

Unit Topic: Great Idea

Content: Reading

Grade: 1

Date: _____

	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core	Vocabulary/ Vocab Activity Activities Activities II	Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhlenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)	Literacy/Reading in the Content Literacy Ideas	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 theme of a story. <ul style="list-style-type: none"> *What do good readers do? *Am I clear about what I just read? *How do I know? 	theme retell key detail Journal entry- What did you learn from the story?	*Think, pair, share (What is the big idea?) *Etch A Sketch from thoughtful book (page 60 & 61) *Spider from thoughtful book	*Sequencing graphic organizer *Gallery walk *Story map	*Graphic organizers *Selection test *Journal entry *Scott Foresman practice book page	Leveled readers *Identify the theme in their AR books.	*Turning point (Selection test) *Waltke's web http://classroom.ic-schools.net/waltkek/FirstGrade.html
2	I can ask and answer questions about important parts of a nonfiction story. <ul style="list-style-type: none"> What do good readers do? Am I clear about what I just read How do I know? 		-Knee-to-Knee (explaining what story is about) -Personal Response (Story element picture strategy)	Fluency reads	Small group observations Accelerated Reader	Leveled Readers Accelerated Reader Fresh Reads Decodable Readers	www.brainpopjr.com nonfiction story

3	<p>I can tell the main idea of a nonfiction story and retell the details.</p> <ul style="list-style-type: none"> • What do good readers do? • Am I clear about what I just read? • How do I know? 	<p>main idea detail sequence</p> <p>Journal entry- What happened first, next and last?</p>	<p>*Etch A Sketch from thoughtful book (page 60&61 Topic - Main Idea)</p> <p>*Spider/bug from thoughtful book (Put main idea in the body of the bug and list the details on legs)</p>	<p>*Story maps</p> <p>*Main idea graphic pyramid</p> <p>*Flip chart #23 from Scott Foresman</p>	<p>*Graphic organizers</p> <p>*Selection test</p> <p>*Journal entry</p> <p>*Scott Foresman practice page 154</p>	<p>*Leveled Readers</p> <p>*Identify the main idea in their AR books.</p>	<p>*Turning point (selection test)</p> <p>*Waltke's web http://classroom.ic-schools.net/waltkek/FirstGrade.html</p>
4	<p>I can read nonfiction first-grade stories with help.</p> <ul style="list-style-type: none"> • What do good readers do? • Am I clear about what I just read 		<p>-Knee-to-Knee (explaining what story is about)</p> <p>-Personal Response (story element strategy)</p>	<p>Fluency reads</p>	<p>Small group observations</p> <p>Fluency Checks</p>	<p>Leveled Readers Accelerated Reader</p>	<p>www.brainpopjr.com</p> <p>Nonfiction video</p>
5	<p>I can capitalize the beginning of</p>	<p>period</p>					

	<p>a sentence and put a punctuation mark at the end. I can make telling, asking, exclamatory sentences and commands when I need to. I can put a punctuation mark at the end of a sentence.</p> <ul style="list-style-type: none"> • Why do the rules of language matter? • Communicating clearly: What does it take? 	<p>exclamation mark question mark</p>					
6	<p>I can tell the difference between a short vowel sound and a long vowel sound in a one-syllable word.</p>						
7	<p>I can read one-syllable words with a consonant blend. I can say the sounds of a one-syllable word in parts. I can decode (break apart) one-syllable words.</p> <ul style="list-style-type: none"> • Why are sound and letters important? • How do sound and letters create words? • When a word doesn't make 		<p>*Word sort *Phonics Chart sing a long from Scott Foresman</p>	<p>Phonics Chart sing a long from Scott Foresman</p>	<p>*Reread for fluency *Sentence sets *Practice pages from Scott Foresman *word sort</p>	<p>Word work from Diff. instruction section of Scott Foresman teachers manual *Decodable readers *Reread for fluency *Sentence sets</p>	<p>Waltke's Web http://classroom.ic-schools.net/waltke/FirstGrade.html Earobics</p>

	sense, what can I do?						
9	<p>I know that final -e and two vowels in a word make a long vowel sound.</p> <ul style="list-style-type: none"> How do sounds and letters create words? When a word doesn't make sense, what can I do? 		<p>*Word sort *Phonics Chart sing a long from Scott Foresman</p>	<p>Phonics Chart sing a long from Scott Foresman</p> <p>Between the Lions song When two vowels go walking</p>	<p>*Reread for fluency *Sentence sets *Practice pages from Scott Foresman *word sort</p>	<p>Word work from Diff. instruction section of Scott Foresman teachers manual *Decodable readers *Reread for fluency *Sentence sets</p>	<p>Waltke's Web http://classroom.jc-schools.net/waltke/FirstGrade.html</p> <p>Earobics</p>
10	<p>I can read words with inflectional endings (like -s, -es, -ed, and -ing).</p> <ul style="list-style-type: none"> How do sounds and letters create words? When a word doesn't make sense, what can I do? 		<p>*Word sort (sort words s, es, ed, ing) *Phonics Chart sing a long from Scott Foresman</p>	<p>Phonics Chart sing a long from Scott Foresman</p>	<p>*Reread for fluency *Sentence sets *Practice pages from Scott Foresman *word sort</p>	<p>Word work from Diff. instruction section of Scott Foresman teachers manual *Decodable readers *Reread for fluency *Sentence sets</p>	<p>Waltke's Web http://classroom.jc-schools.net/waltke/FirstGrade.html</p> <p>Earobics</p>
11	<p>I can read first grade words that are spelled irregularly.</p> <ul style="list-style-type: none"> How do sounds and letters create words? 	<p>along toward never loved behind eyes pulling wood</p>	<p>*Antonetti activity introduce the meaning of the word before the word *Vocabulary Journal</p>	<p>*Antonetti activity introduce the meaning of the word before the word</p>	<p>Formative Assessment *Scott Foresman practice book pages *Graphic organizers *Cloze activities</p>	<p>*Leveled Readers for each story *Center writing High students write sentences. Lower</p>	<p>Turning point</p> <p>Waltke's Web http://classroom.jc-schools.net/waltke/FirstGrade.html</p>

	<ul style="list-style-type: none"> When a word doesn't make sense, what can I do? 	<p>should door among none instead another goes kinds heavy against today early learn science built through</p>	<p>*Vocabulary Quilt *Four Thought Organizer *Visualizing and Verbalizing *Vocabulary Word Map</p>	<p>*Vocabulary Journal *Vocabulary Quilt *Four Thought Organizer *Visualizing and Verbalizing *Vocabulary Word Map</p>	<p>*Exit Slips *Turning Point *Selection test</p>	<p>students illustrate words using pictures. *Vocabulary center words vary depending on the student's readiness level. Example: High-decompose, Medium-rotten, low-stinky</p>	<p>schools.net/waltkek/FirstGrade.html Carl's Corner http://www.littlebooklane.com/SF1.htm IPAD apps</p>
1 2	<p>I can read fluently and understand what I read. I can read first grade stories and understand what I read. I can read and reread first grade stories correctly, at a good speed, and with expression.</p> <ul style="list-style-type: none"> What do good readers do Why does fluency matter? 	<p>-Fluent Stop watch & monitor</p>		<p>Fluency reads</p>	<p>Accelerated Reader Fluency Checks</p>	<p>Accelerated Reader Fluency Checks Fresh Reads Decodable Readers</p>	<p>Ipad (videos) (video students reading)</p>
1 3	<p>I can read a word and understand its meaning by using the words around it. I can use the words in a sentence to help me understand the meaning of a word I do not know.</p> <ul style="list-style-type: none"> What do good readers do? Why does fluency matter? 	<p>Context clues</p>	<p>-Word sort/-er, -est Vocabulary quilt Vocabulary notebook</p>	<p>Word sort</p>	<p>Selection Test</p>	<p>Leveled Readers Vocabulary Sheets Vocabulary Quilt Vocabulary Center Decodable Readers</p>	<p>-Turning Point (selection test)</p>
1	<p>I can spell words the way that</p>			<p>*Sequential Phonics</p>	<p>*Unit Test</p>	<p>*Spelling Test (give</p>	<p>Turning Point</p>

4	<p>they sound.</p> <p>I can use regularly and irregularly spelled words with common spelling patterns.</p> <p>Why do the rules of language matter?</p> <p>Communicating clearly: What does it take?</p>			<p>book</p> <p>*Building words from Scott Foresman teachers manual</p> <p>*Word ladders (waltke's web)</p> <p>*Spider web- write new words to go with the skill.</p>	<p>*Spelling Test (add an unknown bonus word to apply the skill)</p> <p>*Graphic organizer – spider web, words ladders</p>	<p>different unknown words for different levels)</p> <p>*Graphic organizer – spider web, ladders</p> <p>*Decodable readers</p>	<p>IPADS – doodle app to write new words using the skill of the week</p> <p>Waltke web http://classroom.jc-schools.net/waltke/FirstGrade.html word ladders</p>
1 5	<p>I can use prefixes and suffixes to help me understand a word.</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>	Prefix suffix	<p>*All's Well that Ends Well from Thoughtful book page 103</p> <p>*Word Sorts (sort words with different prefixes or suffixes)</p> <p>*Spider graphic organizer</p> <p>*Kindling from Thoughtful book page 74 (Question – What does a specific suffix/prefix mean? Example – un)</p>	*Word Sorts	<p>*Word Sorts</p> <p>*Scott Foresman practice book page 155</p> <p>*Spider graphic organizer</p>	<p>*Spelling Test (give different unknown words for different levels)</p> <p>*Graphic organizer – spider webs</p> <p>*Decodable reader</p> <p>*Strategic decodable readers</p>	<p>Turning Point http://www.firstschoolyears.com/literacy/word/other/prefixes/prefixes.html</p>
1 6	<p>I know root words and words with endings.</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>	Root word	<p>*All's Well that Ends Well from Thoughtful book page 103 (Use word of choice)</p> <p>*Words Sorts</p>	*Word Sorts	<p>*Word Sorts</p> <p>*Scott Foresman practice book page 145</p>	<p>*Decodable readers</p> <p>*Strategic decodable readers</p>	Turning Point
1 7	<p>I can make real-life connections between words and how they are used.</p>		<p>*Antonetti activity – google images</p> <p>*Three's a Crowd from</p>	*Sort words into categories- example words for	<p>*Bucket of Words – graphic organizer</p> <p>*Vocabulary quilt</p>	<p>*Bucket of Words – graphic organizer (use different words to</p>	*Antonetti activity – google

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	<p>When a word doesn't make sense, what can I do? How do I use what I know to figure out what I don't know?</p>		<p>Thoughtful book page 102</p>	<p>each seasons *Bucket of Words graphic organizer</p>		<p>differentiate) *Vocabulary Quilt (use different words to differentiate)</p>	<p>images</p>
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