

Unit 6 - February

Content Area: **English Language Arts**
Course(s): **English Language Arts 1**
Time Period: **February**
Length: **4 weeks**
Status: **Published**

Unit Overview

Essential Questions

What form of writing will help me explain how to do something? (A "how to" writing piece with transition words helps a reader learn how to do something new.)

How do readers understand what they read?

How do readers make meaning from text?

What are digraphs and diphthongs, and what type of syllable are they found in? What is a double vowel syllable?

Content

Writing: Studying new authors; Handwriting practice; Word choice; Descriptive language; Writing a "how to"; Transition words.

Reading: With prompting and support, read prose and poetry of appropriate complexity for grade 1; With prompting and support, read informational texts appropriately complex for grade 1.

Guided Reading: Rereading; Metacognition; Pacing.

Shared Reading: Author's purpose; Visualizing strategy; Retelling; Making and confirming predictions.

Language: Explanation of double vowel syllable which contain vowel digraphs and diphthongs. Students will learn the vowel teams ee, ea, and ey and their placement in a word (beginning, middle or end).

Skills

Writing:

Studying new authors

Handwriting practice

Word choice

Descriptive language

Writing a "how to"

Transition words

Reading:

Predict/retell

Respond to literature

Retell stories sequentially (b, m, e)

Increase vocabulary

Respond with relevant comments

Problem solve while reading independently

Set purpose for reading

Become familiar with book language

Get meaning from context

Understand Questions vs. comments

Summarize

Determine what is quality literature

Set goals for reading

Understand that an idea may be expressed in different ways: serious, humor, story, factual, letter, list, poem, etc.

Select appropriate reading material for interest and ability level

Guided Reading:

Practice a variety of reading strategies

Practice reading not too fast or too slow

Shared Reading:

State author's purpose

Use visualizing strategies

Use combined comprehension strategies to remember a story

Retell, using story elements of setting, character, problem, solution, and heart of the story

Make and confirm predictions

Language:

Double vowel syllable type

Sounds of **ai** and **ay**

Use of spelling option procedure for the long a sound

Combining all types of syllables

Homophones

Sounds of **ee**, **ea**, and **ey**

Use of spelling option procedure for long e

Trick words: great, country, away, America, school, thought, whose, won, son, breakfast, head, ready

Assessments

Observations

Handwriting practice

Participation in Writer's Workshop

Completed writing pieces in personal writing folder

Shared Writing: modeling and participation

Reading responses

Conferencing

Foundations unit tests/ check-ups

Lessons/Learning Scenarios

Writing:

Launching the Writing Workshop by Lucy Calkins

Shared Writing unit: What is Friendship?

- make connections to *Chrysanthemum* and Valentine's Day
- emphasize word choice and descriptive language
- Possible format: shape book in the shape of a heart. Each student contributes one sentence about the definition of friendship or what friendship means to them.

Modeled writing unit:

- Teacher choice: How to...
- During pre-write, brainstorm a list of things students know a lot about, can write about, and have experience with
- Mini-lesson: using transition words (first, second, third, next, last)

Reference Writing Mini-lessons grade 1 pg. 72 & 73 and Wonder Writers pg. 67

Personal Writing folder – How to... piece

Reading:

“What do good readers do?”

Reading practice

Leveled reading groups

Language:

Foundations level 2, second edition, Units 10-11

Standards

CCSS.ELA-Literacy.RF.2.3.b	Know spelling-sound correspondences for additional common vowel teams.
CCSS.ELA-Literacy.RF.2.3.f	Recognize and read grade-appropriate irregularly spelled words.

Resources

Foundations Teacher's Manual Level 2, second edition