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| **Skill’s Teacher’s Guide Scavenger Hunt**  *Using the Skills Strand Unit 1 Teacher’s Guide, Follow the directions below to locate and learn more about the sections assigned to you. Tab the sections in your teacher’s guide, record your notes below and be prepared to share your findings.* | | | |
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| 1. **Unit Introduction:** | | | |
| **Grade K (pp. 1–8)** | | **Grade 1 (pp. 4–14 )** | **Grade 2 (pp. 1–11)** |
| 1. Why do you think it would be useful to read the Introduction to the Unit/ front matter every time you begin a new unit? | | | |
| 1. List some of the sections described in the Unit Introduction. | | | |
| ***Additional Notes:*** | | | |
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| 1. **Alignment Chart:** | | | |
| **Grade K (pp. v–vi)** | | **Grade 1 (pp. v–ix)** | **Grade 2 (pp. i–v)** |
| 1. What is the purpose of the alignment chart? | | | |
| 1. What two types of objectives are highlighted? | | | |
| 1. What do the checks represent? | | | |
| ***Additional Notes:*** | | | |
| 1. **Table of Contents (first page in each Unit)** | | | |
| 1. **Pacing Calendar:** | | | |
| **Grade K (p. 2)** | | **Grade 1 (pp. 1–3)** | **Grade 2 (pp.3–4)** |
| 1. **At A Glance Box (in any lesson)** | | | |
| How can these three tools help with planning?  *Table of Contents-*  *Pacing Calendar-*  *At A Glance Box-* | | | |
| ***Additional Notes:*** | | | |
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| 1. **Lesson Components** | | | |
| 1. Review one or two lessons. List the lesson components featured. | | | |
| 1. (First and Second Grade) What is the purpose of a *Back To School* Lesson? | | | |
| ***Additional Notes:*** | | | |
| 1. **Student Performance Task Assessments** | | | |
| 1. Review the Assessment section for your grade (see table below). Look for: Assessment Directions, Scoring Analysis, Class Summary Sheet, Placement and Grouping Guidelines | | | |
| **Grade K:** | * Is **Unit 1 *Necessary for all Students?*** (**p. 5**) * Sections: **Pretests**,  **Student Performance Task Assessment**, and the **Assessment and Remediation Guide** (**pp. 6–7**) * Review Assessments: Choose one [**Lesson 4** (**pp. 23–29**) OR **Lesson 6** (**pp. 36–46**)] AND **End of Unit 1 Assessment** (**pp. 60–67**) | | |
| **Grade 1:** | Review:   * Assessment Section: **Lessons 6-10** (**pp. 50–77**) | | |
| **Grade 2:** | Review:   * Assessment Section: **Lessons 6-10** (**pp. 44–75**) | | |
| 1. What types of assessments are scheduled for Unit 1? | | | |
| Extend the Learning:   1. Locate an activity with a 10’s icon. (A 10’s icon is a number 10 inside a circle and indicates opportunities for assessments.) 2. Why would a Tens Conversion Chart and a Tens Recording Chart be useful in scoring student assessments?    * Grade K (pp. 96–97)    * Grade 1 (pp. 273–274)    * Grade 2 (pp. 223–224) | | | |
| ***Additional Notes:*** | | | |
| **5. Pausing Points, The Appendix, Teacher Resources** | | | |
| 1. **Using the Table of Contents to locate each of the sections:**  * Pausing Points Section page: \_\_\_\_ * What is the purpose of the Pausing Point? * How are the Pausing Point Activities arranged? | | | |
| 1. **Appendix** (Note that the content of the Appendices support the instruction in the unit and will change as instruction changes).  * Appendix Section page:\_\_\_\_\_ * What is included in the Appendices of Unit 1? * Appendix A: * Appendix B: * Appendix C: | | | |
| 1. **Teacher Resources**   Teacher Resources page:\_\_\_\_  What is included in the Teacher Resources section? | | | |
| ***Additional Notes:*** | | | |