

Unit Topic: _____

Content: ___ Reading _____

Grade: _1_ _____

Date: _____ Unit 2 _____

	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core	Daily Activities	Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhienberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)	Literacy/Reading in the Content Literacy Ideas Vocabulary/ Vocab Activity Activities Activities II	Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/Strategies More Ideas	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	Technology 50 Ideas Resources- Text, sites,...
1	I can tell the difference between a short vowel sound and a long vowel sound in a one syllable word. RF.1.2 ~Why are sounds and letters important? ~How do sounds and letters create words?	*(2,4,6) Sing Along for the week - highlight and list short and long vowels *(3,5) Which word doesn't belong and why? 4 words in a group	*(2,4,6) T chart sort short vowels/long vowels *(3) Vowel flipbook of long/short vowels, add and remove silent "e". Sort words. Use in sentences.	*(2,4,6) word hunt for long vowels in the story "The Farmer and the Hat" *(3) Web: choose either sort or long from the Teacher Edition of Scott Foresman . *(5) List 5 words from web to go with	*(2,4,6) spelling practice book *(3,5) exit slip long vowel/short vowel	*(2,4,6) Buddy read AR book list 5 long/short vowels *(3,5) Web graphic organizer Two syllables more for higher level 1 syllable - on level Picture of word for below level	
2	I can say the sounds of a one syllable word in parts. RF.1.2 ~Why are sounds and letters important? ~How do sounds and letters create words?	*(1-6) Create a vocabulary chain	*(1-6) Build words with skill each week	*(1-6) Use decodable readers to practice/hunt for one syllable words	*(1-6) Check list (segment & Count phonemes for each word)		*weeks 1-6 Walke's Web Use print out with letters to cut apart and segment/co

							unt....
3	<p>I can spell and read consonant digraphs (like ch, sh, and th)</p> <p>RF.1.3 ~How do sounds and letters create words? ~When a word doesn't make sense, what can I do?</p>	<p>*(1) Word hunt (sh, th) *Build words *Dictation sentences *Comprehension Story from the "Read Aloud Anthology (Annie Helps Out pg. 116) **ongoing Word hunts Phonics songs with rhymes chart</p>	<p>*www.fcrr.org - digraph delight *Brainstorming - list words by digraph *Threes a crowd pg 102 - What belongs and what does not *Mnemonics - organizing by digraph pg 109</p>	<p>*Look through newspaper and highlight words</p>	<p>*(1) Practice book pg. 63 (sh, th) Spelling practice book pg. 25-28 (sh, th) *(2) Practice book pg. 85</p>	<p>*Decodable readers *AR books look for words with digraphs *Leveled Readers</p>	<p>*(1) Digraph Hunt Phonics activities Type a list of spelling words with (sh) and (th)</p>
4	<p>I can decode (break apart) one syllable words.</p> <p>RF.1.3 ~How do sounds and letters create words? ~When a word doesn't make sense, what can I do?</p>	<p>*Word ladder (on-going)</p>			<p>*Systematic Sequential Phonics (2) Lesson 31-35 Long a (3) Lesson 36-40 long i (4) lesson 41-45 long o (6) lesson 51-55 long e, ee</p>		

5	<p>I know the final -e and two vowels in a word make a long vowel sound.</p> <p>RF.1.3 ~How do sounds and letters create words? ~When a word doesn't make sense, what can I do?</p>	<p>*(2-6)Phonics rhyme and charts *(2-6)Spelling practice book pages from Scott Foreman to practice final e and week 6 double e *</p>	<p>*Building words from Scott Foresman</p>		<p>*Spelling tests</p>	<p>*(2-6)Decodable readers *(2-6)Word sorts *(2-6)Word hunts using AR book</p>	
6	<p>I can read words with inflectional endings. (like -s, -es, -ed, and -ing)</p> <p>RF.1.3 ~How do sounds and letters create words? ~When a word doesn't make sense, what can I do?</p>	<p>(5) Word Sort *Teachers manual word sort /t/, /d/, /ed/ * find -ed words in "Along the the Forest Path - list/name base word</p>	<p>(5)*Pick a Bunch Write base words and -ed words on index cards. Roll dice choose that many cards read them all then put on the bottom of the stack. -Follow up activity - choose 2 words and put in a sentence.</p>	<p>(5)*Find words with -ed in newspaper, highlight word, list base word</p>	<p>*(5)Practice book - page 105 (ed) *(5) T chart base word/-ed word list some base - student write -ed word. list some -ed words - student write base word</p>	<p>*(5)Find -ed words in Decodable Reader, leveled readers, and AR books</p>	
7	<p>I can read first grade words that are spelled irregularly (may not follow the rules).</p> <p>RF.1.3 ~How do sounds and letters create words? ~When a word doesn't make sense, what can I do?</p>	<p>*(1-6)Day 2 - High Frequency Words Using the high frequency words create word cards pg. 25 Peer reading Flash cards Song book/rhymes</p>		<p>*Vocabulary notebook Week 1 - want good catch no put Week 2 - could be old paper horse Week 3 - people live work who out Week 4 - there down inside now</p>			

		chart		together Week 5 - grow food around fine water under Week 6 - family other also their some new		
8	I can print all upper and lower case letters. L.1.1 ~Why do the rules of language matter? ~Communicating clearly: What does it take?	*Find uppercase and lowercase letters and highlight them		*Similarities and differences chart		*Write uppercase and lowercase letters on iPad app
9	I can use regularly and irregularly (may not follow the rules) spelled words with common spelling patterns (like CVC, CVVC, VCV) L.1.2 ~Why do the rules of language matter? ~Communicating clearly: What does it take?	*(2-6) T Chart - CVC /CVCe	*(2-6) Give one Get one Page 11 in thoughtful book. (long vowels) *(1-6) Spider - search for words that vowel the spelling pattern	*(2-6) Word sorts short vowel/long vowel		*(1-6) Spider - word hunt. Students use a book in their level. Give lower students their own words. *(2-6) www.readinga-z.com word sorts
10	I can spell words the way that	*(1-6) dictation sentences from			*(1-6) Spelling test - use a bonus word	

	<p>they sound.</p> <p>L.1.2</p> <p>~Why do the rules of language matter?</p> <p>~Communicating clearly: What does it take?</p>	<p>Scott Foresman teachers manual</p>			<p>that has not been practiced to see if student knows the skill.</p> <p>*Writing journal</p>		
1 1	<p>I can use the words in a sentence to help me understand the meaning of a word I do not know.</p> <p>L.1.4</p> <p>~When a word doesn't make sense, what can I do?</p> <p>~How do I use what I know to figure out what I don't know?</p>	<p>*(1-6) Daily fix it</p>	<p>*(1-6) Visualizing vocabulary</p> <p>*(1-6) Etch a Sketch</p>	<p>*(1-6) Weekly grammar activities from student workbook</p>	<p>*(1-6) Vocabulary from weekly selection test</p>		<p>*(1-6) Turning point (selection test)</p> <p>*(1-6) waltke's web for daily fix it</p>
	<p>Writing Activities</p>	<p>Week 1</p> <p>~Write about something your family celebrates.</p> <p>~List chores you do with your family.</p>	<p>Week 2</p> <p>~Make a list of school rules.</p> <p>~Write about when you have fun with classmates.</p>	<p>Week 3</p> <p>~Write about a worker who helps you at school.</p> <p>~Write about one of the workers from "Who Works Here" and what they would say to our class.</p>	<p>Week 4</p> <p>~List things that move.</p> <p>~Write about what T-Rex might tell his friends about the triceratops.</p>	<p>Week 5</p> <p>~After reading the big book "A Frog in the Bog" draw animals and insects in the bog and label them.</p> <p>~Write about something your family might see after a walk in the forest.</p>	<p>Week 6</p> <p>~Write about what a bees life is like.</p> <p>~Write a sentence about your favorite insect.</p>

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