Unit 1 The Classroom Community

Content Area: **Language Arts**
Course(s): **E/LA 1**
Time Period: **MP 1 Weeks 2-5**
Length: **5 weeks**
Status: **Published**

Essential Questions

- What are the types of punctuation?
- What are the components of a full sentence?
- How does an illustration aid in telling your story?
- How can you get ideas about what to write about?

Big Ideas

- Build and view themselves as members of a caring writing community
- Get ideas for writing from read-alouds, hear and discuss examples of good writing and observe modeled writing
- Practice basic conventions of writing (e.g., writing left to right and putting spaces between words)
- Write complete sentences utilizing conventions of writing, write using sentence starters and writer and illustrate stories
- Learn cooperative structures such as “Turn to your Partner”

Spelling and Handwritting

Spelling:

Short Vowel Sounds- A, E, I, O and U (1 Vowel Each Week)

Standards- L.RF.1.3.B, L.RF.1.2.C, L.WF.1.2.A

Handwriting:

The Fundations program is used as the foundation for letter development in print beginning in Kindergarten and continuing through First Grade. Fundations build foundational letter formation skills, presented through

the reading, writing, and language standards. Students are actively engaged in learning through the use of multisensory techniques, with sounds, their representative letters, and words with spelling options. Multiple opportunities for handwriting practice and application is provided to build mastery during Daily 5 rotations.

- GUIDED PRACTICE: Through the Fundations level one program, first grade students will continue the developmental progression of print through multisensory activities for letter formation and sound-symbol knowledge. In first grade, all students participate for the first 6 weeks, then BSIP students continue for the remainder of the year.
    - Unit 1 Goals- Letter formation for t, b, and f. Letter formation for n and m.
        - Letter-Key Sound
            - Teach the letter-sound association for t,b and f. These are skyline letters because they start at the skyline. They will also focus on n and m.Introduce each with sound cards. Say letter-keyword-sound and have students repeat.
        - Sky Write/Letter Formation
            - Teach letter formation for the letters t, b and f. These are skyline letters. They will also form n and m. Have students stand and demonstrate sky writing each letter. Complete together several times.
        - Echo/Letter Formation
            - Reinforce the correct pencil grip. Say the sound and hold up Echo the owl. Students repeat. Students will write on their dry erase writing tablets as you direct them with the letter formation verbalization.
        - Student Notebook
            - Direct students to find the letters t, b, f, n and m in their student notebooks. Direct them to point to one letter at a time. Say the sound and color the corresponding picture.

Enduring Understandings

Language Domain-

- L.RF.1.1- Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- L.RF.1.4- Read with sufficient accuracy and fluency to support comprehension.
    - A. Read grade-level text with purpose and understanding

- B. Read grade-level text orally with accuracy, appropriate rate, and expression
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

- L.WF.1.3- Demonstrate command and use of the convention of writing
  - B. Supply the “who”, “is doing, “what”, in a subject-verb-object sentence frame.
  - C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
  - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations
  - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
  - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- L.KL.1.1-With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
  - L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
    - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
    - E. 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
-

- Reading Domain-
  - RI.CR.1.1.- Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how)
  - RI.CI.1.2- Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
  - RL.CR.1.1- Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
  - RI.AA.1.7- Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed
  - RL.IT.1.3- Describe characters, settings, and major event(s) in a story, using key details.
  - RL.MF.1.6- With prompting and support, use illustrations and details in a story to describe its

characters, setting.

Writing Domain-

- W.NW.1.3-With prompts and support, Write narratives of several complete sentences based on real or imagined experiences or events.
    - B. Provide dialogue and/or description and details of experiences, events, or characters
- W.RW.1.7- Engage in discussion, drawing, and writing in brief but regular writing tasks.
- W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.
    - A. Introduce an opinion.
    - B. Support the opinion with facts or other information and examples related to the topic.
- W.WP.1.4-With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
    - B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught

Speaking and Listening Domain-

- SL.PE.1.1- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
    - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.II.1.2- Ask and answer questions about key details in a text read aloud or information presented orally or through other media
    - SL.AS.1.6- Produce complete sentences when appropriate to task and situation.
    - SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Resources

Teacher's Manual

Student Writing Journals

Mentor Texts-

- My Heart Fills With Happiness by Monique Gray Smith & Illustrated by Julie Flett
- When We Are Kind by Monique Gray Smith & Illustrated by Nicole Neidhardt
- Unstoppable Me by Susan Verde & Illustrated by Andrew Joyner
- When I Grow Up by Emma Dodd
- Books by Rebecca C. Jones & Illustrated by Beth Peck

Vocabulary:

Week 1

- Academic Vocabulary- author, draft, illustrations, illustrator
- Read Aloud Vocabulary- bannock and dancing on my cheeks
    - ELL Vocabulary- baking, barefoot

Week 2

- Academic Vocabulary- author, illustrator, opinion, verb
- Read Aloud Vocabulary- elders, grateful, respectful
    - ELL Vocabulary- neighbor, joy, comforted, related

Week 3

- Academic Vocabulary- verb
- Read Aloud Vocabulary-static electricity, fueled by food, turbo boost, required, rebuild, recharge, perpetual motion, supersonic dreamer
    - ELL Vocabulary- compliments, tumble, soar

Week 4

- Academic Vocabulary- noun
- Read Aloud Vocabulary-clever
    - ELL Vocabulary- like

Week 5

- Academic Vocabulary- noun, opinion, predicate, sentence, subject, verb
- Read Aloud Vocabulary- sidewalk games, rescued, crabbiest, picky
    - ELL Vocabulary- hide-and-seek, when business was slow, bubble-gum machines, got sick of

eachother, stomped, by himself/by herself

Writing Piece Rubric