Unit 6 Poetry

Content Area: **Language Arts**
Course(s): **E/LA 1**
Time Period: **Marking Period 3**
Length: **3 weeks**
Status: **Published**

Essential Questions

- What is a poem?
- What is figurative language?
- What are interesting words to use in a poem?

Big Ideas

- Explore words through hearing, discussing, and writing poems
- Generate a list of interesting movement words and sound words to use
- Explore figurative language
- Share poems in pairs and as a class
- Build on one another's thinking
- Write poems about things that make noise, the weather, and objects in the classroom

Spelling and Handwritting

Spelling

Long Vowel Pairs- ai, ay

Standards- L.RF.1.3.B, L.RF.1.3.C

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 6 Goals- Letter formation for y, x, z and q.
        - Letter-Key Sound
            - Teach the letter-sound association for y, x, z and q letters. 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 y, x, z and q. 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 y, x, z and q 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.1.4- 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.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language,

word relationships and nuances in word meanings.

- 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-

- RL.CR.1.1- Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RL.PP.1.5- Identify who is telling the story at various points in a text.
- RL.CT.1.8- Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Writing Domain-

- W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.
  - A. Introduce an opinion.
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    - B. Support the opinion with facts or other information and examples related to the topic.
- 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.

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.PI.1.4-Describe people, places, things, and events with relevant details, expressing

ideas and feelings clearly.

- SL.AS.1.6- Produce complete sentences when appropriate to task and situation.

Resources

Teacher's Manual

Student Journals

Chart paper/Markers

Mentor Texts-

- Excerpt from Jazz Baby by Carole Boston Weatherford
- "Untitled" by Uzo Unobagha
- "Jump or Jiggle" by Evelyn Beyer
- "Lessie" by Eloise Greenfield
- "The Ballerina" by Joseph Coelho
- "Rope Rhyme" by Eloise Greenfield
- "We're Shaking Maracas" by Jack Prelutsky
- "Swinging" by Kay Winters
- "I Can Fly" by Pat Mora
- "Untitled 1" by Lesa Cline-Ransome
- "Riding on the Train" by Eloise Greenfield
- "Ears Hear" by Lucia and James L. Hymes, Jr.
- "Our Washing Machine" by Patricia Hubbell
- "Listen" by Telcine Turner
- "To Walk in Warm Rain" by David McCord
- "Hail Me!" by Grace Nichols
- "Untitled 2" by Lesa Cline-Ransome
- "My Bicycle"/"Mi bicicleta" by Jorge Argueta

- “Field Row”/“Surco” by Alma Flor Ada
- “Watering”/“Regar” by Alma Flor Ada
- “Gently Down the Stream” by Janet Wong

Writing Piece Rubric