

First Grade 2020 Units 5-8 Foundations Level One

Content Area: **Language Arts**
Course(s): **Generic Course**
Time Period: **Marking Period 2**
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.1.2.A	Capitalize dates and names of people.
LA.L.1.2.B	Use end punctuation for sentences.
LA.RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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.RI.1.1	Ask and answer questions about key details in 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.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
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 does glued sounds effect vowel sounds?
- How does scooping help you read?
- How does proofreading help with writing?

- How does the skill of locating baseword and suffix help decode words?
- How do you introduce the concept of plurals?
- How do you know the difference between narrative fiction vs. informational books?
- How does scooping help the reader?
- How do you blend with words with glued sounds?
- What is the difference between a blend and a digraph?
- What are digraph blends?
- What are "R Controlled sounds?

Enduring Understanding

- Vowel sounds are somewhat altered from the pure short vowel sound to a more nasalized vowel sound in words containing glued sounds.
- Scooping while reading (where you would take a breath), helps with reading accurately and with prosody. This promotes smooth reading and increased comprehension.
- Proofreading helps to check for capital letters at the beginning of the sentence and proper nouns and also to check for ending punctuation of a sentence.
- By separating the baseword and suffix, this helps correctly tap and decode the baseword without the suffix first, then add the suffix after. Suffix -s sounds like /s/ like in shops, but sometimes it sounds like /z/ like in bugs.
- By adding suffix -s, it means more than one for pluralization.
- Students will learn narratives are books that tell stories and informational non-fiction books give information to teach the reader about something.
- Scooping while reading helps with accuracy and prosody.
- Glued sounds are welded together and taped as "glued" sounds.
- A digraph contains two consonants and only makes one sound, such as /sh/. A blend contains two or more consonants but they each make their own sound, such as /s/ and /l/. A blend can come before vowel like in flip or after a vowel like in past.
- A Digraph blend is a digraph blended with another consonant such as n and ch in the word lunch. Digraph blends have four sounds.
- R Controlled Vowels are vowels attached to an "r" and make new sounds like ar, or, er, ir, ur.

Content

Students will be able to:

- know glued sounds am, an, ang, ing, ong, ung, ank, ink, onk, unk
- read with accuracy and prosody
- proofread
- know high frequency words from, have, do, does, were, are, who, what when, where there, here, why, by, my, try, put, two, too, very, also, some, come, would, could, should, her, over, number
- know what a baseword is and suffix with the suffix -s
- blend and read words with ng or nk
- segment and spell words with ng or nk

- know the difference between narrative fiction vs. informational books
- know consonant blends and digraph blends
- blend and read words with up to four sounds
- segment and spell words with up to four sounds
- decode words with suffix -s added to word with four sounds
- know R-controlled vowel sounds: ar, or, er, ir, ur

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

Foundations Level 1 Teacher's Manual (second edition)

Foundations 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, digraphs, suffix tiles 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

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