

First Grade 2020 Units 1-4 Foundations Level One

Content Area: **Language Arts**
Course(s): **Generic Course**
Time Period: **Marking Period 1**
Length: **about 8-10 weeks**
Status: **Published**

Established Goals/Standards

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.1.6	Identify who is telling the story at various points in a text.
LA.RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
LA.RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
LA.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) 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	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
LA.RF.1.3.B	Decode regularly spelled one-syllable words.
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.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.L.1.1.A	Print all upper- and lowercase letters.
LA.L.1.1.B	Use common, proper, and possessive nouns.
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.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.
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

- How do letter-keyword-sound for consonants and short vowels help you to hear sounds?
- How do you practice correct letter formation for letters a-z?
- How do you practice alphabetical order?
- How does sound manipulation (initial, medial, final) help you decode a word?
- How does using sentence strips during sentence dictation procedures help to correctly formulate sentences?
- How does story retelling in detail and sequence help your comprehension of a story?
- How does memorizing the keywords and sounds of digraphs help you in the concept of consonant digraphs?
- How does scooping help your reading?
- How does knowing the bonus letter spelling rule help you spell words correctly?
- How does punctuation of sentences increase your comprehension and understanding of the sentence?

Enduring Understanding

- By using the letter-keyword-sound for consonants and short vowels, it helps you retrieve the popper sound from the keyword picture in order to remember that sound of the letter or consonant
- By skywriting letters and using the Sky line, plane line, grass line, and worm line paper, this provides practice in correct letter formation kinesthetically and in written form.
- By setting up the letters in quadrants using the magnetic tiles, students will practice seeing and placing letters correctly in alphabetical order
- By tapping the initial, medial, and final sound in a word, this will help you to segment sounds and smooth them together to correctly read and spell one syllable short vowel words
- By using sentence strips, you will be reminded to formulate sentences correctly using capitalization and punctuation. The different sizes of the sentence strips will remind you that you need to do these proofreading procedures in sentence formulation.
- By using story retelling procedures (narrating in story form of character, setting, main events), this increases comprehension and awareness of a story elements
- By committing to memory and recalling the keyword for digraphs wh, ch, sh, th, ck, this will help students to successfully reading and spell words containing these digraph sounds
- Scooping while you read helps with accuracy and prosody
- By learning that one syllable words containing one short vowel and ending in f, l, s, and sometimes z, it teaches you that you have to double the final consonant to spell the word correctly
- By learning when to use the correct punctuation (period, question mark, exclamation point, and quotation marks), this increases student understanding of a sentence and increases correct writing skills

Content

Students will be able to:

- say all letter-keyword sounds for short vowels and consonants
- write correct letter formation for lowercase letters a-z
- do alphabetical order
- recognize consonant and short vowels by SOUND
- have phonemic awareness skills of initial, final, and medial sounds
- blend and read three-sound short vowel words
- segment and spell three-sound short vowel words
- capitalize and punctuate sentences (period, question mark, exclamation point, and quotation marks)
- story retell in detail and sequence
- know these high frequency words: the, a, and, is, his, of, as, has, to, into, we, he, she, be, me, for, or, you, your, I, they, was, one, said, from, have, do, and does
- phoneme segmentation
- know diagraphs wh, ch, sh, th, ck
- narrate story form: character, setting, main events
- read fluently with scooping technique
- understand bonus letter spelling rule with ff, ll, ss, and sometimes zz
- decode and use glued sound "all"

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, sentence strips to display on the

classroom magnetic boards

Student Notebooks

Composition Books

Level 1 controlled text readers

Echo and Baby Echo the owl

Foundations Large Sound Cards Level 1

Foundations Word of the Day Cards Level 1

Foundations Trick Words Level 1

Foundations Desk Strips with Letters and Numbers and Key words

Foundations Storytime projectable stories (one for each unit)

Foundations Activity Strips to display daily

Online teacher resources and PLC's