

Unit 5: Figure it Out

Content Area: **English Language Arts**
Course(s): **Generic Course**
Time Period: **5 weeks**
Length: **5 weeks**
Status: **Published**

Unit Overview

For each lesson in the unit will include:

- Building background
- Vocabulary
- Comprehension
- Phonics
- Fluency
- Writing
- Grammar
- Spelling
- Unit Assessment
- Fluency Assessment

Transfer

- Apply various comprehension strategies to connect and make meaning.
- Independently apply decoding strategies for learned phonics skills while reading.
- Transfer vocabulary and sight word acquisition and usage across content.
- Grammar, spelling, and vocabulary skills applied in all writing across the curriculum.

Meaning

Understandings

Students will understand:

- Phonemic Awareness: contrast sounds, phoneme categorization/blending/segmentation/deletion/addition, rhyme
- Irregular plurals
- Context Clues: Multiple Meanings
- Point of View
- Fantasy
- Phrasing

- Writing: Sentence Fluency
- Words that join
- Capitalize proper nouns
- Make/Confirm predictions
- Shades of meaning/intensity
- Cause and Effect
- Fantasy
- Intonation
- Adjectives
- Capitalization and end punctuation
- Abbreviations
- Prefixes
- Ask/Answer questions
- Connections within text
- Problem/Solution
- Nonfiction Biography
- Phrasing
- Writing: Word Choice
- Adjectives that compare
- Irregular Plurals
- Inflectional endings -er, -est
- suffixes
- Capitalize/Underline book titles
- Final Stable Syllables
- Informational text
- Writing Organization
- Prepositions/Prepositional phrases

Essential Questions

The Big Idea: How can we make sense of the world around us?

- Week 1-How can we categorize and classify things?
- Week 2-What can you see in the sky?
- Week 3-What inventions do you know about?
- Week 4-What sounds can you hear? How are they made?
- Week 5-How do things get built?

Application of Knowledge and Skill

Students will know...

Students will know...

- What facts and basic concepts should students know and be able to recall?
- Make and confirm predictions
- Understand the author's point of view
- Identify and use capitalization appropriately with writing
- Be able to ask and answer questions about various genres
- Be able to identify cause and effect in various genres
- Identify problem and solution

Students will be skilled at...

Students will be skilled at:

- Making and confirming predictions within the genre of fantasy
- Identifying capitalization of proper nouns
- Identifying and using appropriate end punctuation
- Using phrasing, intonation and expression when reading grade level text aloud
- Making and confirming predictions

Academic Vocabulary

- Week 1 four, large, none, put, round (trouble, whole)
- Week 2 another, climb, full, great, poor, through (leaped, stretched)
- Week 3 began, better, best, learn, right, sure (idea, unusual)
- Week 4 color, early, instead, nothing, oh, thought (scrambled, suddenly)
- Week 5 above, build, fall, knew, money, toward (balance, section)

Learning Goal

- Students will be able to independently use their learning to interact with texts, respond to text, compare texts, decode words, and write a response to questions in all academic environments.

Phonemic Awareness

SWBAT:

- identify/segment/blend/delete/categorize/ substitute/isolate phonemes

| | |
|-------------|--|
| 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.A | Use sentence-level context as a clue to the meaning of a word or phrase. |
| 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.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.1.3.B | Decode regularly spelled one-syllable words. |

Comprehension Skill

Students will be able to:

- See and Sort information
- Make and confirm information
- Respond to reading
- Partner Read
- Read fantasy genre
- Find the Point of View of a character and cite evidence
- Sequence events in a story
- Reading Fluency- Phrases with commas, Exclamation with enthusiasm, Word Automaticity,
- Shades of Meaning/Intensity with vocabulary
- Retell a story
- Use Text features: Captions
- Ask and Answer Questions
- Read a biography
- Read Informational text
- Make Connections within text/ Problem and Solution
- Read with Fluency: Appropriate phrasing
- Identify Alliteration
- Compare Texts
- Read Realistic Fiction
- Find evidence in text to support comprehension
- Using charts to read directions
- Fluently read with intonation and phrasing
- Use captions
- Use photographs and illustrations

- Make text/self connections
- Identify Plot/ Cause and effect
- Demonstrate concepts of print.
- Develop oral language
- Discuss the Essential Question

| | |
|-------------|---|
| LA.L.1.2.D | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. |
| LA.L.1.5.C | Identify real-life connections between words and their use (e.g., note places at home that are cozy). |
| LA.RF.1.3.B | Decode regularly spelled one-syllable words. |
| LA.RF.1.4.B | Read grade-level text orally with accuracy, appropriate rate, and expression. |
| LA.RI.1.3 | Describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| LA.RI.1.7 | Use the illustrations and details in a text to describe its key ideas. |
| LA.RL.1.3 | Describe characters, settings, and major event(s) in a story, using key details. |
| LA.RL.1.4 | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| LA.SL.1.1 | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| LA.SL.1.1.A | Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| LA.SL.1.1.C | Ask questions to clear up any confusion about the topics and texts under discussion. |
| LA.SL.1.2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |

Writing

SWBAT:

- Participate in various stages of the writing process (Pre-Write/Brainstorm, Rough Draft, Revise, Edit, Publish)
- Write a how-to article

| | |
|----------|---|
| 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.W.1.5 | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. |
| LA.W.1.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |

Grammar

SWBAT:

- Capitalize proper nouns
- Use adjectives to describe nouns
- Use proper capitalization and end marks
- Use adjectives that compare
- Capitalize days, months, and holidays
- Use a and an
- Use abbreviations

| | |
|------------|--|
| LA.L.1.1.F | Use frequently occurring adjectives. |
| LA.L.1.1.G | Use frequently occurring conjunctions (e.g., and, but, or, so, because). |
| LA.L.1.1.H | Use determiners (e.g., articles, demonstratives). |
| LA.L.1.1.I | Use frequently occurring prepositions (e.g., during, beyond, toward). |

Summative Assessment

- Wonders Unit 5 Assessment
- Writing Rubric
- Foundations Fluency Assessments
- Fastbridge Universal Screening

21st Century Life and Careers

| | |
|--------------------|---|
| WORK.K-4.9.1.4.1 | Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving. |
| WORK.K-4.9.1.4.1 | Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. |
| WORK.K-4.9.1.4.1 | The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration. |
| WORK.K-4.9.1.4.2 | Ethical behaviors support human rights and dignity in all aspects of life. |
| WORK.K-4.9.1.4.B.1 | Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. |
| WORK.K-4.9.1.4.C.1 | Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). |
| WORK.K-4.9.1.4.E.1 | Explain how digital media are used in daily life in a variety of settings. |

| | |
|--------------------|--|
| WORK.K-4.9.1.4.E.2 | Demonstrate effective communication using digital media during classroom activities. |
| WORK.K-4.9.1.4.F.1 | Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. |
| WORK.K-4.9.1.4.F.2 | Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. |
| WORK.K-4.9.1.4.F.3 | Explain the importance of understanding and following rules in family, classroom, and community settings. |

Formative Assessment and Performance Opportunities

- Writing Checklist
- Writing Conferencing
- Running Record
- Wonders Weekly Assessment
- Fastbridge Progress Monitoring

Accommodations/Modifications

Accommodations

- Small Group instruction to preview/review content
- Repeated Reading of Text
- Exposure to text (Not Cold Read)
- Slow pacing of instruction
- Vocabulary/Content Resource Sheet
- Visual and digital display as well as explanation of domain specific and academic vocabulary
- Use of highlighting tape to draw attention to key words and phrases
- Provide Graphic Organizer/Post it notes during close reading/Highlighters
- Print Text so students can write/highlight directly on text
- Extra time for assessments
- Read questions to students aloud
- Provide Divider for Focus
- Provide Reading Tracker
- Provide phonics linked alphabet (Foundations Strip)
- Provide Reading Phone
- Scoop fluency passages
- Have student provide a retelling

For Grammar/Writing

- Sentence Strips
- Provide sentence starters
- Provide list of transition words, sight words, and commonly misspelled words
- Provide examples of grammatical concept
- Larger grid writing paper

- Graphic organizers for paragraph/essay structure

Modifications

- Interactive Text
- Utilize Approaching Level Assessments
- Provide at home access to classroom resources
- Use eAssessment tool to eliminate multiple choice answers
- Read story to students aloud or allow students to utilize Wonders website to read
- Provide simpler vocabulary words for unit (See Approaching Level Vocabulary Words)
- Change Reading Level for individual students within ConnectEd
- ELL: Place picture cues near unknown words

For Grammar/Writing

- Fill in the blank or multiple choice grammar questions
- Provide definitions of grammatical concept
- Submit answers in outline form rather than sentence/paragraph form
- Allow students to type answers rather than write answers
- Slant board
- Raised line paper

ELL Modifications: Application of SIOP teaching strategies put in place including a slower pace of verbal instruction, various representations of directions, repetition of difficult content sentences and vocabulary, visual and digital display as well as explanation of domain specific and academic vocabulary. Verbal communication of not only concept but also language goals. Written and verbal examples given of these goals. Concepts evaluated for age level as well as cultural appropriateness based on the student's background

Interdisciplinary Connections

- In "A Constellation," student will research to learn about constellations, then use sticky stars or a drawing to make a constellation.
- History, Culture, Perspective (holidays): Unit 5, Wk 3
- Economics, Innovation, Technology: Unit 5, Wk 3

- A Constellation- What can you see in the sky?

1-ESS1-1.ESS1.A.1

Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.

1-PS4-1

Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

Unit Resources

- Big Book and Little Book of Reading/ Writing Workshop

- Literature Big Books
- Literature Anthology
- Interactive Read-Aloud Cards
- Teacher Editions
- Teaching Poster
- Leveled Readers
- Classroom Library Tradebooks
- Your Turn Practice Book
- Visual Vocabulary
- Leveled Workstation Activity Cards
- Retelling Cards
- Photo Cards
- High-Frequency Word Cards
- Response Board
- Weekly Assessment
- Unit Assessment
- Benchmark Assessment
- Foundations Sound Key Word Cards
- Foundations Magnetic Boards
- Foundations Dry Erase board
- Foundations Echo Owl
- Foundations Posters
- Foundations Composition Book
- Foundations Notebook
- Foundations Journal
- Foundations Trick Words
- Foundations Fluency Resources (phrases, real words, trick words, sounds)