

# 05\_Marvelous Bloopers

Content Area: **ELA**  
Course(s):  
Time Period: **Full Year**  
Length: **29 days**  
Status: **Published**

## UNIT ORIENTATION

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Unit 5 - Marvelous Bloopers

## OVERVIEW OF BENDS

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The unit bends are outlined within each Unit of Study and/or Curricular Calendar.

There are three bends to this unit:

Bend 1: Studying Bloopers to Learn from Them

In this bend, the focus is on R-controlled vowels. Some teachers will use the term "bossy R" to exaggerate R's effects on parts of words. The sounds that are focused on in this bend are: ER, ARE, OR, AIR, and EAR. Students will use their own writing to identify mistakes, or *bloopers*, around R-controlled vowels. Students will be guided to listen carefully to the sound of R-controlled vowels in different words and sort them by the way they sound (such as *car*, *tiger* and *fork*). They will identify errors that they have made again and again to correct them, with medial sounds -ir and -ur and words that end with -er. The R-controlled vowel -or will be studied. Students will learn about different spelling patterns for the /air/ sound (such as in *pair*, *there*, *stare*, and *wear*.) This bend supports students developing a sense of flexibility when solving words with R-controlled parts, with an emphasis on multisyllabic words recognizing that:

- The consonant R after a vowel or vowel team changes the sound of that vowel.
- R-controlled parts of words can have multiple sounds and students should be flexible when trying to solve those words.
- After writing a word with an R-controlled part, students may want to try it another way or two and envision which looks closest to how it would be written in published text.

High-frequency words introduced in this bend allow for study of the words using what they've learned about R-controlled vowels. The bend ends by connecting reading bloopers with R-controlled vowels. Students may take part in a "Bossy R" music video dance party!

Bend 2: Words You Use and Confuse: Snap Word Bloopers

In this bend, the focus shifts to studying high-frequency words with the aim of learning them permanently. Students may work with high-frequency word cards to identify the ones they struggle most with and identify memory tricks to help them remember them. Students will learn that some parts of high-frequency words are spelled the way they sound, so they can focus only on remembering the tricky parts of such words. Students will learn that they can combine word wall words to make compound words such as *anything*. At the end of the bend they will learn the game Snappo to practice reading and writing high-frequency words.

### Bend 3: A Phonics Project: Studying Capitals

In this bend, focus shifts to study capitalization. Students will observe how writers use capital letters - such as at the start of sentences and names. They will study bloopers and how to correct them. Students will study a letter written by Rasheed to notice which words need capital letters (names of people, places and dates). Students will play word games to learn more about capital letters.

<b>Grade 1, Unit 5: Marvelous Bloopers: Learning Through Wise Mistakes</b>	
<b>S.1 Extension 3 Learning New Snap Words</b>	over, their, under, want, were
<b>S.8 Share A Word Story for Family</b>	family
<b>S.9 Extension 1 Learning Two New Snap Words</b>	find, kind
<b>S.10 Share Combining High-Frequency Words to Make Compound Words</b>	ask, them, things, walk, what
<b>S.14 Extension 2 Learning More Long Snap Words</b>	everyone, everything, myself
<b>S.15 Extension 1 Learning New Snap Words to Strengthen Writing</b>	after, always, soon

Concrete Words:

Grade 1 Unit 5: enough, great, idea, often, pretty, until

## CONTENT AREA STANDARDS

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LA.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words 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.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
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	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.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
LA.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
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.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.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
LA.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LA.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.1.2.A	Capitalize dates and names of people.
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.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.L.1.5.A	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.5	Presenting Arguments and Explanations
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Alternate Assessments**

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- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

## **Benchmark Assessments**

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- iXL
- Dibels

## **Summative Assessments**

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Summative assessments can be found in the [If/Then](#) curriculum resource.

## **Formative Assessments**

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Formative assessments include but are not limited to running records, flash drafts, conferring notes, etc.

## **INTERDISCIPLINARY CONNECTIONS (Deleted: 07/15/2022 by Molee, Joan)**

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Career Readiness: Utilize critical thinking to make sense of problems and persevere in solving them.

Career Readiness: Work productively in teams while using cultural global competence.

Dramatization

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

- modify activity
- simplify/re-state directions
- check-ins/monitoring
- visuals/personal and whole class anchor charts
- partners/rug clubs
- wait time
- additional time for tasks
- verbal responses
- sorting cards, whiteboards, magnetic letters (hands on)

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Core: Resources utilized but not limited to include the Units of Study (spirals) and the Curricular Calendars.  
Workshop related resources are embedded in the Units of Study.

Supplemental: Heggerty, iXL

