

Grade 1 Unit 4 Treasures

Content Area: **Language Arts**
Course(s):
Time Period: **Generic Time Period**
Length: **April 7-June 8**
Status: **Published**

Stage 1: Desired Results

Students will be able to independently use their learning to

Established Goals

Reading:

- Read with accuracy and prosody
- Understand Paragraph structure
- Read Fluently (for words in isolation and story context)
- Describe setting, characters, events, details, problem, and solution
- make connections to text, self, and world
- use illustrations and headings
- orally retell without lookbacks for fiction and nonfiction
- identify author's purpose
- explain key vocabulary for nonfiction text

Guided Reading:

- By the end of unit 4, first grade students should be reading at Fountas and Pinnell instructional level J to meet expectations
- By the end of the first grade year, students should be reading at Fountas and Pinnell instructional level J to meet expectations

Writing:

- write narrative and informational stories using complete sentences with a central idea
- introduce opinion piece writing

- all writing includes a topic, sequence of events, and closure

Foundational Skills: "Foundations" Units 12-14

Unit 12:

- Concept of syllable in multisyllabic words
- Compound words
- Syllable division rules
- Reading and spelling words with two closed syllables or closed and v-e syllables
- High frequency trick words: people, month, little, been, own, want, Mr., Mrs.

Unit 13:

- Suffix -s, -ing, -ed added to multisyllabic words
- suffix -es added to basewords with closed syllables
- reading with accuracy and prosody
- paragraph structure
- High frequency trick words: work, word, write, being, their, first, look, good, new

Unit 14:

- Review of word structure and concepts
- review sentence construction and proofreading
- review narrative vs. informational text

Speaking and Listening:

- follow discussion rules
- participate in conversations with peers and adults

Language:

- identify common, proper, possessive, singular, and plural nouns
- verb tenses adjectives
- types of sentences
- capitalization and punctuation rules

- invented spelling for untaught words

Interdisciplinary Connections:

- Students will create a treasure of first grade memories with their individual published book
- Students will learn about the treasures Spring brings

Standards & Indicators

LA.1.RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
LA.1.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
LA.1.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
LA.1.L.1.5.A	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
LA.1.RF.1.3.B	Decode regularly spelled one-syllable words.
LA.1.L.1.5.B	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
LA.1.RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
LA.1.L.1.5.C	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
LA.1.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
LA.1.RI.1.1	Ask and answer questions about key details in a text.
LA.1.RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
LA.1.L.1.5.D	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.
LA.1.RI.1.2	Identify the main topic and retell key details of a text.
LA.1.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.1.RF.1.4.A	Read grade-level text with purpose and understanding.
LA.1.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.1.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LA.1.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding,

	rereading as necessary.
LA.1.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LA.1.L.1.2.A	Capitalize dates and names of people.
LA.1.L.1.2.B	Use end punctuation for sentences.
LA.1.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.1.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.1.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LA.1.L.1.2.C	Use commas in dates and to separate single words in a series.
LA.1.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.1.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.1.RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
LA.1.L.1.2.D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
LA.1.L.1.2.E	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
LA.1.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.1.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.
LA.1.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LA.1.SL.1.6	Produce complete sentences when appropriate to task and situation.
LA.1.L.1.1.A	Print all upper- and lowercase letters.
LA.1.L.1.1.B	Use common, proper, and possessive nouns.
LA.1.L.1.1.C	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
LA.1.L.1.1.D	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
LA.1.L.1.1.E	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
LA.1.L.1.1.F	Use frequently occurring adjectives.
LA.1.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.1.L.1.1.G	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
LA.1.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
LA.1.L.1.1.H	Use determiners (e.g., articles, demonstratives).

Central Ideas/Enduring Understandings

Readers decode words as they read and begin to read like real authors.

Readers retell stories using more information.

Writers tell a story in order using complete sentences, punctuation, capitalization and use adjectives and more details.

Writers know the difference between writing a narrative and informational piece.

Essential/Guiding Questions

How can we chunk words into parts?

Does the order of words change the meaning of sentences?

Do sentences have to be in a certain order to tell a story?

Content - Students will know...

Vocabulary: setting, characters, details, problem, solution, publish, compare, contrast, text, main idea, theme, key details, genre, predict, retelling, author's purpose, sequence of events, plot, goal, punctuation, text to self, text to text, text to world, fluency, comprehension, segment, syllable, chunk, stretch, blends, digraphs, vowel teams, diphthongs, high frequency words, opinion, narrative, informational, fiction, nonfiction

Skills - Students will be skilled at...

- segmenting and blending phonemes
- fluency

- retellings
- mastering high frequency words
- writing a narrative and informational story

Stage 2: Assessment Evidence

Performance Task(s)

Students will create a flip book to retell the characters, setting, problem and solution after they have read a story of their choice.

Other Evidence

tests and quizzes

unit assessments

F&P

retellings

MAP tests

Stage 3: Learning Plan

Learning Opportunities/Strategies

- Think-Pair-Share

- Interactive Word Walls
- Partner/small group activities
- Songs/rhymes/poems
- Mystery bags
- Interactive Smartboard lessons (teacher created and Lakeshore CDs)
- Mini Lessons
- Fishbowl activities
- Technology centers
- Guided reading
- Writer's Workshop
- Graphic Organizers (Venn Diagram, story flow chart, KWL)
- Teacher chosen read alouds
- Scavenger hunts
- Book bins
- Mystery Readers
- Role playing
- Reader's Theater
- Grade level buddies

Modifications/Differentiation:

- Extended time
- Small group
- Direct instruction
- Extension activities
- ELL
- My Sidewalks
- VAKT strategies

Resources

- Scott Foresman Reading Street 2008 NJCCCS Edition

Mama's Birthday Present (F), Chinese Surprises (I); The Dot (F), The Great Artist (I); Mr. Bones (I), What's in a Museum? (I); The Lady in the Moon (F), My Fourth of July (Photo Essay); Peter's Chair (F), Peter's Baby Sister (email); Henry and Mudge (F), Poetry

- F&P
- Leveled books
- Time for Kids
- Scholastic News
- Brain Pop
- Have Fun Teaching
- iPads and various apps
- Smartboard lessons
- Smartexchange
- PBS Kids
- Between the Lions
- Starfall
- Audio library
- Various manipulatives (ex: letter tiles, dry erase boards and markers, play doh, sand, shaving cream, magnets, bendaroos, salt)
- Library resources
- Reading Eggs
- Teachers Pay Teachers
- Pinterest
- Waltke's Web

- Carl's Corner