

Unit Topic: Animals, Tame and Wild

Content: Reading

Grade: 1

Unit 1

<p style="text-align: center;">D A Y I N U N I T</p>	<p>*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core</p>	<p>Daily Activities</p>	<p>Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)</p>	<p>Literacy/Reading in the Content Literacy Ideas Vocabulary/ Vocab Activity Activities Activities II</p>	<p>Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/ Strategies More Ideas</p>	<p>Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/Ideas 9 Types Big Explanation Tool MAP Site Reading Differentiation K-5</p>	<p>Technology 50 Ideas Resources- Text, sites,...</p>
	<p>I can ask and answer questions about important parts of a fiction story. RL 1.1 What do good readers do? Am I clear about what I just read?</p>	<p>Week 1 ~Read " A Hamster for Ana" page 11a ` Read "Sam, Come Back" page 14g Week 2 ~Read "The Band" page 31a ~Read "A Pig in a Wig" page 34g Week 3 ~Read "A Perfect Visit" page 53a ~Read "The Big Blue Ox" page 56g Week 4 ~Read "The Fox Family" page 75a</p>	<p>*Any story Project book cover pg 19 *Favorite part page 20-21 From Independent Reading Response activities</p>	<p>Common Core Clinics - Reading page 4,5, 6 &7 Question It! Graphic organizer *Week 6 Common Core Clinics page s 16-17 lesson 3 ask/answer questions Fiction Brainstorm web - How do you know it is a fiction story? Any Stories Vocabulary Map 1. Student pick a vocab</p>	<p>*Selection test *AR testing *all weeks - Fresh Reads</p>	<p>*AR testing *All weeks - Fresh Reads</p>	<p>*Turning Point (selection test)</p>

	<p>~Read "A Fox and a Kit" page 78g</p> <p>Week 5 ~Read "The Pecking Hen" page 95a ~Read "Get the Egg" page 98g</p> <p>Week 6 ~Read "A Rainforest in the Zoo" page 115a ~Read "Animal Park" page 118g</p>		<p>word.</p> <ol style="list-style-type: none"> 2. Complete MAP 3. Share with friend 4. Share with class 			
<p>I can tell about the characters, setting, and important things that happen in a story.</p> <p>RL 1.3</p> <p>What do good readers do?</p> <p>Am I clear about what I just</p>	<p>(1)~Read "A Hamster for Ana" and discuss the characters page 11a ~Characters on leveled reader practice pages ~Graphic organizer web-character from weekly story or from leveled readers ~Venn diagram comparing characters or setting. ~Graphic organizer -The Proof is in the Character - Character Traits- Character Connection - Character Change - Character Report - Character</p>	<p>*Etch A Sketch page 60 in Thoughtful book (During a read aloud have students sketch the characters, setting and theme) *Kindling page 74 in thoughtful book Who are the characters? What is the setting? What is the problem in the story?</p>	<p>*Draw character and write words to describe character *Use exit slips have students write who the story was about in a read aloud. *Read a story to the class and have students draw the setting on an exit slip. *Character Chart graphic organizer</p> <p>Character setting</p>	<p>*Draw character and write words to describe character *Use exit slips have students write who the story was about in a read aloud. *Scott Foresman practice book page 4 *Read a story to the class and have students draw the setting on an exit slip.</p>	<p>*Leveled readers *Character graphic organizer on students AR book.</p>	<p>www.brainpopjr.com Three movies under Story Elements – character, setting, or plot</p>

<p>read?</p> <p>Using pictures and the words in a story, I can tell about the characters, settings, and important things that happen.</p> <p>RL 1.7</p> <p>In what ways does creative choice impact an audience?</p> <p>Whose story is it, and why does it matter?</p>	<p>Columns</p> <p>~Read "A Perfect Visit" and discuss characters and setting page 53a (3)</p> <p>~Read "The Fox Family" discuss the main idea page 75a (4)</p>					
<p>I can identify short vowel</p>	<p>~Build words from Scott Foresman teacher manual page 10o(1),</p>	<p>*Exit slip - Write two short vowel words.</p>	<p>*Word sort - sort words based on short vowel sound.</p>	<p>*Exit slip - Write two short vowel words. *Scott Foresman</p>	<p>*Decodable readers</p>	<p>www.phonicsworld.com/shortvowels</p>

<p>sounds in a one-syllable word.</p> <p>R.F 1.2</p> <p>What are sounds and letters important?</p> <p>How do sounds and letters create words?</p>	<p>30o(2), 52o(3), 94o(5), 114o(6)</p> <p>(1)Poem "Jack's Cat" Look for short a words</p> <p>(2) Poem " A Tasty Mix" short I words</p> <p>(3) Poem "Animal Jobs" short o</p> <p>(4) Poem "Animal Detectives" inflected ending s and ing.</p> <p>(5) Poem "Spying on Animals" short e</p> <p>(6) Poem "Animals Under the Sun" short u</p>		<p>*Build words from Scott Foresman teacher manual</p> <p>(3) Vowel Graphic organizer Word hunt from story short o and -s words</p>	<p>Assessment book pages 233, 235, 237, 239, 241, & 243</p> <p>*Scott Foresman practice book - pages 3, 13, 23, 38, 43, 53, 58</p>		<p>http://www.brainpopjr.com</p> <p>short vowel movie</p>
<p>I can read one-syllable words with a consonant blend.</p> <p>RF 1.2 b</p> <p>*Why are</p>	<p>~Build words from Scott Foresman teacher manual 96d (5), 116d (6)</p> <p>(1) Poem "Jack's Cat" ck words</p>	<p>*Give one Get one Thoughtful ed book page 11</p>	<p>*Build words from Scott Foresman teacher manual</p> <p>* sort words by blends</p> <p>(2)*Word Hunt using "Pig in a Wig"</p>	<p>Scott Foresman practice book - pages 5, 19, 45, 55, 59</p>	<p>*Decodable readers</p>	<p>http://rbeaudoin33.homestead.com/initialpage.html</p> <p>http://rbeaudoin33.homestead.com/final_con_1.html</p>

<p>sound and letters important?</p> <p>*How do sounds and letters create words?</p>						
<p>I can tell and read the beginning, middle, and ending sounds of a one-syllable word.</p> <p>RF 1.2 c</p> <p>I can say the sounds of a one-syllable word in parts.</p> <p>RF 1.2d</p> <p>Why are</p>	<p>Phonemic Awareness build and segment words from teachers manual.</p>	<p>*www.fcrr.org - Words steps Letter cube blending - extension take the nonsense words and change to a real word</p> <p>*Spider -</p>	<p>*Sequential Phonics - building words</p> <p>*Build words from Scott Foresman teacher manual</p> <p>Spelling sort - sort by beginning, middle, or end sounds</p>	<p>*Spelling test</p> <p>*Spelling practice pages</p> <p>*Nonsense word fluency</p>	<p>*Decodable readers</p>	<p>www.fcrr.org - word steps, letter cube blending</p>

<p>sounds and letters important?</p> <p>How do sounds and letters create words?</p>						
<p>I can spell and read consonant digraphs (like ch, sh, and th).</p> <p>RF 1.3a</p> <p>How do sounds and letters create words?</p> <p>When a word doesn't make sense, what can I do?</p>	<p>* Look through newspaper and highlight words with digraphs - *Family Times games from student workbooks</p>	<p>*www.fcrr.org - diagraph delight</p>	<p>*Look through newspaper and highlight words with digraphs - sort words by digraphs using the spelling sort graphic organizer</p>	<p>*Spelling sort graphic organizer *Spelling test</p>	<p>*Decodable readers *Look for words with digraphs in AR books.</p>	<p>www.fcrr.org - diagraph delight</p>

	<p>I can decode (break apart) one-syllable words.</p> <p>RF 1.3b</p> <p>How do sounds and letters create words?</p> <p>When a word doesn't make sense, what can I do?</p>	<p>Word ladder (on going)</p>	<p>www.fcrr.org word steps Letter sound match</p>	<p>*Nonsense word flip book</p>	<p>*Phoneme segmentation fluency</p> <p>*</p>		<p>www.fcrr.org *word steps *Letter sound match</p>
	<p>I can read words with inflectional endings (like -s, -es, -ed, and -ing)</p> <p>RF 1.3</p>	<p>~Build words from Scott Foresman teacher manual 74o (4), 76d (4)</p> <p>(4) Discuss words with and without inflected endings. T chart -s, -ing</p>	<p>*Word sort</p>	<p>*Phonics chart sing a long from Scott Foresman (4) Highlight -s and -es words</p>	<p>*Reread for fluency *Sentence sets *Practice pages from Scott Foresman pages 25, 33, 35, 48, 49, *Word Sort</p>	<p>*Word work from Differentiation instruction in Teachers manual *Decodable readers *Reread for Fluency *Sentence Sets</p>	

<p>How do sounds and letters create words?</p> <p>When a word doesn't make sense, what can I do?</p>						
<p>I can read first grade words that are spelled irregularly (may not follow the rules).</p>	<p>Amazing words (1-6) Google 3 pics guess the word and illustrate in vocab notebook.</p>		<p>(1-6)One amazing word with pic to illustrate include sentence with word in it.</p> <p>*Vocabulary notebook In on way And take up Play get help Use mud town Eat her this too Animals dinner watch small saw tree your bird nest many home into them park zebras hippos elephants</p>		<p>*Leveled readers</p>	

	I can use regularly and irregularly (may not follow the rules) spelled words with common spelling patterns (like CVC, CVVC, VCV)	~word ladders from Scott Foresman teaching manual ~Writing journals	~Word banks page 42 Thoughtful Ed tool book ~Daily Fix its (from teacher manual or waltke's web)	~Dictation sentences from Scott Foresman teachers manual	~Exit Slip - Write a sentence using a word given by the teacher.		Waltke's Web (daily fix its)
	I can spell words the way that they sound.	~Sparkle (weekly on Fridays)	*Exit slip		*Spelling test *Writing journal		
	I can use the words in a sentence to help me understand the meaning of a word I do not know.		*Visualizing Vocabulary	Weekly grammar activities from student workbook.	~Vocabulary from weekly Selection test		~Turning point (selection test)