writing projects	Language of Science: - investigate - observe - classify Language of Language Arts: - describe - produce - details - relate

	interact to ensure survival.				- with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
Unit Theme 2	Big Idea	Science	UOS	Readers Workshop	Strategies	WIDA Standards
Waves: Light and Sound Part 1	I want my students to understand that sound is created by vibrations and how we use it to communicate in various ways with a variety of devices.	1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. 1-PS4-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.*	Writing: How-To	RI.1.3 RI.1.4 RI.1.7 RI.1.9 RI 1.10	<u>Science Strategies:</u> Cause and Effect <u>Connection to literacy:</u> -name topic, provide facts, and have a sense of closure (W.1.2) -connect pieces of information in a text (R1.1.3 and 1.9) -use domain-specific vocabulary (RI.1.4)	Language of Science: - Cause and effect Language of Language Arts: - sequential vocabulary: first, next, then, finally, etc. - arrange and order - label - indicate the steps
Unit Theme 3	Big Idea	Science	UOS	Readers Workshop	Strategies	WIDA Standards

Waves: Light and Sound Part 2	I want my students to understand that illumination affects darkness and how different materials impact the degree of illumination.	1-PS4-2 Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated. 1-PS4-3 Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.	Information - Unit 2 -research to add to their knowledge and answer questions -use text features and categorize information in a structured way -incorporate domain -specific vocabulary into their writing Bend One: produce a class book about a shared understanding of light or sound Bend Two: Write non-fiction chapter books on a single topic in which they work on the structure of their texts and incorporate elements of information books Bend Three: write non-fiction chapter books on a single	<i>Primary focus:</i> RI.1.1 RI.1.2 RI.1.5 RI.1.6 RI.1.8 RI.1.10 <i>Secondary Focus:</i> Information text that uses comparisons, examples, and elements of persuasion	<u>Science Strategies:</u> -Cause and effect <u>Connection to literacy:</u> -recall information from experiences or gather information from sources to answer a question (W.1.8) -participate in shared writing and research projects (W.1.7) -ask and answer questions about key details (RI. 1)	Language of Science: Cause and effect Language of Language Arts: - compare - discriminate fact vs. opinion - explain
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			topic that incorporate their research findings			
Unit Theme 4	Big Idea	Science	UOS	Readers Workshop	Strategies	WIDA Standards
Space Systems: Patterns and Cycles Part 1	I want my students to understand that the sun, moon, and stars have predictable patterns that can be observed and described.	1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.	Writing: Poetry and Songs	RL.1.1 RL.1.4 RL.1.6 RL.1.9	<u>Science Strategies:</u> -Patterns <u>Connection to literacy:</u> -describe characters, settings, and events -identify point of view -ask and answer questions -compare and contrast adventures	Language of Science: - analyze Language of Language Arts: -analyze -ask and answer -interpret
Unit Theme 5	Big Idea	Science	UOS	Readers Workshop	Strategies	WIDA Standards
Space Systems: Patterns and Cycles Part 2	I want my students to understand that the amount of daylight in a day has a direct correlation to the time of year.	1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.	Opinion - Unit 3 Bend One: children review collections, make judgements, and provide reasons for their opinion Bend Two: study mentor texts to write reviews that include reasons and	RL.or RI.1.2 RL.1.5 RL. or RI.1.3 RI. 1.7 RI. or RL.1.10	<u>Science Strategies:</u> -Patterns <u>Connection to Literacy:</u> -retell stories and demonstrate understanding of the central message or lesson -use genre as evidence for opinion	Language of Science: -analyze Language of Language Arts: -analyze -interpret - justify - defend - support

			explanations of those reasons Bend Three: Write book reviews in which students summarize, evaluate, and judge, and defend their judgements		-describe the text, using key details	
Unit Theme 6	Big Idea	Science	UOS	Readers Workshop	Strategies	WIDA Standards
Structure, Fiction, and Information Processing Part 2	I want my students to understand that they can be inspired by their knowledge of animals and plants to create objects that are solutions to human problems.	1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.*	Narrative - Unit 4 Bend One: students will develop characters and create a problem for their characters Bend Two: students will introduce their character and add dialogue Bend Three: students will connect their stories into a series and investigate the genre of realistic fiction Bend Four: students will publish their	RL.1.3 RL.1.4 RL.1.7 W.1.3	<u>Science Strategies:</u> -Patterns -Structure and Function <u>Connect to literacy:</u> - ask and answer questions about key details in a text. - identify the main topic and retell key details of a text - with prompting and support, read informational texts appropriately complex for grade. - participate in shared research and writing projects - with guidance and support from adults, recall information from	Language of Science: - design - investigate Language of Language Arts: - develop (a character, dialogue) - compose - construct

			second series- this bend focuses on the students as authors		experiences or gather information from provided sources to answer a question.	
Unit Theme 7	Big Idea	Science	UOS	Readers Workshop	Strategies	WIDA Standards
Structure, Fiction, and Information Processing Part 3	I want my students to understand that young plants and animals share common traits with their parents but can vary in many ways.	1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	Independent Writing Project across the Genres Bend One: students will get started with writing projects in a range of genres: generating ideas, planning, and drafting Bend Two: students will lift the quality of writing Bend Three: students will use mentor texts as their personal writing teachers Bend Four: students will prepare for publication	RI.1.2 RI.1.5 RI.1.7	<u>Science Strategies:</u> -Patterns -Structure and Function <u>Connection to literacy:</u> - identify the main topic and retell key details in a text - know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. - use the illustrations and details in a text to describe its key details	<u>Language of Science:</u> - observe - construct <u>Language of Language Arts:</u> - generate ideas - choose

