

Tunkhannock Area School District
Grade 1 Language Arts Unit 6 (6-7 weeks)

Theme: Interacting with Others and Solving Problems

How can we work as a team?

How can we solve the problem together?

How can interacting with others help us in our world?

Pennsylvania Core Standards:

CC.1.3.1.H: Compare and contrast the adventures and experiences of characters in stories.

CC1.3.1.K: Read & comprehend literature on grade level, reading independently and proficiently.

CC.1.2.1.H: Identify the reasons an author gives to support points in a text.

CC.1.2.1.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.1.1.E: Read with accuracy and fluency to support comprehension:

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.4.1.U: With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

CC.1.5.1.E: Produce complete sentences when appropriate to task and situation.

CC.1.3.1.I: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content.

CC1.4.1.X: Write routinely over extended time frames (time for research, reflection, revision) & shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes & audiences.

CC1.4.1.T: With guidance & support from adults & peers, focus on a topic, respond to questions & suggestions from peers & add details to strengthen writing.

Objectives

Students will

Compare and contrast the adventures and experiences of characters in stories.

Read prose and poetry of appropriate complexity for 1st grade.

Read literature of appropriate complexity for first grade.

Compare and contrast two texts on the same topic.

Read informational texts appropriately complex for grade 1.

Apply concepts of reading to read with sufficient accuracy and fluency to support comprehension including reading with accuracy, appropriate rate, and expression.

Create published writing using digital tools and collaborating with peers.

Construct complete sentences when appropriate to task and situation.

Formulate the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content by using context clues, affixes, root words, and inflectional forms.

Create writing routinely over extended time frames for a range of discipline-specific tasks, purposes & audiences.

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Suggested Activities	Exemplar Texts	Additional Resources	Tier 3 Vocabulary	Assessments
<p>Start by discussing the word "bridges" so that students see the bridge as both an architectural structure and a symbolic coming together. Students will see how children are able to bridge cultural gaps through friendships. Students will think about differences in characters such as Dorothy and The Scarecrow (The Wonderful Wizard of Oz) and the way they become friends. Finally, have students write a friendly letter to a book character to help them think deeply about the fictional characters.</p> <p>I'm Magic e (three baskets): First basket: beginning consonants, digraphs and initial blends on green paper Middle basket: vowels or vowel teams on yellow paper Third basket: ending consonants, digraphs and ending blends on red paper Choose three students to stand behind the baskets and a fourth student to sit in a chair wearing a magic e hat and holding a magic e card face down. One at a time, have students who are standing say their individual sounds and then blend their sounds together. Give extra support by modeling segmenting /blending. Have students at their desks tap out the word and blend it, and then write it on their whiteboards. Tell the student holding magic e card to stand, hold card up to face the class and say loudly what is on their card, "I'm magic e and "a" say long /a/</p>	<p><i>Frog and Toad Together</i> By Arnold Lobel</p> <p><i>"Two Tree Toads"</i> By Jon Agee</p> <p><i>The Wonderful Wizard of Oz</i> By Frank Baum</p>	<p>Lesson Planner CDs Audio CDs Teacher Manuals Big Books Student Anthologies Blackline Masters Strategy Posters Letter, Word, and Picture Cards Vocabulary/Spelling Cards Practice Books Leveled Readers/ Guided Reading Books Read Alouds Writing Journals Literacy Learning Centers Phonics Libraries Dolch Word Lists Frye Word Lists Word/Reading Wall Spelling Words www.eduplace.com www.readinga-z.com Foundations Teacher Materials Foundations Student Materials;</p>	<p>Compare & Contrast Expression</p>	<p>Formative -Observation -Self & Peer Assessment -Worksheets -Oral Questioning -Literacy Responses -Class Discussions -Teacher Observations -Writing Journals</p> <p>Summative -modified Weekly Skills Tests -Graded Writing Assessments -Foundations Unit Assessments -Dolch Word Lists -Frye Word Lists</p> <p>Benchmark -DIBELS and Progress Monitoring</p> <p>Diagnostic -Running Records</p>