

# Grade 1 Unit 2 Team Work

Content Area: **Language Arts**  
Course(s):  
Time Period: **Generic Time Period**  
Length: **November 13- January 26**  
Status: **Published**

## **Stage 1: Desired Results**

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Students will be able to independently use their learning to:

## **Established Goals**

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Reading:

- Narrative story form: character, setting, main events
- Discriminate between fiction and nonfiction text
- Reading with accuracy and prosody

Guided Reading:

- By the end of unit 2, first grade students should be reading at Fountas and Pinnell instructional level F 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 a narrative and informational story using pictures and complete sentences
- begin conferencing to learn what editing means

Foundational Skills: "Foundations" Units 4-7

Unit 4:

- Bonus letter spelling rule: ff, ll, ss and sometimes zz
- Glued sound: all
- Punctuation: exclamation point, quotation marks
- High frequency trick words: you, your, I, they, was, one, said

#### Unit 5:

- Glued sounds am, an
- Proofreading
- High frequency trick words: from, have, do, does

#### Unit 6:

- Baseword and suffix with the suffix -s
- Pluralization
- High frequency trick words: were, are, who, what, when, where, there, here

#### Unit 7:

- Glued sounds: ang, ing, ong, ung, ank, ink, onk, unk
- Blending and reading words with ng and nk
- Segmenting and spelling words with ng, nk
- High frequency trick words: why, by, my, try, put, two, too, very, also, some, come

#### Speaking and Listening:

- Participate in collaborative conversations with partners and adults in small and larger groups
- Follow agreed-upon rules for discussions

#### Language:

- Print all upper and lowercase letters
- Capitalize dates and names of people and use punctuation for sentences
- Spell untaught words phonetically
- Identify nouns and proper nouns

#### Interdisciplinary Connection:

- Students will understand how the Pilgrims and Native Americans worked as a team to prepare for the first Thanksgiving
- Science emphasis on dinosaurs and Honey Bees working together in the hive
- Discuss how families work together around the holidays

## Standards & Indicators

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LA.1.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.1.L.1.4.C	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
LA.1.RF.1.3.B	Decode regularly spelled one-syllable words.
LA.1.RI.1.1	Ask and answer questions about key details in a text.
LA.1.RI.1.2	Identify the main topic and retell key details of 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.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.1.L.1.2.B	Use end punctuation for sentences.
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.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.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.RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
LA.1.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
LA.1.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
LA.1.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
LA.1.L.1.1.A	Print all upper- and lowercase letters.
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.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.1.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
LA.1.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.

## **Central Ideas/Enduring Understandings**

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Readers decode words.

Readers retell stories.

Readers try to read smoothly.

Writers tell a story in order using complete sentences.

Stories can be written as narrative or informational piece.

## **Essential/Guiding Questions**

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How do we break down the sounds of words?

How can words be put together to form sentences?

## **Content - Students will know...**

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Key Vocabulary Terms: publish, connections, setting, main idea, syllables, problem, solution, compare and contrast, topic, genre, key ideas, details, predict, sample, summary, plot, goal, context clue, nonfiction, informational text, fiction, narrative, retelling, fluent

- A variety of decodable and high-frequency words
- Isolating and blending phonemes
- Capitalization and punctuation of a sentence
- Stories are made of pictures and words

## **Skills - Students will be skilled at...**

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Segmenting and blending phonemes.

Retelling a story.

Writing sentences.

Reading high frequency words.

Reading a story and recalling key details.

## **Stage 2: Assessment Evidence**

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### **Performance Task(s)**

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Listen to a story and write sentences about the beginning, middle, and end.

### **Other Evidence**

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Tests and quizzes

Unit 2 Assessment

Fresh Reads

Listening Comprehension and Retelling

## **Stage 3: Learning Plan**

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### **Learning Opportunities/Strategies**

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- 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 and Differentiation"

- Small group instruction
- Extended time
- ELL and My Sidewalks support materials
- Extension activities (Thanksgiving Feast)
- VAKT strategies

## Resources

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- Scott Foresman Reading Street 2008 NJCCCS Edition

A Big Fish for Max (F); At Home (I); The Farmer in the Hat (F); Helping Hands at 4-H (I); Who Works Here? (I); Neighborhood Map (map); The Big Circle (F); Class Paper (I); Life in the Forest (I); A Mangrove Forest(I); Honey Bees (I); The Ants Go Marching (poem)

- 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

## Unit Reflections & Teacher Notes

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