

First Grade 2020 Units 12-14 Foundations Level One

Content Area: **Language Arts**
Course(s): **Generic Course**
Time Period: **Marking Period 4**
Length: **about 8-10 weeks**
Status: **Published**

Established Goals/Standards

LA.L.1.1.B	Use common, proper, and possessive nouns.
LA.L.1.1.C	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
LA.L.1.1.J	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
LA.L.1.2.A	Capitalize dates and names of people.
LA.L.1.2.B	Use end punctuation for sentences.
LA.L.1.2.C	Use commas in dates and to separate single words in a series.
LA.L.1.2.D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
LA.L.1.2.E	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
LA.L.1.4.B	Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
LA.L.1.4.C	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
LA.L.1.5.D	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
LA.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
LA.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.
LA.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
LA.RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
LA.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
LA.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
LA.RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
LA.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
LA.RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
LA.RF.1.4.A	Read grade-level text with purpose and understanding.

LA.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
LA.RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
LA.RL.1.6	Identify who is telling the story at various points in a text.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.6	Produce complete sentences when appropriate to task and situation.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Essential Questions

Please add your Essential Questions by clicking on the Lists tab above.

- How do students understand the concept of syllables in multisyllabic words?
- How do you correctly read and spell words with two closed syllables or closed and v-e syllables?
- How do you divide words into syllables?
- How do you read with accuracy and prosody?
- How does adding suffix -s, ing, and ed change a word?
- What are compound words?
- What is correct paragraph structure?
- When do you use the suffix -es?
- Why review level one Foundations?

Enduring Understanding

Please add your Enduring Understandings by clicking on the Lists tab above.

- In a multisyllabic word, you may find individual words split into each syllable. When you combine each of these words, it will give you the whole meaning of the word. Some compound words are doghouse and cheeseburger.
- Reviewing concept of level one is important to increase memory of it and to target any level of difficulty. Reviewing sentence structure in writing is important, including capitalization and punctuation. Review of narrative story structure (setting, characters, and main events) and informational texts which provides true fact will help solidify the understanding and differences between these two genres of stories and writing.

- Segment words using syllable frames and then name and spell one syllable at a time. A closed syllable has one vowel, the vowel is short, and it is closed in by one or more consonants. The v-c-e syllable follows that vowel, consonant, e pattern and the e makes the vowel long and say its name.
- Students will be able to decode larger words by looking at words in larger orthographic parts (syllables, rather than individual sounds).
- Writing a correct paragraph structure includes a topic sentence, followed by 3-4 supporting sentences, and a conclusion. All the sentences talk about the same topic.
- You add suffix -s, -ed, and -ing to non-changing basewords, including two-syllable words with closed and vowel-consonant- e word to indicate action happening now or plurals (-s), actions happening in the past (-ed), and actions happening now (-ing).
- You add the suffix -es to basewords ending in s,x, z, sh, and ch to change the baseword to plural or for action words.
- You scoop sentences to help you read with accuracy and prosody, while paying attention to punctuation such as commas, quotations marks, and endings of sentences.
- You segment word between consonants such as cat-nip in the word catnip. The word splits between the "t" and the "n".

Content

Students will be able to:

- locate syllables in multisyllabic words
- understand compound words
- read and spell words with two closed syllables or closed and v-e syllables
- read with accuracy and prosody
- write in a paragraph structure
- read and spell these high frequency words: people, month, little, been, own, want Mr., Mrs., work, word, write, being, their, first, look, good, new, water, called, day, may, way
- understand, locate, and correctly use suffix -s, ing, -ed added to multisyllabic words
- understand, locate, and correctly use suffix -s added to basewords with closed syllables
- reflect and review word structure and concepts
- review sentence construction and proofreading
- review narrative vs. informational text

Assessment

Dictation (5 day check ups)

End of Unit assessment for all unit 1 (units 1-14)

Daily visual checks by teacher on assessing correct tapping of words

Daily dry erase boards or magnetic tile board checks by teacher to see if words or sentences are tapped and spelled correctly

Resources

Fundations Level 1 Teacher's Manual (second edition)

Fundations Home Support Packet (1 for each Unit sent home to parents)

Level 1 Classroom Posters

Student Dry Erase Boards and markers

Student Magnetic Tile Boards

Teacher Magnetic Letters, glued sounds, bonus letters, diagraphs, suffix tiles to display on the classroom magnetic boards

Student Notebooks

Composition Books

Level 1 controlled text readers

Echo and Baby Echo the owl

Fundations Large Sound Cards Level 1

Fundations Word of the Day Cards Level 1

Fundations Trick Words Level 1

Fundations Desk Strips with Letters and Numbers and Key words

Fundations Storytime projectable stories (one for each unit)

Fundations Activity Strips to display daily

Online teacher resources and PLC's