

English Language Arts Curriculum

GRADE ONE



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"GOOD TO GREAT"



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Orange Township Public Schools

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Office of the Superintendent



English Language Arts Grade 1

Course Description:

The following modules help to ensure that First Grade students gain adequate exposure to a range of texts and tasks, retain and further develop reading, writing, speaking and listening skills mastered in the preceding grade level. Students advancing through First Grade are expected to meet grade-specific standards. These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills within the modules are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Rigor is enhanced through the requirement that students read and analyze texts that gradually become more complex. The modules also help to ensure that students demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and it addresses increasingly demanding content and sources. Lastly, the modules will support students in the expected growth in writing ability that is reflected in the standards themselves and in the collection of student writing samples. In first grade, writer's workshop engages students in writing about their lives and the world around them. Students will write to tell stories, research topics of interest and write to tell their opinion. As the year progresses they will be supported to add more details and text to their writing. Through various genres of writing students will apply the conventions of standard English grammar, punctuation and spelling

Scope and Sequence

Timeline	Reading	Writing
Marking Period 1	Unit 1- Nice to Meet You! <i>Pete the Cat</i> by Eric Litwin (Genre - Fantasy) <i>Try this!</i> by Pam Munoz Ryan (Narrative-Nonfiction) <i>A Kid's Guide to Friends</i> by Trey Amico (Informational Text) <i>You will be my Friend!</i> by Peter Brown (Fantasy) <i>My School Trip</i> by Aly Mays (Realistic Fiction) <i>Suki's Kimono</i> by Chieri Uegaki and Stephane Jorisch (Realistic Fiction) <i>Big Dilly's Tale</i> by Gail Carson Levine (Fairy Tale)	Unit 1: Writing: Narrative Writing Focal Text: <i>Ralph Tells a Story</i> by Abby Hanlon Grammar: Grammar must be taught within a mini-lesson and not as an overarching lesson. Nouns and Proper Nouns Unit 2: Writing: Descriptive Essay Writing Focal Text: <i>Nana in the City</i> by Lauren Castillo Grammar: Must be taught in a mini-lesson and not in an overarching lesson.

	<p>Unit 2- My Family, My Community <i>Whose Hands are These?</i> by Miranda Paul (Informational Text) <i>Dan had a Plan</i> by Wong Yee (Realistic Fiction) <i>Maybe Something Beautiful</i> by F. Isabel Campoy and Theresa Howell (Realistic Fiction) <i>On the Map!</i> by Lisa Fleming (Informational Text) <i>Places in my Neighborhood</i> by Shelly Lyons (Informational Text) <i>Abuela</i> by Authur Dorros (Fantasy) <i>Who Put the Cookies in the Cookie Jar?</i> By George Shannon (Informational Text)</p> <p>Unit 4 -Better Together <i>Baseball Hour</i> by Carol Nevius (Informational Text) <i>Goal!</i> by Jane Medina (Informational Text) <i>Pelé, King of Soccer</i> by Monica Brown (Biography) <i>Get Up and Go!</i> by Rozanne Williams (Informational Text) <i>A Big Guy Took My Ball!</i> by Moe Williams (Fantasy) <i>The Great Ball Game</i> by Joseph Bruchac (Folktale) <i>If You Plant a Seed</i> by Kadir Nelson Fantasy</p>	<p>Common Nouns (People, Animals, Places, Things) and Action Verbs</p> <p>Unit 4 Writing: Informational Writing Focal Text: <i>Do Unto Otters: A Book ABOUT Manners</i> by Laurie Keller Grammar: Must be taught in a mini-lesson and not in an overarching lesson. Adjectives (Size, Shape, Color, Number), Complete Sentences, and Singular and Plural Nouns</p>
Marking Period 2	<p>Unit 3 - Amazing Animals <i>Best Foot Forward</i> by Ingo Arndt Informational Text <i>Animal Q & A</i> by David Ezra Stein Informational Text <i>The Nest</i> by Carole Roberts Realistic Fiction <i>Whose Eyes Am I?</i> by Shelly Rothner Informational Text <i>Blue Bird and Coyote</i> told by James Bruchac Folktale</p>	<p>Unit 3 Writing: Informational Writing Focal Text: <i>Giraffes</i> by Kate Riggs (Research essay) Grammar: Must be done in a mini-lesson and not in an overarching lesson. Prepositions and Prepositional Phrases, Proper Nouns, Verbs</p>

	<p><i>Ol' Mama Squirrel</i> by David Ezra Stein Fantasy</p> <p>Unit 7-The Big Outdoors <i>Rainy, Sunny, Blowy, Snowy</i> by Jane Brockett Informational Text <i>Storm Report</i> by HMH Opinion <i>Sam and Dave Dig a Hole</i> by Mac Barnett Fantasy <i>Deserts</i> by Quinn M. Arnold Informational Text <i>Handmade</i> by Guadalupe Rodriguez Procedural Text <i>Do You Really Want to Visit a Wetland</i> by Bridgett Heos <i>Grand Canyon</i> by Sara Gilbert Informational Text</p> <p>Unit 9-Tell Me a Story <i>So You Want To Grow A Taco</i> Informational <i>The Little Red Hen</i> by Bridget Heos <i>Which Part Do You Eat</i> by Katherine Ayres <i>If I Were a Tree</i> by Dar Hasta Informational <i>Amazing Plant Bodies</i> by Ellen Lawrence Informational <i>The Curious Garden</i> by Peter Brown Narrative</p>	<p>Unit 7 Writing: Poetry Focal Text: Ask Me by Bernard Waber Genre- Fiction Grammar:Must be taught in a mini-lesson and not in an overarching lesson. Questions Compound Sentences Names of Months, Days, and Holidays</p> <p>Unit 9 Writing: Informational Focal Text: One Bean, by Anne Rockwell Genre- Non-Fiction Grammar:Must be done in a mini-lesson and not in an overarching lesson. Future Tense, Subject Pronouns, Pronouns I and Me</p>
Marking Period 3	<p>Unit 10- Dare to Dream <i>What Can You Do?</i> By Informational text <i>Kids are Inventors, Too!</i> by HMH Informational text <i>Young Frank Architect</i> by Frank Viva Realistic fiction <i>Charlotte the Scientist is Squished</i> by Camille Andros Fantasy <i>Sky Color</i> by Peter H. Reynolds Realistic fiction <i>I am Amelia Earhart</i> by Brad Meltzer Biography</p>	<p>Unit 10 Writing: Informational Focal Text: The Girl Who Could Dance in Outer Space: An Inspirational Tale About Mae Jemison, by Maya Cointreau Genre- Informational- Biography Grammar: Must be taught in a mini-lesson and not in an overarching lesson. Possessive Pronouns, Indefinite Pronouns, Contractions</p> <p>Unit 8 Writing: Narrative</p>

	<p><i>Joaquin's Zoo</i> by Pablo Bernasconi Fantasy</p> <p>Unit 8- Tell Me a Story <i>Chicken Little</i> by Rebecca Emberley Folktale <i>My Name is Gabriella</i> by Monica Brown Biography <i>Red Knit Cap Girl and the Reading Tree</i> by Naoko Stoop Narrative <i>Follow the Story Path</i> by HMH Informational Text <i>Interrupting Chicken</i> by David Ezra Stein Fantasy</p> <p>Unit 6 -Celebrate America <i>You're a Grand Old Flag</i> by Geroge M. Cohan Realistic Fiction <i>State the Facts!</i> by HMH Informational Text <i>Monument City</i> by Jerdine Nolen Drama <i>President's Day</i> by Anne Rockwell <i>The Contest</i> by Opinion <i>The Statue of Liberty</i> by Tyler Monroe Informational Text <i>Can We Ring the Liberty Bell?</i> by Martha E.H. Rustad Realistic Fiction <i>Hooray for Holidays</i> by Pat Cummings Realistic Fiction</p>	<p>Focal Text: The Kissing Hand by Audrey Penn Genre- Fiction Grammar: Must be taught in a mini-lesson and not in an overarching lesson. Exclamations, Kinds of Sentences Adjectives:The Senses Unit 6 Writing: Personal Narrative Focal Text: The Thanksgiving Door Grammar: Must be taught in a mini-lesson and not in an overarching lesson. Questions Commands Statements Subjects Verbs Capitalizing Months, Days, Names, and Nouns</p>
Marking Period 4	<p>Texts: Review from Modules <i>Ol' Mama Squirrel</i> by David Ezra Stein Fiction <i>Red Knit Cap Girl and the Reading Tree</i> Fiction by Naoko Stoop <i>The Big Guy Took my Ball</i> by Mo Williams Fiction <i>Chicken Little</i> by Rebecca Emberly Folktale <i>Best Foot Forward</i> Informational Text</p>	<p>Writing: Narrative Informational/Explanatory Focal Text: The Next Ol' Mama Squirrel Grammar: Must be taught in a mini-lesson and not in an overarching lesson. Review: Setting, Characters, Plot</p>

	<i>The Nest</i> Informational Text <i>Blue Bird and Coyote by James Bruchac</i> Folktale	
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Module 1		Grade(s)	1
Unit Plan Title:	My Community		
Overview/Rationale			
In this module, students will read and write about how the people they meet and the experiences they have in their communities can help them. Students will learn about what makes a good citizen and how to be a good friend. Students will read and write about the different activities they can do at school and their community. Students will describe the community in which they live and explain how the people who live there, including family members, work together to make it better for everyone.			

New Jersey Student Learning Standards- ELA
<p>Reading Standards:</p> <p>R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</p> <p>Language Standards:</p> <p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>Writing Standards:</p> <p>W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>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.</p>

Reading Foundational Standards:

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.

RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.1.3.B Decode regularly spelled one-syllable words.

Speaking and Listening Standards:

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Career Readiness, Life Literacies, and Key Skills

- There are actions an individual can take to help make this world a better place.
- Different types of jobs require different knowledge and skills.
- Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.
- Recognize ways to volunteer in the classroom, school and community.
- Individuals from different cultures may have different points of view and experiences.
- A variety of diverse sources, contexts, disciplines and cultures provide valuable and necessary information that can be used for different purposes.

Technology/Computer Science and Design Thinking

8.1 Educational Technology:

8.1.2.A.1- Identify the basic features of a digital device and explain its purpose.

8.1.2.A.2- Create a document using a word processing application.

8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Interdisciplinary Standards

Science

1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Social Studies

- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: 8.2.2.A.-Define products produced as a result of technology or of nature. 8.2.2.A.2-Describe how designed products and systems are useful at school, home and work. 8.2.2.A.3-Identify a system and the components that work together to accomplish its purpose.		<ul style="list-style-type: none">• 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.• 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.• 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.• 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.• 6.1.2.CivicsPR.1: Determine what makes a good rule or law.• 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws in school and communities are needed.• 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.• 6.1.2.CivicsPR.4: Explain how individuals can work together to make decisions in the classroom	
21 st Century Skills: Check all that apply <i>E = Encouraged, T = Taught, A = Assessed</i>			
E	Civic Literacy	T/A	Communication
E	Global Awareness	T/A	Critical Thinking and Problem Solving
E	Health Literacy	T	Collaboration
E	Financial, Economic, Business, & Entrepreneurial Literacy	E	Creativity and Innovation
T/A	Environmental Literacy		Other:
Essential Question(s)			

How does diversity enhance your community?

How can we benefit from our community?

How does writing to inform others or explain a topic make me a better learner/student?

Enduring Understandings

Students will comprehend that everyone has a role in a community. Individuals of different backgrounds contribute to communities in many ways.

Students will learn that everyone benefits from our community because our community gives you a sense of belonging.

Students will understand writing to inform others or to explain helps us to think critically about the topic we are learning.

Students will recognize writing to explain helps deepen knowledge and to develop new thinking/ideas.

Student Learning Targets/Objectives

I can ask and answer questions about key details in a text

I can retell a story and include important details

I can use details to describe characters and setting of a story

I can use details while describing the major events in a story

I can write to tell information about a topic

I can write narratives in which they recount two or more appropriately sequenced events

I can answer questions about information, I have gathered from sources

I can demonstrate understanding of spoken words, syllables, and sounds (phonemes).

I can identify and decode regularly spelled one-syllable words.

I can describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

I can add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Assessments

- Pre and Formative:
 - Pre-Assessment - PAST/LETRS Inventories (if necessary)
 - Weekly assessments for phonics, spelling inventory, and comprehension quizzes
 - Formative Assessments: Weekly Reading Selection Quizzes (**optional**)
 - *Pete the Cat*
 - *Try this!*
 - *A Kid's Guide to Friends*
 - *You will be my Friend!*
 - *My School Trip*
 - *Suki's Kimono*
 - *Big Dilly's Tale*
 - *Whose Hands are These? Dan had a Plan*
 - *Maybe Something Beautiful*
 - *On the Map!*
 - *Places in my Neighborhood*

- *Abuela*
 - *Who Put the Cookies in the Cookie Jar?*
- Summative
 - **Benchmark** Use details from the texts and your personal experiences to write and explain why communities are important.
 - **Performance Task** Choose one character from the stories we have read. Explain why the character is a good citizen. Provide a closing sentence.
- Authentic
 - Inquiry & Research Projects (Optional)
 - Unit 1 - Group Project - Creating Curiosity Boards - Self Portrait
 - Unit 2 - Group Project - Creating Curiosity Board- Spot Light News Report
 - Unit 4 - Group Project - Creating Curiosity Boards- Creating Healthy Games
 - Optional Assessments
 - Writing Workshop Writing Tasks
 - Unit 1- Narrative- Tell a story about a moment in your life
 - Unit 2 - Informational-Write a short response of what makes your world wonderful
 - Unit 4 - Informational- A How-To book about how to make a new friend

Teaching and Learning Actions

Instructional Strategies

Differentiation examples:

High- Challenge students to generate their own questions specific to concept

Medium- Attend to reading strategies

Low- Work on HMH language acquisition

[language acquisition](#)

Academic Vocabulary - Create and keep current, a social studies Word Wall, for children to use and interact with. Important for all learners, academic vocabulary and language must be taught explicitly, particularly to second language learners.

Accountable talk - Talking with others about ideas is fundamental to classroom learning. Classroom talk that promotes and sustains learning should be accountable to other learners, use accurate and appropriate knowledge, and adhere to rigor in thinking. Accountable talk responds to and further develops what others have said through relevant observations, ideas, opinions, or more information.

Adapting to learning styles/multiple intelligences – Allow movement, choice, linguistics, visual, and other methods of teaching/learning to foster different interests, providing variety and differentiation in instruction, and developing the whole child.

Conferencing - A one-to-one teacher conference with a student about his or her work in progress is prevalent in teaching writing and speaking, but it is also useful in other areas. The purpose of the conference-- engaging in meaningful conversation about the student's work in progress--will not be realized automatically. Preparation (on the part of both the teacher and the student) before the conference, careful listening during the conference, recordkeeping, and follow-up are essential components for a successful outcome. In student-to-student conferencing, participants require guidance, a focused protocol, and accountability. Video resource:

<https://www.youtube.com/watch?v=Pad1eAcsHho>

Content Stations – Areas where students work on different tasks simultaneously. Can and should be leveled for review, challenge, and remediation at appropriate level. Teacher rotates and facilitates instruction and assistance. Activities reach various learning styles. Houghton Mifflin Harcourt leveled readers to assist in background knowledge, skills application, etc.

Cues, questions, activating prior knowledge- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned.

Effective questioning- Teacher questioning and student response are common classroom learning activities. Research finds that teacher questions (and cues) are effective when they focus on what is important, require students to respond at higher levels, provide adequate wait time after a question is asked and establish an engaging introduction for the lesson. Effective questioning can also play a role in focusing students on unit learning goals or overarching themes throughout a longer period of study.

Elkonin Boxes - Students use Elkonin boxes to build phonemic awareness. They count the amount of phonemes in a word and slide a counter into each box to represent each sound. The child slides his or her finger from left to right as he or she blends the sounds to read the word.

Flexible Groupings- Teacher meets with groups to meet curricular goals, engage students, and respond to individual needs.

Integration of content areas - There is a strong case to be made for integrating curriculum. It strengthens skills that students encounter in one content area, but also practice in another, such as reading and writing, and it

can lead to the mastery of those skills. It provides meaningful instruction for students in multiple areas of standards in a single class or learning experience. It is also an authentic way of learning because it reflects what we experience, both professionally and personally, in the world. It can be a way to engage students when introducing them to a challenging subject. STEM education is a current example of effective content integration. Research supports the integration of content areas.

Intentional Use of Technology – whiteboard presentations and activities available and encouraged for use through HMH.

Leveled Instruction – Teacher gives introductory lesson to the entire class, then provides varying access points for students to practice skills. Teacher provides several assignments with different levels of difficulty- the student OR teacher chooses an assignment.

Modeling - Modeling is an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and students learn by observing and emulating. Modeling is an effective instructional strategy when it allows students to observe thought processes and imitate particular behaviors or steps in a process. Types and purposes of modeling can include approaches such as task and performance modeling (demonstrating a task), metacognitive modeling (thinking aloud), and disposition modeling (conveying one's own enthusiasm, interest, or commitment). Modeling can be used across disciplines and in all grades and ability levels.

Nonlinguistic representations- drawings, blocks, physical models, kinesthetic activities, graphic organizers, realia

Phoneme Grapheme Correspondence - Procedure for teaching Phoneme-Grapheme correspondence

Read-aloud - Read-aloud is an instructional format, included formally in elementary reading programs and as an instructional activity in all areas and levels of the curriculum. A primary purpose of a read-aloud is to create a community of readers in the classroom and establish a known text as a basis for related literacy activities. Reading aloud allows teachers to model important components of literacy, such as fluency, expression, and interacting with texts while exposing students to vocabulary that is just beyond their instructional level and demonstrating how reading is a source of information and enjoyment.

Semantic Mapping -The association of meanings and context for a given word that may include: origin, images, multiple meanings, word structure, synonyms, antonyms, descriptors, common contexts, examples, historical or cultural connotations and personal associations. When using a semantic map, it will assist students by building a meaningful network of associations around the words that must be learned which will be stored more deeply in memory and retrieved more easily.

Share the Pen/Interactive Writing - The teacher shares the writing experience with young students on chart paper or a whiteboard that is large enough for the whole class to see. Students participate by giving the teacher ideas and also by "taking the pen" and writing words, phrases, or sentences with the teacher's guidance.

SIOP Strategies Sheltered Instructional Observation Protocol consists of eight components; lesson preparation, building background, comprehensible input, strategies, interaction, practice, lesson delivery, and review and assessment. Using these eight components teachers can design instruction that will help ELL's to reach English language acquisition.

Student goal setting - Teachers who set, define, and communicate learning objectives effectively with students employ research-based findings that say goal setting with students should: (1) be flexible and general because when a goal is too narrowly focused, it may limit learning (e.g., If the goal is to learn how a piston works, students may not learn its relationship to other parts of an engine), although too general goals may be unattainable; (2) encourage student ownership (e.g., creating own goals, personalizing teacher goals, committing to contracts, and providing feedback on their progress in journals, videos, etc.); (3) focus on understanding over accomplishing tasks; and (4) allow students enough time to adapt goals to their own interests, learning styles, and prior knowledge. Setting goals benefits from explicit instruction.

Targeted feedback - Research and effective practice points to the following keys to using targeted feedback to improve student achievement and avoid negative effects: (1) link feedback to objectives; (2) use a formative evaluation approach over a summative approach; (3) make guidance specific (e.g.,proofing remarks or codes may not communicate well); (4) provide feedback in a timely manner (not long after assignment is forgotten); and (5) identify how students should use feedback to make improvements.

Thumbs Up/Down, "Stop Light", "Smiley Face"- for quick, formative assessment

Think-Pair-Share- Turn & Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out their partner's ideas/response; then switch.

	<p>Word wall - A word wall is an organized collection of words prominently displayed in a classroom and frequently used as an interactive literacy tool for teaching vocabulary and spelling to children. There are many different types of word walls, such as high frequency words, word families, and story- or unit-related names.</p>
<p><i>Activities: Including G/T, SE, and ELL Differentiation</i></p> <p>Students with a 504: All modifications and health concerns listed in his/her 504 plan MUST be adhered to.</p> <ul style="list-style-type: none"> ❖ Provide scaffolded support when they respond to questions (ie. Rephrase questions, have them Turn & Talk to peers, provide sentences frames for response, etc) ❖ Sentence frames discussions/sharing. ❖ Encourage participation using words, phrases, gestures, illustrations, and dictation, as needed. ❖ Refer to visuals throughout lesson/activity ❖ Divide instruction into smaller chunks of time ❖ Post pictures with new vocabulary words when possible and have children repeat each word. 	<p>Week 1 (Unit 1- Nice to Meet You!)</p> <p>Read Alouds/Writing: <i>My First Day, Pete the Cat, Try This!, A Kid's Guide to Friends, and Ralph Tells a Story</i> (see differentiation for audio read alouds)</p> <p>Focus: Story Structure; Elements of Poetry; Author's Purpose</p> <p>Activity: Engage and Respond: Speaking, Listening, and Writing</p> <p>Vocabulary Words: challenge, emotions, friendship, try, new, great, enjoy, excited, nervous</p> <p>High Frequency Words: go, is, like, see, the, this, to, we</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> - Consonants: m, t, s, b (reference letter cards) - Short Vowel A <p>Differentiation - use as needed</p> <p>ELL Support:</p> <p>Language Acquisition <i>All Levels:</i> Help children understand how to use the words first, next, and last. Have children form a line. Then tap children as you tell their order: (Juan) is first. (Lin) is next. (Tanu) is next. (Maria) is last. Then have the group break into lines of three to five and have children tell who is first, next, and last.</p> <p>Read Aloud <i>Entering/Beginning:</i> Take a picture walk. Name key objects and locations—for example, the books in the library—and have children repeat the words. <i>Developing/Expanding:</i> Page through the book and have children name each place and what Pete is doing there: Pete is in the _____. He is _____. <i>Bridging/Reaching:</i> Display the frame: I am _____ing in my school shoes. Page through the book and have children use the frame to tell what Pete is doing.</p> <p>Building Vocabulary <i>Entering/Beginning:</i> Say: Show how your face would look if you saw a snake. Are you excited or nervous? <i>Developing/Expanding:</i> Supply these frames: I would like to try _____. I enjoy (watching/playing) _____. <i>Bridging and Reaching:</i> Ask: What do you feel excited about? What do you enjoy doing? Have children respond using complete sentences. <i>All Levels:</i> Use gestures to help reinforce word meanings. Then have children take turns pointing to and naming Picture Cards used in the activity.</p> <p>High Frequency Words <i>All Levels:</i> Use gestures to help reinforce word meanings. For example, point to your eyes and look toward a map hanging on the wall as you say this: I see the map. Then have children take turns pointing to and naming Picture Cards used in the activity</p>

- ❖ *Students demonstrate understanding verbally or drawing.*
- ❖ *Allow role-play responses.*
- ❖ *Provide sentence frames for forming opinions: I agree with ____ because _____. Or I do not agree with ____ because _____.*
- ❖ *Encourage use of content vocabulary.*
- ❖ *Use words, gestures, and repetition to assist in developing vocabulary meaning retention.*
- ❖ *Retell stories, have children point to an image that matches their retelling.*
- ❖ *Have children highlight vocabulary/key words in their student workbooks..*
- ❖ *Model using class anchor charts to assist in their writing, speaking, and reading..*
- ❖ *Provide word/phrase cards to assist in accomplishing tasks.*
- ❖ *Model sentence structure when responding to questions.*
- ❖ *Ask “yes” and “no” questions from time to time.*

Foundational Skills

All Levels: Make sure children understand the meaning of the Spelling Words and Dictation Sentences. Display Picture Cards **can**, **cat**, and **pan**. Have children say the Spelling Words as they match the words to the pictures. Then discuss the meanings of the remaining words

Enrichment/Additional support (SE/High Support)

- teacher provides student with segments of the story to support discussion
- students can draw or use pictures to describe their KWL chart
- students can draw or use pictures to identify the sequence of events
- teacher provides starter sentences for questions and statements
- [See it, Say it, Sign it letters and sounds](#)
- teacher models writing a complete sentence
- students use sand or other multisensory objects to write letters and words
- use vocabulary to define and draw examples

Extension/Accelerated learners

- students write about a difficult time with many obstacles
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- students access an independent text to apply the skills
- use [vocabulary anchor](#) chart to define, draw examples, write sentences, use synonym
- discuss the words that help them know the order of events in the story

All learners:

- audio read aloud of the text: [Pete the Cat:Rocking in My School Shoes](#)
- teacher can present vocabulary words, meaning and picture example
- audio read aloud of mentor writing text: [Ralph Tells a Story](#)

Week 2 (Unit 1- Nice to Meet You!)

Read Aloud/Writing: *You Will By My Friend!, My SchoolTrip, Ralph Tells a Story*

Focus: Story Structure; Author’s Purpose; Make Inferences; Central Idea

Activity: Engage and Respond: [Speaking](#), [Listening](#), and Writing

Vocabulary Words:

challenge, emotion, friendship, trip, partner, wished, last, kinds, together

High Frequency Words: a, first, good, had, he, I, my, was

Foundational Skills:

- Consonants: [n](#), d, p, c /k/
- [Short Vowel A](#)

Differentiation- use as needed

ELL support:

Language Acquisition

All Levels: For Spanish-speaking children, point out that the English words for “event” and “sequence” have the following Spanish cognates: “evento” and “secuencia”

- ❖ Allow frequent movement in the classroom, going up to the SMARTBoard, or big book to point out things relevant to the lesson.
- ❖ Thumbs Up/Down for quick assessments.
- ❖ Take dictation.
- ❖ Have student make a line for each word of their response, then work with them to write the sentence decoding and reading the room to help with their writing. (ie. "I like the part when Keisha could build a tower using blocks." _ _ _ _ _.)
- ❖ Encourage asking questions for clarity. Provide displayed anchor chart of question words with question phrases on it.
- ❖ Assign partner work.
- ❖ Snap & Read Google extension (reads to student in selected language).
- ❖ Small group instruction
- ❖ Inclusion of videos, images, and Google Expeditions
- ❖ Choice in task products (song, dance, writing, role play, drawing)

Read Aloud

Entering/Beginning: Display pages 2–5. Ask: Which event happened first? Have children use first as they point to the appropriate picture.

Developing/Expanding: Ask: What happens at the beginning? in the middle? at the end? Have children give simple responses.

Bridging/Reaching: Have children describe an event or illustration they like. Have them tell whether it is from the beginning, middle, or end.

Building Vocabulary

Entering/Beginning: Have children act out meanings. For example, ask two partners to stand next to each other. Ask three children to stand together.

Developing/Expanding: Ask questions such as these: What different kinds of fruit are there? What kinds of fruit do you like?

Bridging/Reaching: Ask children to use four of the Power Words in their own sentences

Participation

Entering/Beginning: Say: Show me what you would do to get ready for a trip. Now show me how you would work with a partner.

Developing/Expanding: Ask: Where would you go on a trip? What would you do with a partner?

Bridging/Reaching: Have children work in pairs: Tell about something you wished for. Tell about a trip you took.

Foundational Skills

Entering/Beginning: Help children understand Blend and Read words with sketches (pan, cap), gestures (pat, nap), or sentences (I am a teacher).

Developing/Expanding Some Blend and Read words, such as bat and can, have multiple meanings. Help children demonstrate or explain each meaning.

Bridging/Reaching: Challenge children to identify the Blend and Read words with multiple meanings.

Enrichment/Additional support (SE/High Support)

- teacher provides student with segments of the story to support discussion
- students can draw or use pictures to make inference of what will happen next
- students can access leveled text to determined author's purpose
- See it, Say it, Sign it letters and sounds
- use story structure organizer to reinforce story structure with leveled readers or other text
- use color marker, sand, clay or other multisensory objects to write letters and words
- use vocabulary to define and draw examples
- teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words

Extension/Accelerated learners (SE/GT)

- students write to extend the story

❖ *Use of Google Chromebook Accessibility Features, including: screen magnifier, font increase, black/white contrast, larger cursor, Chromevox, on-screen*

- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- discuss the words that help them know the order of events in the story
- Access additional reads to determine story structure

All learners:

- audio read aloud of the text: [You Will Be My Friend!](#)
- make anchor chart to model skill (story structure, author's purpose, making inferences)
- teacher presents vocabulary words, meaning and picture example
- audio read aloud of mentor writing text: [Ralph Tells a Story](#)

Week 3 (Unit 1- Nice to Meet You!)

Read Aloud/Writing: *Suki's Kimono, Big Dilly's Tale, Ralph Tells a Story,*

Focus: Characters; Ask and Answer Questions

Activity: Engage and Respond: [Speaking, Listening](#), and Writing

Vocabulary Words:

challenge, emotions, friendships, ugly, paddled, chilly, beautiful, changed

High Frequency Words: and, find, for, just, many, one, she, then

Foundational Skills:

- Consonants: r, f, s/z/
- [Short Vowel I](#)

(reference articulation video)

Differentiation-use as needed

ELL Support:

Language Acquisition

Entering/Beginning: Have children point to the parts of the story they have questions about. Encourage them to use a question word—**who, what, when, where, why, or how**—about the page.

Developing/Expanding: Model how to begin a question with **who, what, when, where, why, or how**. Then have children ask a question.

Bridging/Entering: Have children ask questions using complete sentences

Building Vocabulary

Entering/Beginning: Ask: When you are chilly, are you cold or hot? If you paddled, are you in water or on land?

Developing/Expanding: Supply frames such as: We Fill in the blanks in water. The _____ is beautiful.

Bridging/Reaching: Point out that beautiful and ugly are opposites. Ask children to say the opposite of chilly.

All Levels: Children whose first language is Haitian Creole or Spanish may place adjectives in sentences after the nouns (e.g. I saw a vase beautiful).

Adjectives commonly come after nouns in these languages. Model using the Power Words beautiful, chilly, and ugly in several sentences and have children repeat after you.

Foundational Skills

After watching the articulation video, model the medial sound in: **pit, pin, fin, tip, rip, lip**, and have children repeat.

All Levels: Some English learners may need support distinguishing the short vowel sound /i/ from /ē/. Say the following pairs of words as children listen: **will/well, bill/bell, fill/fell**. Repeat the word pairs, one at a time. Ask children to raise a hand when they hear a word with /i/. Have them say the word.

- **Inflection -S**

All Levels: In languages such as Haitian Creole nouns do not change form to show the plural. English learners may need additional practice adding the inflection -s to mean more than one. Use classroom objects to reinforce meaning and to reinforce the sounds for -s: one book, two books /s/; one pen, two pens /z/.

Enrichment/Additional support (SE/High Support)

- teacher provide students with an action verbs list to support word choice
- students may draw to represent their writing ideas
- teacher allows verbal responses for written responses
- teacher provides starter sentences for questions and statements
- [See it, Say it, Sign it letters and sounds](#)
- teacher model asking and answering questions about the story
- students use sand or other multisensory objects to write letters and words
- use vocabulary to define and draw examples
- teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words

Extension/Accelerated learners

- students practice restating questions
- reads decodables to practice skills independently
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- discuss the words that help them know the order of events in the story

All learners:

- audio read aloud of the text [Suki's Kimono](#)
- teacher can present vocabulary words, meaning and picture example
- audio read aloud of mentor writing text: [Ralph Tells a Story](#)

Week 4(Unit 2- My Family, My Community)

Read Aloud/ Writing: *Whose Hands are These?/ Nana in the City*

Focus: Text Organization; Retell; Setting; Speaking and Listening: Social Communication

Vocabulary Words:

toiled, belong, gifted, persists, smeared, sketch

High Frequency Words: are, buy, little, said, too, up, will, you

Foundational Skills:

- Consonants: [g](#), [k](#)
- Review short vowels A , I

(reference articulation video)

Differentiation- use as needed**ELL Support:****Language Acquisition**

Use Tabletop Mini Lessons: English Language Development 4.1 (Speaking) to reinforce and practice the language skill. Then use the following text-based prompts with *Whose Hands Are These?* to guide application of the language skill. Begin with the prompt at the child's identified language proficiency level. As children are able, use lighter supports to encourage increased language proficiency.

Entering/Beginning: Have children recount what some of the hands do by completing this sentence frame: These hands _____. Allow children to point, respond in single words or short phrases, or explain in their home language.

Developing/Expanding: Ask children to recount the information about what the different hands do by completing this frame: The text says these hands _____.

Bridging/Reaching: Ask children to recount information about the different helping hands in *Whose Hands Are These?* As other children listen, have them respond by stating which profession is being described.

All Levels: For Spanish-speaking children, point out that the English words text organization, detail, and description have the following Spanish cognates: organización del texto, detalle, and descripción.

Read Aloud

Entering/Beginning: Read aloud descriptive words and phrases to children. Ask children to point to the words as they say them after you.

Developing/Expanding: Ask questions to help children recognize description, such as: What does the author tell about on this page? What does this item look like? What words tell you that?

Bridging/Reaching: Have children restate a description from the book in their own words.

High Frequency Words

Entering/Beginning: Act out word meanings to reinforce understanding. For example, hold up a small bit of chalk and say, The chalk is little.

Developing/Expanding: Reinforce the meaning of buy. Contrast it to by, and then have children complete the frame: I will buy _____ at the store.

Bridging/Reaching: Have children take turns using High-Frequency Words in sentences.

Foundational Skills

All Levels: Some English learners may need support pronouncing the vowel sound /i/. Have children listen carefully to the following pairs of words: **in/an, pin/pan, big/bag, sit/sat, did/dad**. Then repeat each pair of words, and have children say them after you.

Enrichment/Additional support (SE/High Support)

- students use pictures in story and match adjectives from a wordbank to describe the objects in the picture.

- students may draw to represent their retell
- teacher allows verbal responses for written responses
- teacher provides starter sentences for questions and statements
- [See it, Say it, Sign it letters and sounds](#)
- teacher models writing a complete sentence
- students use sand or other multisensory objects to write letters and words
- use vocabulary to define and draw examples
- teacher uses Elkonin boxes to support sounds/pronunciation in words

Extension/Accelerated learners

- students participate in Literacy Circle
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- discuss the words that help them know the order of events in the story and write a summary of the story.

All learners:

- audio read aloud of the text [Whose Hands Are These](#)
- teacher can present vocabulary words, meaning and picture example
- teacher can present [adjective video](#)
- audio read aloud of mentor writing text: [Nana in the city](#)

Week 5 (Unit 2- My Family, My Community)

Read Alouds/Writing: *Maybe Something Beautiful, On the Map, Places in My Neighborhood*

Focus: Setting, Summarize, Text Features, Make Connections

Activity: Engage and Respond: [Speaking](#), [Listening](#), and Writing

Vocabulary Words:

heart, gazed, dipped, gloom, decorated, canvas, town, map, community, places, purpose, clinic

High Frequency Words: do, live, of, our, wants, what, with, your

Foundational Skills:

- Consonants: l, h
- short vowel [O](#)
- review short vowels [A](#) , [I](#)

(reference articulation video)

Differentiation- use as needed

ELL Support:

Language Acquisition

Entering/Beginning: Take a picture walk through the book and help children name details. Ask questions such as: Who is the girl? Can you point to something that is (grey)? Where is the apple? Who is painting?

Developing/Expanding: Help children tell about the pictures with sentence frames such as: The city is _____. _____ is painting.

Bridging/Reaching: Ask children to name things and describe details in the illustrations

Bridging/Reaching: As children answer the prompts, encourage them to share the details in the text and pictures that helped them respond

High Frequency Words

All Levels: Use objects and gestures to help reinforce word meanings. For example, point to the clock as you say: Our classroom has a clock. Then have children point to and name something else in the classroom as they complete the sentence frame: Our classroom has a _____.

Building Vocabulary

Entering/Beginning: Act out the words decorated, gazed, and dipped. Have children repeat the actions as they say each word.

Developing/Expanding: Supply frames such as these: I gazed at a beautiful _____. I dipped _____.

Bridging/Reaching: Ask children to explain the meanings of the words before answering the questions in the We Do It activity.

Foundational Skills

All Levels: Articulation video: Short vowel [O](#)

Enrichment/Additional support (SE/High Support)

- students may draw to represent their writing idea, encourage discussion about drawn work. Support recording responses in complete sentences.
- teacher allows verbal responses for written responses
- teacher provides starter sentences for questions and statements
- [See it, Say it, Sign it letters and sounds](#)
- examine pictures in story to use descriptive words to describe what is seen
- students use sand or other multisensory objects to write letters and words
- use vocabulary to define and draw examples
- use Elkonin boxes to

Extension/Accelerated learners

- students write to extend the story
- students participate in literacy circle
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- discuss the words that help them know the order of events in the story

All learners:

- audio read aloud of the text: [Maybe Something Beautiful](#)
- teacher can present vocabulary words, meaning and picture example
- teacher provides practice texts to support reading fluency and comprehension

Week 6 (Unit 2- My Family, My Community)

Read Aloud/Writing: [Abuela](#) ([Benchmark](#) - Use details from the texts and your personal experiences to write and explain why communities are important.)

Focus: Setting; Ask and Answer Questions; Text Organization; Content Area Words

Activity: Engage and Respond: [Speaking](#), [Listening](#), and Writing

Vocabulary Words:

Vocabulary: pointing, close, docked, unload, harbor, spoon, against, churn, stock, heal, drive

High Frequency Words: about, eat, how, make, out, put, takes, who

Foundational Skills:

- Consonants: w, j, y, [v](#)
- [short vowel U](#)

(reference articulation video)

Differentiation-use as needed

ELL Support:

Language Acquisition

All Levels: Children might not be familiar with New York City and its landmarks. They might benefit from seeing photographs of the places mentioned in the story. Point out that New York City is not one homogenous place but is made up of many different, diverse neighborhoods and communities.

Building Vocabulary

Entering/Beginning: Guide children to sketch and label a picture for each word. Refer to the Vocabulary Cards and other visuals as needed.

Developing/Expanding: Supply these frames: A boat that is docked is Fill in the blank. I am pointing at _____. In a harbor, you can see _____.

Bridging/Reaching: Ask: What part of your body do you use when you are pointing? Explain what happens when a boat is docked.

High Frequency Words

All Levels: Explain to children that the word **about** has more than one meaning. Share the following sentences and discuss the meaning of about in each:

*I played soccer for about two hours.

*What is the movie about?

Provide additional opportunities for children to practice using about in sentences for both meanings of the word.

Foundational Skills

All Levels: Articulation video: [short vowel U](#)

Enrichment/Additional support (SE/High Support)

- practice ask and answering who, what, when, where, why and how questions about the classroom environment, students teacher, pictures from the story and leveled text
- teacher may present word cards to support the student's sentence building.
- teacher allows verbal responses to support recording written responses
- teacher provides starter sentences for questions and statements
- [See it, Say it, Sign it letters and sounds](#)
- teacher models writing a complete sentence

- students use sand, clay or other multisensory objects to write letters and words
- teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words
- use vocabulary to define and draw examples

Extension/Accelerated learners

- students make a small translation book of words in story from Spanish to English and English to Spanish
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- discuss the words that help them know the order of events in the story
- students may prepare questions for the author and characters

All learners:

- audio read aloud of the text: [Abuela](#)
- teacher can present vocabulary words, meaning and picture example
- teacher can share lesson's anchor charts: [Ask and answer questions](#)
- practice role play asking and answering questions while pretending to be the characters or the author
- Editing II: Preparing to Publish

Enrichment/Additional support (SE/High Support)

- students use pictures in story and match adjectives from a wordbank to describe the objects in the picture.
- students may draw to represent their writing ideas
- teacher allows verbal responses for written responses
- teacher provides starter sentences for questions and statements
- [See it, Say it, Sign it letters and sounds](#)
- teacher models writing a complete sentence
- students use sand or other multisensory objects to write letters and words
- use vocabulary to define and draw examples

Extension/Accelerated learners

- students participate in Literacy Circle
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- discuss the words that help them know the order of events in the story

All learners:

- audio read aloud of the text [The Great Ball Game](#)
- teacher may present vocabulary words, meaning and picture example
- teacher may presents [Point of view](#) video and anchor chart

Week 7 (Unit 4-Better Together)

Read Aloud/Writing: *Baseball Hour*,

Focus: Ideas and Support, Central Idea, Evaluate, Point of View

Activity: Engage and Respond: [Speaking](#), [Listening](#), and Writing

Vocabulary Words:

drills, jog, pace, field, twist, bend, team, equipment, coach, rules, goal, fan

Unit 3 High Frequency Words and Foundational Skills

High Frequency Words: day, every, fly, have, look, made, they, write

Foundational Skills:

- Consonants qu, x, z
- Short e

Differentiation- use as needed

ELL Support:

Read Aloud

Entering/Beginning: Ask simple yes/no questions about the central idea of the text. Identify details and supporting evidence, pointing at words and pictures as you speak, and have children repeat

Developing/Expanding: Ask questions about the topic and central idea: Supply these frames: The topic of the text Fill in the blanks. The central idea is Fill in the blanks

Bridging/Reaching: Have children answer prompts in their own words. Ask students what main things the author wants readers to understand.

High Frequency Words

All Levels: Use objects and gestures to help reinforce word meanings.

Building Vocabulary

All Levels: Make sure children understand the meanings of the Spelling Words and Dictation Sentences. Use Picture Cards web, pen, rain (for wet), and boy (for leg) to show word meanings.

Entering/Beginning: Act out the words decorated, gazed, and dipped. Have children repeat the actions as they say each word.

Developing/Expanding: Supply frames such as these: I gazed at a beautiful _____. I dipped _____.

Bridging/Reaching: Ask children to explain the meanings of the words before answering the questions in the We Do It activity.

Foundational Skills

All Levels: Articulation video: [qu /k/](#)

Enrichment/Additional support (SE/High Support)

- students may draw to represent their writing idea, encourage discussion about drawn work. Support recording responses in complete sentences.
- teacher allows verbal responses for written responses
- teacher provides starter sentences for questions and statements
- [See it, Say it, Sign it letters and sounds](#)
- examine pictures in story to use descriptive words to describe what is seen
- students use sand or other multisensory objects to write letters and words
- use vocabulary to define and draw examples
- use Elkonin boxes to

Extension/Accelerated learners

- students write to extend the story
- students participate in literacy circle
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- discuss the words that help them know the order of events in the story

All learners:

- teacher can present vocabulary words, meaning and picture example
- teacher provides practice texts to support reading fluency and comprehension

Week #8 Unit 4 (Better Together)

Read Alouds/Writing: *Pele King of Soccer and Get Up and Go!*

Focus: Central Ideas, Synthesize, Text Features, Retell, Characters

Activity: Engage and Respond: [Speaking](#), [Listening](#), and Writing

Vocabulary Words:

afford, professional, match, champions, spreading, opponent, exercise, well, body, hero, excuse, guy

Unit 3 High Frequency Words and Foundational Skills

High Frequency Words: all, down, four, from, her, now, saw, went

Foundational Skills:

- Double consonants
- Consonants ck /k/

Differentiation- use as needed

ELL Support:

Read Aloud

Entering/Beginning: Ask: What is this text about? Supply this frame: This text is about different ways to Fill in the blanks. Ask: How is this text like another text you have read? Supply frames as needed

Developing/Expanding: Ask: What is this text about? Supply this frame: This text is about different ways to Fill in the blanks. Ask: How is this text like another text you have read? Supply frames as needed

Bridging/Reaching: Ask children to talk about the main ideas in Get Up and Go! and discuss how they relate to their own lives.

Supply these frames: One important idea is Fill in the blanks. This is similar to something in my life because Fill in the blanks

High Frequency Words

All Levels: Use objects and gestures to help reinforce word meanings.

Foundational Skills

Enrichment/Additional support (SE/High Support)

- students may draw to represent their writing idea, encourage discussion about drawn work. Support recording responses in complete sentences.
- teacher allows verbal responses for written responses
- teacher provides starter sentences for questions and statements
- [See it, Say it, Sign it letters and sounds](#)

- examine pictures in story to use descriptive words to describe what is seen
- students use sand or other multisensory objects to write letters and words
- use vocabulary to define and draw examples
- use Elkonin boxes to

Extension/Accelerated learners

- students write to extend the story
- students participate in literacy circle
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- discuss the words that help them know the order of events in the story

All learners:

- teacher can present vocabulary words, meaning and picture example
- teacher provides practice texts to support reading fluency and comprehension

Week 9 (Unit 4 Better Together) Performance Task- Choose one character from the stories we have read. Explain why the character is a good citizen.

Read Alouds/Writing: *The Great Baseball Game*

Focus: Point of View, Make Connections, Theme, Central Idea, Synthesize

Activity: Engage and Respond: [Speaking](#), [Listening](#), and Writing

Vocabulary Words:

quarrel, penalty, jeered, stumbled, dusk, see, short, heap, trouble, fruits

Unit 3 High Frequency Words and Foundational Skills

High Frequency Words: by, call, could, know, some, there, were, would

Foundational Skills:

- Consonant Digraph sh
- Review s

Differentiation- use as needed

ELL Support:

Read Aloud

Entering/Beginning: Model reading aloud and have children choral read pages 203–208. Ask: Are the animals friends now? Then ask: Why do you think that? Allow children to point to details in the pictures and respond in single words, in short phrases, or in their home language.

Developing/Expanding: Ask children to look at the pictures on pages 206–208. Have them explain how the characters feel. Supply this frame: I think they feel Fill in the blanks because Fill in the blanks.

Bridging/Reaching: Have children look at page 203. Have partners discuss why the mouse gives the bird a tomato. As children discuss, have them give reasons to justify their responses. Encourage them to use the word because.

High Frequency Words

All Levels: Use objects and gestures to help reinforce word meanings.

	<p>Foundational Skills <i>All Levels:</i> Articulation Video for /th/ or /sh/</p> <p>Enrichment/Additional support (SE/High Support)</p> <ul style="list-style-type: none"> • students may draw to represent their writing idea, encourage discussion about drawn work. Support recording responses in complete sentences. • teacher allows verbal responses for written responses • teacher provides starter sentences for questions and statements • See it, Say it, Sign it letters and sounds • examine pictures in story to use descriptive words to describe what is seen • students use sand or other multisensory objects to write letters and words • use vocabulary to define and draw examples • use Elkonin boxes to <p>Extension/Accelerated learners</p> <ul style="list-style-type: none"> • students write to extend the story • students participate in literacy circle • students write sentences for high frequency words • students use high frequency words in a paragraph • use vocabulary to define, draw examples, write sentences, use synonym • discuss the words that help them know the order of events in the story <p>All learners:</p> <ul style="list-style-type: none"> • teacher can present vocabulary words, meaning and picture example • teacher provides practice texts to support reading fluency and comprehension
Experiences (virtual and live field trips)	<p>Virtual Field Trips The Roald Dahl Museum and Story Centre https://www.roalddahl.com/museum/visit/virtual-museum-tour</p> <p>Anfield Stadium, Liverpool FC (Merseyside, England) https://www.footballstadiums360.com/stadiums/liverpool-anfield-stadium-360/</p> <p>Oracle Park (Formerly AT&T Park) (San Francisco, California) https://www.youvisit.com/tour/attpark</p> <p>Disney World https://docs.google.com/presentation/d/1E0RRohpIeF6POgTAWvytg9RsOUmpqW1cEnhQnEzyp5I/edit?usp=sharing</p> <p>Live Field Trips Orange Public Library- Orange, NJ</p>
Resources	
iRead https://h100002020.education.scholastic.com/ScholasticCentral (teacher access)	

<https://h100002020.education.scholastic.com/slms/StudentAccess> (student access)

Online Heggerty Resources/Lessons: <https://www.heggerty.org/download-assessments-and-resources>

Tools for Reading: <https://www.tools4reading.com/>

LETRS Charts

NJSLS First Grade <https://www.state.nj.us/education/cccs/2016/ela/g01.pdf>

HMH Resources- From the Discover homepage

1. Writer's Workshop
2. Decodables
3. Rigby Leveled Library
4. Learning Cards
5. Multimedia
6. Anchor Charts
7. Student Choice Library
8. Word Cards
9. iREAD
10. Articulation Videos

Storyline Online <https://www.storylineonline.net/>

Pacing/ Time Frame:	appx. 9 weeks
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Module 2		Grade(s)	1
Unit Plan Title:	Changes in Our World		
Overview/Rationale			
In this module, students will discover many details about animals as they read and write about both nonfiction and fiction selections. These texts encourage readers to be curious as they investigate animal life in their habitats. Students will learn about the various characteristics of animals that allow them to grow and survive in the natural world. They will also explore the different kinds of structures animals build for homes and protection. Students will examine a variety of environments and natural changes in the world. Students will also learn about the life cycles and characteristics of plant life as they read informational texts, fiction, and poetry. Additionally, students will explore the great variety in the plant world as well as how plants grow and survive from season to season. Lastly, students will uncover many of the reasons why people grow and protect plants.			
New Jersey Student Learning Standards: ELA			
Reading Standards:			
R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
RL.1.1. Ask and answer questions about key details in a text.			
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central			

message or lesson.

RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.

Language Standards:

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Writing Standards:

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

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.

Reading Foundational Standards:

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.

RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.1.3.B Decode regularly spelled one-syllable words.

Speaking and Listening Standards:

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Career Readiness, Life Literacies, and Key Skills

- There are actions an individual can take to help make this world a better place.

- Brainstorming can create new, innovative ideas. Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.
- Collaboration can simplify the work an individual has to do and sometimes produce a better product

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
<ul style="list-style-type: none"> • Individuals develop and follow directions as part of daily life. • Technology has changed the way people live and work. • Various tools can improve daily tasks and quality of life. • The availability of technology for essential tasks varies in different parts of the world. • Digital tools have a purpose. 	<ul style="list-style-type: none"> • 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. • 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. • 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. • 6.1.2.CivicsPR.1: Determine what makes a good rule or law. • 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws in school and communities are needed. • 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

21st Century Skills: Check all that apply

E = Encouraged, T = Taught, A = Assessed

T	Civic Literacy	T/A	Communication
E	Global Awareness	T/A	Critical Thinking and Problem Solving
T	Health Literacy	T	Collaboration
E	Financial, Economic, Business, & Entrepreneurial Literacy	E	Creativity and Innovation
T	Environmental Literacy		Other:

Essential Question(s)

Why do living things adapt and change to survive?

How do we benefit from plants?

How can non-fiction text help me gain information and communicate what I have learned?

Enduring Understandings

All living things adapt and change within their environment to survive. Plants make the world beautiful.

Plants also provide food and oxygen for living things to survive.

Non-fiction texts provide us with facts and helps us gain new knowledge on a specific topic. When we learn new information we are able to discuss this new learning orally or in writing.

Student Learning Targets/Objectives

I can ask and answer questions about key details in a text

I can retell a story and include important details

I can use details to describe characters and setting of a story

I can use details while describing the major events in a story

I can write to tell information about a topic

I can write narratives in which they recount two or more appropriately sequenced events

I can answer questions about information, I have gathered from sources

I can demonstrate understanding of spoken words, syllables, and sounds (phonemes).

I can identify and decode regularly spelled one-syllable words.

I can describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

I can add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Assessments

- Pre and Formative:
 - Pre-Assessment - PAST/LETRS Inventories (if necessary)
 - Weekly assessments for phonics, spelling inventory, and comprehension quizzes
 - Formative Assessments: Weekly Reading Selection Quizzes (**optional**)
 - *Best Foot Forward*
 - *The Nest*
 - *Blue Bird and Coyote*
 - *Have you Heard the Nesting Bird?*
 - *Step-by-Step Advice from the Animal Kingdom*
 - *Rainy, Sunny, Blowy, Snowy*
 - *Sam and Dave Dig a Hole*
 - *Deserts*
 - *Handmade*
 - *Do You Really Want to Visit a Wetland*
 - *Grand Canyon*
 - *So You Want To Grow A Taco*

- *The Little Red Hen*
- *Which Part Do You Eat*
- *If I Were a Tree*
- *Amazing Plant Bodies*
- *The Curious Garden*
- Summative
 - [Mid Module Benchmark Assessment 2](#)
 - [Module 2 Performance Task](#)
- Authentic
 - Inquiry & Research Projects (Optional)
 - Unit 3 - Group Project - Curiosity Board
 - Unit 7 - Group Project - Curiosity Board
 - Unit 9 - Group Project - Curiosity Board
 - Optional Assessments
 - Writing Workshop Writing Tasks
 - Unit 3- Narrative- Tell a story about a moment in your life.
 - Unit 7 - Poetry- Write a poem about things you like.
 - Unit 9 - Informational-Write an essay telling what you learned from doing a science experiment

Teaching and Learning Actions

<p>Instructional Strategies</p> <p><i>Differentiation examples:</i></p> <p>High- Challenge students to generate their own questions specific to concept</p> <p>Medium- Attend to reading strategies</p> <p>Low- Work on HMH language acquisition</p>	<p>Academic Vocabulary - Create and keep current, a social studies Word Wall, for children to use and interact with. Important for all learners, academic vocabulary and language must be taught explicitly, particularly to second language learners.</p> <p>Accountable talk - Talking with others about ideas is fundamental to classroom learning. Classroom talk that promotes and sustains learning should be accountable to other learners, use accurate and appropriate knowledge, and adhere to rigor in thinking. Accountable talk responds to and further develops what others have said through relevant observations, ideas, opinions, or more information.</p> <p>Adapting to learning styles/multiple intelligences – Allow movement, choice, linguistics, visual, and other methods of teaching/learning to foster different interests, providing variety and differentiation in instruction, and developing the whole child.</p> <p>Conferencing - A one-to-one teacher conference with a student about his or her work in progress is prevalent in teaching writing and speaking, but it is also useful in other areas. The purpose of the conference-- engaging in meaningful conversation about the student's work in progress--will not be realized automatically. Preparation (on the part of both the teacher and the student) before the conference, careful listening during the conference, recordkeeping, and follow-up are essential components for a successful outcome. In student-to-student conferencing, participants require guidance, a focused protocol, and accountability. Video resource: https://www.youtube.com/watch?v=Pad1eAcsHho</p>
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Content Stations – Areas where students work on different tasks simultaneously. Can and should be leveled for review, challenge, and remediation at appropriate level. Teacher rotates and facilitates instruction and assistance. Activities reach various learning styles. Houghton Mifflin Harcourt leveled readers to assist in background knowledge, skills application, etc.

Cues, questions, activating prior knowledge- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned.

Effective questioning - Teacher questioning and student response are common classroom learning activities. Research finds that teacher questions (and cues) are effective when they focus on what is important, require students to respond at higher levels, provide adequate wait time after a question is asked and establish an engaging introduction for the lesson. Effective questioning can also play a role in focusing students on unit learning goals or overarching themes throughout a longer period of study.

Elkonin Boxes - Students use Elkonin boxes to build phonemic awareness. They count the amount of phonemes in a word and slide a counter into each box to represent each sound. The child slides his or her finger from left to right as he or she blends the sounds to read the word.

Flexible Groupings- Teacher meets with groups to meet curricular goals, engage students, and respond to individual needs.

Integration of content areas - There is a strong case to be made for integrating curriculum. It strengthens skills that students encounter in one content area, but also practice in another, such as reading and writing, and it can lead to the mastery of those skills. It provides meaningful instruction for students in multiple areas of standards in a single class or learning experience. It is also authentic way of learning because it reflects what we experience, both professionally and personally, in the world. It can be a way to engage students when introducing them to a challenging subject. STEM education is a current example of effective content integration. Research supports the integration of content areas.

Intentional Use of Technology – whiteboard presentations and activities available and encouraged for use through HMH.

Leveled Instruction – Teacher gives introductory lesson to the entire class, then provides varying access points for students to practice skills. Teacher provides several assignments with different levels of difficulty- the student OR teacher chooses an assignment.

Modeling - Modeling is an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and students learn by observing and emulating. Modeling is an effective instructional strategy when it allows students to observe thought processes and imitate particular behaviors or steps in a process. Types and purposes of modeling can include approaches such as task and performance modeling (demonstrating a task), metacognitive modeling (thinking aloud), and disposition modeling (conveying one's own enthusiasm, interest, or commitment). Modeling can be used across disciplines and in all grades and ability levels.

Nonlinguistic representations- drawings, blocks, physical models, kinesthetic activities, graphic organizers, realia

Phoneme Grapheme Correspondence

Read-aloud - Read-aloud is an instructional format, included formally in elementary reading programs and as an instructional activity in all areas and levels of the curriculum. A primary purpose of a read-aloud is to create a community of readers in the classroom and establish a known text as a basis for related literacy activities. Reading aloud allows teachers to model important components of literacy, such as fluency, expression, and interacting with texts while exposing students to vocabulary that is just beyond their instructional level and demonstrating how reading is a source of information and enjoyment.

Semantic Mapping -The association of meanings and context for a given word that may include: origin, images, multiple meanings, word structure, synonyms, antonyms, descriptors, common contexts, examples, historical or cultural connotations and personal associations. When using a semantic map, it will assist students by building a meaningful network of associations around the words that must be learned which will be stored more deeply in memory and retrieved more easily.

Share the Pen/Interactive Writing - The teacher shares the writing experience with young students on chart paper or a whiteboard that is large enough for the whole class to see. Students participate by giving the teacher ideas and also by "taking the pen" and writing words, phrases, or sentences with the teacher's guidance.

SIoP Strategies Sheltered Instructional Observation Protocol consists of eight components; lesson preparation, building background, comprehensible input, strategies, interaction, practice, lesson delivery, and review and assessment. Using these eight components teachers can design instruction that will help ELL's to reach English language acquisition.

Student goal setting - Teachers who set, define, and communicate learning objectives effectively with students employ research-based findings that say goal setting with students should: (1) be flexible and general because when a goal is too narrowly focused, it may limit learning (e.g., If the goal is to learn how a piston works, students may not learn its relationship to other parts of an engine), although too general goals may be unattainable; (2) encourage student ownership (e.g., creating own goals, personalizing teacher goals, committing to contracts, and providing feedback on their progress in journals, videos, etc.); (3) focus on understanding over accomplishing tasks; and (4) allow students enough time to adapt goals to their own interests, learning styles, and prior knowledge. Setting goals benefits from explicit instruction.

Targeted feedback - Research and effective practice points to the following keys to using targeted feedback to improve student achievement and avoid negative effects: (1) link feedback to objectives; (2) use a formative evaluation approach over a summative approach; (3) make guidance specific (e.g.,proofing remarks or codes may not communicate well); (4) provide feedback in a timely manner (not long after assignment is forgotten); and (5) identify how students should use feedback to make improvements.

Thumbs Up/Down, "Stop Light", "Smiley Face"- for quick, formative assessment

	<p>Think-Pair-Share– Turn & Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out their partner’s ideas/response; then switch.</p> <p>Word wall - A word wall is an organized collection of words prominently displayed in a classroom and frequently used as an interactive literacy tool for teaching vocabulary and spelling to children. There are many different types of word walls, such as high frequency words, word families, and story- or unit-related names.</p>
<p>Activities: Including G/T, SE, and ELL Differentiation</p> <p>language acquisition</p> <p>Students with a 504: All modifications and health concerns listed in his/her 504 plan MUST be adhered to.</p> <ul style="list-style-type: none"> ❖ Provide scaffolded support when they respond to questions (ie. Rephrase questions, have them Turn & Talk to peers, provide sentences frames for response, etc) ❖ Sentence frames discussions/sharing. ❖ Encourage participation using words, phrases, gestures, illustrations, and dictation, as needed. ❖ Refer to visuals throughout lesson/activity ❖ Divide instruction into smaller chunks of time ❖ Post pictures with new vocabulary words when possible and 	<p>Week 1 (Unit 3- Amazing Animals)</p> <p>Read Aloud: <i>Best Foot Forward</i></p> <p>Focus: Text Features; Ask and Answer Questions; Story Structure; Speaking and Listening: Ask and Answer Questions</p> <p>Vocabulary Words: propel, sinking, spring, hunts, stubby exclaimed, surprise, warm, soon, empty, twigs</p> <p>UNIT 3 High Frequency Words and Foundational Skills</p> <p>High Frequency Words: day, every, fly, have, look, made, they, write</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> - Consonants qu /kw/, x, z; Short e - Review Short e, i, o, u <p>Differentiation</p> <p>ELL Support:</p> <p>Language Acquisition</p> <p>Read Aloud (Unit 3)</p> <p><i>Entering/Beginning:</i> Point to pictures of animals and name them. Then have children point to the animals and repeat their names.</p> <p><i>Developing/Expanding:</i> Supply frames such as: This animal is a _____. This is its _____.</p> <p><i>Bridging/Reaching:</i> Have children use describing words to tell about different animals in the Big Book.</p> <p>Building Vocabulary (Unit 3)</p> <p><i>Entering/Beginning:</i> Ask children to demonstrate the meanings of propel, sinking, spring, and hunts. Have them repeat each word after you.</p> <p><i>Developing/Expanding:</i> Supply frames such as these: You can propel a _____. I would spring _____. A stubby tail is _____.</p> <p><i>Bridging/Reaching:</i> What else can you propel? When might a person hunt for something? When might a boat be sinking?</p> <p>Enrichment/Additional support (SE/High Support)</p> <ul style="list-style-type: none"> ● teacher provides students with segments of the story to support discussion using who, what, where, when, why, how questions. ● encourage students to ask questions about pictures and information in the story ● See it, Say it, Sign it letters and sounds ● use story structure organizer to reinforce story structure with leveled readers or other text ● use color marker, sand, clay or other multisensory objects to write letters and words ● use vocabulary to define and draw examples

have children repeat each word.

- ❖ *Students demonstrate understanding verbally or drawing.*
- ❖ *Allow role-play responses.*
- ❖ *Provide sentence frames for forming opinions: I agree with ____ because _____. Or I do not agree with ____ because _____.*
- ❖ *Encourage use of content vocabulary.*
- ❖ *Use words, gestures, and repetition to assist in developing vocabulary meaning retention.*
- ❖ *Retell stories, have children point to an image that matches their retelling.*
- ❖ *Have children highlight vocabulary/key words in their student workbooks..*
- ❖ *Model using class anchor charts to assist in their writing, speaking, and reading..*
- ❖ *Provide word/phrase cards to assist in accomplishing tasks.*
- ❖ *Model sentence structure when responding to questions.*

- teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words

Extension/Accelerated learners

- students participate in Literacy Circle
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- research additional details about one or more of the animals featured in the text.

All learners:

- audio read aloud of the text [Best Foot Forward](#)
- make anchor chart to model skill (story structure, [ask and answering questions](#), grammar skill etc.)
- explore videos of live activity of the different animals' behaviors
- teacher may present vocabulary words, meaning and picture example

Week 2 (Unit 3)

Read Aloud: Have You Heard the Nesting Bird?

Focus: Setting, Monitor and Clarify, Central Idea, Summarize, Text Organization;

Vocabulary Words:

dunes, shrubs, spines, rest, edges, trace, thank, dull, once, stroll, shingle, shriek

UNIT 3 High Frequency Words and Foundational Skills

High Frequency Words: jump, right, say, their, walk, way, where, why

Foundational Skills:

- Double Final Consonant
- Consonants ck /k/

Differentiation-use as needed

ELL Support:

Language Acquisition

Read Aloud (Unit 3)

Entering/Beginning: Point to animals in the book and name them for children. Then ask questions such as: Is this an alligator or a lobster?

Developing/Expanding: Display photographs from the book. Ask questions such as: What is the name of this animal? What does it look like?

Bridging/Reaching: Have children use describing words for different animals in the book

Building Vocabulary (Unit 3)

Entering/Beginning: Ask yes/no questions: If a dog sheds, does it lose fur? Are experts people who are learning new things?

Developing/Expanding: Supply frames such as these: Pupils are Fill in the blanks. When a dog sheds, _____. Experts are people who Fill in the _____.

Bridging/Reaching: Ask: Which words tell about eyes? When would you need experts?

Enrichment/Additional support (SE/High Support)

- ❖ Ask “yes” and “no” questions from time to time.
- ❖ Allow frequent movement in the classroom, going up to the SMARTBoard, or big book to point out things relevant to the lesson.
- ❖ Thumbs Up/Down for quick assessments.
- ❖ Take dictation.
- ❖ Have student make a line for each word of their response, then work with them to write the sentence decoding and reading the room to help with their writing. (ie. “I like the part when Keisha could build a tower using blocks.” – —————.)
- ❖ Encourage asking questions for clarity. Provide displayed anchor chart of question words with question phrases on it.
- ❖ Assign partner work.
- ❖ Snap & Read Google extension (reads to student in selected language).
- ❖ Small group instruction
- ❖ Inclusion of videos, images, and Google Expeditions
- ❖ Choice in task products (song, dance,

- teacher provides students with segments of the text to support discussion of mental images of pictures, sound, taste and smells
- students can access leveled text to support build knowledge of text organization
- See it, Say it, Sign it letters and sounds
- use color marker, sand, clay or other multisensory objects to write letters and words
- use vocabulary to define and draw examples
- teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words

Extension/Accelerated learners (SE/GT)

- participate in Literacy Circle
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- discuss the words that help them know the order of events in the story
- Access additional reads to examine text organization
- research one or more of the animals to explore additional details

All learners:

- make anchor charts to model skill (text organization, [create mental images](#), [monitor and clarify](#), grammar activities etc.)
- teacher presents vocabulary words, meaning and picture example
- Read Aloud [Have You Heard the Nesting Bird?](#)

Week 3 (Unit 3- Amazing Animals)

Read Aloud: Ol’ Mama Squirrel

Focus: Story Structure; Summarize; Text Organization; Chronological Order

Vocabulary Words:

raised, mark, scold, limit, pelted, puny, clenched prey, predators, school, circling, herd

High Frequency Words: by, call, could, know, some, there, were, would

Foundational Skills:

- Digraphs sh
- Review s

Differentiation- use as needed

ELL Support:

Language Acquisition

Read Aloud (Unit 3)

Entering/Beginning: Briefly retell several events from the story. Have children use these phrases as they tell when each event happens: in the beginning, in the middle, or at the end.

Developing/Expanding: Ask children to describe the sequence of events in the story. Provide these frames: In the beginning/middle/end), _____

Bridging/Reaching: Have partners retell the main events of the story using language such as problem, event, resolution, and plot.

Building Vocabulary (Unit 3)

writing, role play, drawing)

❖ *Use of Google Chromebook Accessibility Features, including: screen magnifier, font increase, black/white contrast, larger cursor, Chromevox, on-screen*

Entering/Beginning: Ask yes/no questions: Would you let a puppy jump on furniture? If you mark people's words, do you remember them?

Developing/Expanding: Supply these frames: If I raised a puppy, I would _____. I would limit the number of crayons because_____.

Bridging/Reaching: Ask children to use two of the Power Words in their own sentence

Enrichment/Additional support (SE/High Support)

- teacher provides students with segments of the text to support discussion of the order of events in the story. Encourage use of time sequences words.
- students can access leveled text to support build knowledge of text organization
- [See it, Say it, Sign it letters and sounds](#)
- use color marker, sand, clay or other multisensory objects to write letters and words
- use vocabulary to define and draw examples
- teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words

Extension/Accelerated learners (SE/GT)

- participate in Literacy Circle
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- write a summary of the story using time order words
- Access additional reads to examine text organization

All learners:

- audio read aloud of the text: [Ol' Mama Squirrel](#)
- make anchor charts to model skill ([story structure](#), [summarizing](#), grammar activities etc.)
- teacher presents vocabulary words, meaning and picture example

Week 4 (Unit7- The Big Outdoors)

Read Aloud/Writing: *Rainy, Sunny, Blowy, Snowy, Ask Me*

Focus: Ideas and Support; Text Organization; Make Inferences; Point of View; Research: Gather Information

Vocabulary Words:

divide, nature, fluffy, deep, fiery, spindly, mission, spectacular, break, problem, direction, landed

High Frequency Words: around, came, come, found, other, people, two, worked

Foundational Skills:

- Initial Blends with L
- Review: st, sl, fl, cl

Differentiation- use as needed

ELL Support:

Language Acquisition

Read Aloud (Unit 7- The Big Outdoors)

Entering/Beginning: Have children draw their ideas, including details. Guide them to label the season.

Developing/Expanding: Supply these sentence frames: You know it is _____ when _____. _____ (feels/looks/tastes/smells/sounds) _____.

Bridging/Reaching: Have partners discuss what their chosen seasons look, feel, taste, smell, or sound like before they begin writing.

Entering/Beginning: Point to and read aloud a description from their books. Have children repeat the describing words and explain that they are details. Supply this frame: One detail is _____.

Developing/Expanding: Supply these frames: The author describes _____. The details the author uses are _____ and _____.

Bridging/Reaching: Ask children to explain how the text is organized. Supply this frame: The text is organized by _____. I can tell because in one section, _____. In the next section, _____.

Building Vocabulary (Unit 7)

Entering/Beginning: Ask yes/no questions, for example: Is a rock fluffy? Can the ocean be a deep blue color? Is a car a part of nature?

Developing/Expanding: Supply these frames: To divide a cake fairly, I would _____. At home, I have a fluffy _____. When the sky is fiery, it _____.

Bridging/Reaching: Ask children to explain how they would divide something in half and how a wall divides two rooms.

High Frequency Words (Unit 5)

All Levels: Use gestures to help reinforce word meanings. For example, smile and laugh as you say, I laugh when someone tells a funny joke. Then have children take turns showing how they look when they laugh. Continue in a similar fashion for the other words, having children repeat the word and gesture each time. Challenge children to create their own gestures for some of the words to share with the group.

Foundational Skills (Unit 5)

All Levels: Children whose first language is Spanish may add a vowel sound to make another syllable. For example, for kept they may say /kěp//ět/. Others may drop the last consonant and say /kěp/. Have children practice repeating words with final blends: kept, slept, land, sand, rent, dent. Use each word in a brief sentence to reinforce meaning.

Enrichment/Additional support (SE/High Support)

- teacher provides students with a preview of the text
- discuss the details of each season and draw details
- [See it, Say it, Sign it letters and sounds](#)
- use color marker, sand, clay or other multisensory objects to write letters and words
- use vocabulary to define and draw examples
- teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words

Extension/Accelerated learners (SE/GT)

- participate in Literacy Circle
- students write sentences for high frequency words

- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- students write about their favorite activity during a particular season
- Access additional reads to examine text organization

All learners:

- audio read aloud of the text: [Rainy, Sunny, Blowy, Snowy](#)
- build background knowledge of seasons with video: [What are seasons?](#)
- make anchor charts to model skill ([story structure](#), [summarizing](#), grammar activities etc.)
- teacher presents vocabulary words, meaning and picture example

Week 5 (Unit 7 The Big Outdoors)

Read Aloud/Writing: *On Meadowview Street*

Focus: Setting; Monitor and Clarify; Central Idea; Summarize; Text Organization

Vocabulary Words:

decided, explore, noticed, preserve, lugged, ledges, dunes, shrubs, spines, rest, edges, trace

UNIT 5 High Frequency Words and Foundational Skills

High Frequency Words: again, away, because, cold, fall, full, or, pretty

Foundational Skills:

- Initial Blends with R
- Compound Words

Differentiation- use as needed

ELL Support:

Language Acquisition

Read Aloud (Unit 7)

Entering/Beginning: Have children draw to show the steps. Help them number the steps and label plants and animals.

Developing/Expanding: Supply frames such as: First, let the Fill in the blanks. Next, plant a Fill in the blanks. Then build a Fill in the blanks. Last, make a Fill in the blanks.

Bridging/Reaching: Ask partners to discuss their ideas before writing their steps

Building Vocabulary (Unit 7)

Entering/Beginning: Ask: Which could you explore, a backyard or a fence? If you lugged something, would it weigh a lot or a little?

Developing/Expanding: Supply these frames: This week, I decided to Fill in the blank. I would like to explore a _____. If I noticed that a friend was sad, I would _____.

Bridging/Reaching: If children respond with a phrase or short sentence, encourage them to elaborate. Use questions as prompts.

High Frequency Words (Unit 5)

All Levels: Use pantomime to help reinforce word meanings. For example, pretend to shiver and put on a coat, a hat, and gloves as you say, I feel cold in [winter](#). Then have children take turns showing how they look and what they do

when the weather is cold. Continue in a similar manner for the other High-Frequency Words, encouraging children's participation appropriate to their level of English proficiency.

Foundational Skills (Unit 5)

All Levels: Many English learners, including speakers of Spanish, Cantonese or Mandarin, and Korean, may have trouble with the /r/ sound, and by extension, r blends. Provide practice by having children repeat these word pairs after you: rain/train, right/bright, rag/drag, rim/grim, rib/crib, robe/probe, red/Fred. Use each word in a brief sentence to reinforce meaning.

All Levels: The phoneme /r/ is a difficult one for many English learners. Demonstrate mouth and tongue positions, and provide ample opportunities for children to hear and practice pronouncing words with r and r-consonant blends.

Enrichment/Additional support (SE/High Support)

- teacher and students practices describing the setting in the classroom surrounding, and pictures from the book.
- students can access leveled text to complete story structure graphic organizer to write a summary
- [See it, Say it, Sign it letters and sounds](#)
- use color marker, sand, clay or other multisensory objects to write letters and words
- use vocabulary to define and draw examples
- teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words

Extension/Accelerated learners (SE/GT)

- participate in Literacy Circle
- make a grammar game board
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- Access additional reads to continue practicing writing summaries

All learners:

- audio read aloud of the text: [On Meadowview Street](#)
- make anchor charts to model skill ([setting](#), [summarizing](#), grammar activities etc.)
- teacher presents vocabulary words, meaning and picture example

Week 6 (Benchmark- Using facts learned from texts, discuss and write about the characteristics of the animal and how this animal survives in their environment.)

Read Aloud/Writing: Do You Really Want to Visit a Wetland

Focus: Central Idea; Synthesize; Content- Area Words

Vocabulary Words:

report, interesting, poisonous, tour, coexist, fragile, popular, fossils, rim, hike, affect

UNIT 5 High Frequency Words and Foundational Skills

High Frequency Words: any, done, laugh, long, more, pull, teacher, think

Foundational Skills:

- Inflection -ed
- Final Blends

Differentiation- use as needed

ELL Support:

Language Acquisition

Read Aloud (Unit 7)

Entering/Beginning: Ask yes/no questions such as: Do you want to visit the Everglades? Would you want to see (an alligator/a snake)?

Developing/Expanding: Supply frames such as: I would want to see a _____ because _____. I wouldn't want to see a _____ because _____.

Bridging/Reaching: Have partners talk about the reasons for visiting and not visiting the Everglades, using complete sentences.

Building Vocabulary (Unit 7)

All levels: For Spanish-speaking children, point out that **report**, **interesting**, **tour**, and **fragile** have cognates: **reporte**, **interesante**, **tour**, and **frágil**.

High Frequency Words(Unit 5)

All Levels: Use gestures to help reinforce word meanings. For example, smile and laugh as you say, I laugh when someone tells a funny joke. Then have children take turns showing how they look when they laugh. Continue in a similar fashion for the other words, having children repeat the word and gesture each time. Challenge children to create their own gestures for some of the words to share with the group.

Foundational Skills (Unit 5)

All Levels: Children whose first language is Spanish may add a vowel sound to make another syllable. For example, for kept they may say /kěp//ět/. Others may drop the last consonant and say /kěp/. Have children practice repeating words with final blends: kept, slept, land, sand, rent, dent. Use each word in a brief sentence to reinforce meaning.

Enrichment/Additional support (SE/High Support)

- teacher and students practices describing the features of a wetland
- students can access leveled text to practice identify the central idea
- [See it, Say it, Sign it letters and sounds](#)
- use color marker, sand, clay or other multisensory objects to write letters and words
- use vocabulary to define and draw examples
- teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words

Extension/Accelerated learners (SE/GT)

- participate in Literacy Circle
- research wetlands around the USA and/or other parts of the world
- make a grammar game board
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym

All learners:

- audio read aloud of the text: [Do You Really Want to Visit a Wetland](#)

- build background knowledge with [What is a wetland?](#) video
- make anchor charts to model skill ([content- area words](#), [central idea](#), grammar activities etc.)
- teacher presents vocabulary words, meaning and picture example

Week 6 (Benchmark- Using facts learned from texts, discuss and write about the characteristics of the animal and how this animal survives in their environment.)

Read Aloud/Writing: Do You Really Want to Visit a Wetland

Focus: Central Idea; Synthesize; Content- Area Words

Vocabulary Words:

report, interesting, poisonous, tour, coexist, fragile, popular, fossils, rim, hike, affect

UNIT 5 High Frequency Words and Foundational Skills

High Frequency Words: any, done, laugh, long, more, pull, teacher, think

Foundational Skills:

- Inflection -ed
- Final Blends

Differentiation- use as needed

ELL Support:

Language Acquisition

Read Aloud (Unit 7)

Entering/Beginning: Ask yes/no questions such as: Do you want to visit the Everglades? Would you want to see (an alligator/a snake)?

Developing/Expanding: Supply frames such as: I would want to see a _____ because _____. I wouldn't want to see a _____ because _____.

Bridging/Reaching: Have partners talk about the reasons for visiting and not visiting the Everglades, using complete sentences.

Building Vocabulary (Unit 7)

All levels: For Spanish-speaking children, point out that **report**, **interesting**, **tour**, and **fragile** have cognates: **reporte**, **interesante**, **tour**, and **frágil**.

High Frequency Words(Unit 5)

All Levels: Use gestures to help reinforce word meanings. For example, smile and laugh as you say, I laugh when someone tells a funny joke. Then have children take turns showing how they look when they laugh. Continue in a similar fashion for the other words, having children repeat the word and gesture each time. Challenge children to create their own gestures for some of the words

Week 7(Unit 9- Grow, Plants, Grow!)

Read Aloud/Writing: *If I Were a Tree / One Bean*

Focus: Elements of Poetry; Evaluate; Text Organization; Media Literacy: Nonfiction Forms

Vocabulary Words:

absorb, emerge, vegetation, bear, cradle, harvest, ingredients, nutrients, shade, soil, sow, sweet, terrific, wave, whispers

UNIT 6 High Frequency Words and Foundational Skills

High Frequency Words: another, gave, house, over, own, read, water, white

Foundational Skills:

- Long E, I, O, (Consonant Vowel Pattern)
- Possessives with 's
- Question Words

Differentiation- use as needed

ELL Support:

Language Acquisition

Read Aloud (Unit 9)

Entering/Beginning: Reread pages 8–9. Ask: How is the tree similar to a person? Allow children to respond in single words or simple phrases or to explain in their home language.

Developing/Expanding: Have children find examples of how trees are like people. Supply this frame: The tree is similar to a person because _____.

Bridging/Reaching: Ask: How are the trees in the book similar to people? Then ask: What are some ways that being a tree is very different from being a person? Prompt children to use text evidence in their responses.

Building Vocabulary (Unit 9)

Entering/Beginning: Act out the verbs wave and cradle. Have children mimic your movements as they repeat each word after you.

Developing/Expanding: Supply these frames: I wave to people when I fill in the blank. A good place to sit in the shade is _____ fill in the blank. Fill in the blank trees bear oranges.

Bridging/Reaching: Ask: When do you like to sit in the shade? Why do people plant trees that bear fruit?

High Frequency Words (Unit 6)

All levels: Use gestures to help reinforce word meanings. For example, step over a small object as you say, I can step over a [object's name]. Then have children name something they might step over using your sentence as a model.

Foundational Skills (Unit 6)

All levels: Articulation video-Long vowel E

All levels: Spanish speakers may need extra support using possessive nouns. In Spanish, such possessives are formed with a de ("of") construction. Have volunteers translate simple phrases into English, using possessive nouns: la casa de Emil (Emil's house), los zapatos de Roberto (Roberto's shoes), el gato de Mia (Mia's cat.)

Enrichment/Additional support (SE/High Support)

- examine a tree to name the parts using a wordbank
- teacher and students practice describing the setting in the classroom surrounding, and pictures from the book.
- students can access leveled text to complete story structure graphic organizer to write a summary
- [See it, Say it, Sign it letters and sounds](#)
- use color marker, sand, clay or other multisensory objects to write letters and words
- use vocabulary to define and draw examples

- teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words

Extension/Accelerated learners (SE/GT)

- draw and make a diagram of a tree, naming the parts of the tree
- make a grammar game board
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- Access additional reads to continue practicing writing summaries

All learners:

- interactive text with similar details: [If I Were a Tree](#)
- make anchor charts to model skill ([elements of poetry](#), [evaluate](#), grammar activities etc.)
- teacher presents vocabulary words, meaning and picture example

Week 8 (Unit 9- Grow, Plants, Grow!)

Read Aloud: *The Curious Garden*

Focus: Story Structure; Monitor and Clarify; Elements of Poetry; Retell

Vocabulary Words:

absorb, emerge, vegetation, cook, delicate, delicious, discoveries, dreary, expected, gear, pounding, smooth, stretched, sturdy

UNIT 6 High Frequency Words and Foundational Skills

High Frequency Words: always, began, better, gives, hurt, shall, should, things

Foundational Skills:

- Long A (VCe)
- Soft C

Differentiation

ELL Support:

Language Acquisition

Read Aloud (Unit 9)

(Story Structure)

Entering/Beginning: Guide children to use the illustrations to point out what happens in the beginning, middle, and end.

Developing/Expanding: Guide children to describe the plot of the story. Supply these frames: First, _____ happens. Next, an important event in the middle is _____. At the end, _____.

Bridging/Reaching: Prompt children to summarize the plot. Encourage children to use academic vocabulary such as problem, event, and resolution.

Language

Entering/Beginning: Say: Imagine that you have a garden. You plant seeds. Ask: What can you predict? Supply this frame: I predict the seeds will _____.

Developing/Expanding: Say: Imagine that you have a garden. You plant seeds. Ask: What can you predict? Supply these frames: I predict the seeds will _____. I think the garden will _____..

Bridging/Reaching: Have children imagine that they have a garden. Ask

them to predict what will happen if they water/don't water the plants, weed/don't weed the garden, if the weather is warm/cold, etc. Supply this frame: If _____ I predict that _____.

Building Vocabulary (Unit 9)

Entering/Beginning: Ask: Would you read in a quiet corner? Would you dance in a quiet corner? Would you take a tent camping?

Developing/Expanding: Supply these frames: Winter might be dreary because _____. Yesterday, I expected that _____ Fill in the blanks. I would _____ Fill in the blank in a quiet corner.

Bridging/Reaching: Ask: What is the opposite of dreary? Why would you need a tent to go camping?

High Frequency Words (Unit 6)

All levels: Use gestures to help reinforce word meanings. For example, frown and hold your foot as you say, I hurt my foot when I tripped on a rock. Mime being sick and then feeling better. Pass an object around the room and say sentences using children's names and the word gives as children pass the object along. Have children repeat the actions and say the target word each time.

Foundational Skills (Unit 6)

All levels: Articulation video: long **a** (VCe)

All levels: The silent e at the end of words with the VCe pattern may cause difficulty for some English learners. Reinforce that the e at the end of VCe word is silent but often makes the vowel that comes before the final consonant have the long sound. To reinforce the concept, have children practice reading the minimal pairs pan/pane, mad/made, tap/tape, and plan/plane.

Enrichment/Additional support (SE/High Support)

- teacher and students practices describing the setting in the classroom surrounding, and pictures from the book.
- students can access leveled text to complete story structure graphic organizer to write a summary
- [See it, Say it, Sign it letters and sounds](#)
- use color marker, sand, clay or other multisensory objects to write letters and words
- use vocabulary to define and draw examples
- teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words

Extension/Accelerated learners (SE/GT)

- participate in Literacy Circle
- make a grammar game board
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym

All learners:

- audio read aloud of the text: [The Curious Garden](#)
- make anchor charts to model skill ([story structure](#); monitor and clarify; [elements of poetry see anchor charts 36-41](#); retell, grammar activities etc)
- teacher presents vocabulary words, meaning and picture example

Week 9 (Performance Task- Using facts you learned about plants, what do plants need to grow and survive?)

Read Aloud: Amazing Plant Bodies

Focus: Text Features; Ask and Answer Questions; Elements of Poetry; Chronological Order

Vocabulary Words:

absorb, emerge, vegetation, energy, height, indigo, juicy, produces, protect, ripe, scientist, syrup, weigh, wonder

UNIT 6 High Frequency Words and Foundational Skills

High Frequency Words: carry, draw, eight, even, goes, may, seven, shows

Foundational Skills:

- Long I, O (VCe)
- Silent Letters: kn, wr

Differentiation: use as needed

ELL Support:

Language Acquisition

Read Aloud/Language (Unit 9)

Use Tabletop Mini Lessons: English Language Development 27.1 (Listening) to introduce and practice the language skill.

Entering/Beginning: Review the sunflower plant on page 6. Name its parts. Guide children to name other types of flowering plants that have the same parts. Allow children to use their home language.

Developing/Expanding: Read aloud page 8. Ask children to compare and contrast the two kinds of roots. Supply these frames: Both kinds of roots Fill in the blanks. Taproots do not _____.

Bridging/Reaching: Read aloud pages 10–11. Guide children to compare and contrast bamboo stems with the trunks of baobab trees. Encourage children to name the ways the stems and trees are similar and different.

Building Vocabulary(Unit 9)

All levels: Use gestures to help reinforce word meanings. For example, use a dry erase marker as you say, I will use this pen to draw a picture on the board. Then have children take turns telling what they use to draw a picture. Continue in a similar manner for the other words, using sets of objects to represent seven and eight, and pantomiming carrying something heavy and then something light. Have children repeat after you and mimic your gestures each time

High Frequency Words (Unit 6)

All levels: Use gestures to help reinforce word meanings. For example, use a dry erase marker as you say, I will use this pen to draw a picture on the board. Then have children take turns telling what they use to draw a picture. Continue in a similar manner for the other words, using sets of objects to represent seven and eight, and pantomiming carrying something heavy and then something light. Have children repeat after you and mimic your gestures each time

Foundational Skills (Unit 6)

All levels: Articulation video: long i (VCe)

	<p><i>Entering/Beginning:</i> Have children take turns illustrating Blend and Read words for others to name: note, bone, kite, cone, bike, smile.</p> <p><i>Developing/Expanding:</i> Have children draw, act out, and use oral sentences to show understanding of the Blend and Read words bite, cone, broke, poke, cent, slope.</p> <p><i>Bridging/Reaching:</i> Guide children to define the Blend and Read words in Line 4 and use them in oral sentences.</p> <p>Enrichment/Additional support (SE/High Support)</p> <ul style="list-style-type: none"> • teacher and students practices describing the setting in the classroom surrounding, and pictures from the book. • students can access leveled text to complete story structure graphic organizer to write a summary • See it, Say it, Sign it letters and sounds • use color marker, sand, clay or other multisensory objects to write letters and words • use vocabulary to define and draw examples • teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words <p>Extension/Accelerated learners (SE/GT)</p> <ul style="list-style-type: none"> • participate in Literacy Circle • make a grammar game board • students write sentences for high frequency words • students use high frequency words in a paragraph • use vocabulary to define, draw examples, write sentences, use synonym • Access additional reads to continue practicing writing summaries <p>All learners:</p> <ul style="list-style-type: none"> • audio read aloud of the text: • make anchor charts to model skill (setting, summarizing, grammar activities etc.) • teacher presents vocabulary words, meaning and picture example
Experiences (virtual and live field trips)	<p>Virtual Field Trips:</p> <p>Weather Station Virtual Tour https://www.pbslearningmedia.org/resource/e949742f-b34e-4d73-8f12-4147130355b1/weather-station-field-trip/</p> <p>New York Botanical Gardens https://www.nybg.org/read-watch/</p> <p>Live Field Trips:</p> <p>Heaven Hill Farm- Vernon, NJ Orange Park- Orange, NJ Paterson Great Falls National Historical Park - Paterson, NJ</p>
Resources	
iRead	

<https://h100002020.education.scholastic.com/ScholasticCentral> (teacher access)

<https://h100002020.education.scholastic.com/slms/StudentAccess> (student access)

Online Heggerty Resources/Lessons: <https://www.heggerty.org/download-assessments-and-resources>

Tools for Reading: <https://www.tools4reading.com/>

LETRS Charts

NJSLS First Grade <https://www.state.nj.us/education/cccs/2016/ela/g01.pdf>

HMH Resources- From the Discover homepage

1. Writer's Workshop
2. Decodables
3. Rigby Leveled Library
4. Learning Cards
5. Multimedia
6. Anchor Charts
7. Student Choice Library
8. Word Cards
9. iREAD
10. Articulation Videos

Pacing/ Time Frame:

Appx. 9 Weeks

Module 3	Grade(s)
Unit Plan Title:	
Overview/Rationale	
<p>In this unit, students will recognize that good things can happen when a person is brave enough to try something new. They will read about inventors, architects, and others who have been brave and tried new things. Students will also find that people can meet challenges and solve problems through perseverance. They will discover that by persevering, they can achieve their own dreams, which can benefit individuals, their communities, and the world. Students will deepen their understanding of the lessons stories can teach, such as the importance of resilience in the face of challenges. Students will also discover that characters in stories rarely get things right the first time they try something new.</p>	
New Jersey Student Learning Standards: ELA	
Reading Standards:	
R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RL.1.1. Ask and answer questions about key details in a text.	
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.	
Language Standards:	
L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Writing Standards:

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

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.

Reading Foundational Standards:

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF .1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.

RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.1.3.B Decode regularly spelled one-syllable words.

Speaking and Listening Standards:

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Career Readiness, Life Literacies, and Key Skills

- External factors can influence the items that an individual wants or needs.
- There are actions an individual can take to help make this world a better place.
- Different types of jobs require different knowledge and skills.
- Brainstorming can create new, innovative ideas.
- Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.
- Individuals from different cultures may have different points of view and experiences.

<ul style="list-style-type: none"> • Individuals develop and follow directions as part of daily life. • Technology has changed the way people live and work. • Various tools can improve daily tasks and quality of life. • The availability of technology for essential tasks varies in different parts of the world. • Digital tools have a purpose. 	<ul style="list-style-type: none"> • 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. • 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. • 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. • 6.1.2.CivicsPR.1: Determine what makes a good rule or law. • 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws in school and communities are needed. • 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
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21 st Century Skills: Check all that apply			
E	Civic Literacy	T/A	Communication
T	Global Awareness	T/A	Critical Thinking and Problem Solving
E	Health Literacy	T/E	Collaboration
NA	Financial, Economic, Business, & Entrepreneurial Literacy	E	Creativity and Innovation
E	Environmental Literacy		Other:

Essential Question(s)
<p>How can you relate stories of perseverance to your own life?</p> <p>How can you identify the central message or lesson in a story?</p> <p>How can sequencing events help me to become a stronger reader and writer?</p>
Enduring Understandings

Students will understand by reading and writing about stories of perseverance, they can apply the lessons learned to their own life.

Students will learn by attending to details and asking, “What does the author want me to learn?,” they can determine the central idea of any reading selection.

Students will understand that sequencing events helps them to comprehend a text and enables them to develop their own writing.

Student Learning Targets/Objectives

I can ask and answer questions about important details in a story

I can retell a story and include important details

I can explain a story’s message or lesson

I can use details to describe the characters and setting of a story

I can use details while describing the major events in a story

I can identify words and phrases from a text that relate to my feelings and senses

I can read first grade stories

I can write to tell information about a topic

I can answer questions about information I have gathered from sources

I can demonstrate understanding of spoken words, syllables, and sounds (phonemes).

I can identify and decode regularly spelled one-syllable words.

I can describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

I can add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Assessments

- Pre and Formative:
 - Pre-Assessment - PAST/LETRS Inventories (if necessary)
 - Weekly assessments for phonics, spelling inventory, and comprehension quizzes
 - Formative Assessments: Weekly Reading Selection Quizzes (**optional**)
 - *Kids are Inventors, Too!*
 - *Young Frank Architect*
 - *Charlotte the Scientist is Squished*
 - *I am Amelia Earhart*
 - *Joaquin’s Zoo*
 - *My Name is Gabriella*
 - *Follow the Story Path*
 - *Interrupting Chicken*
 - *On Meadowview Street*
 - *State the Facts!*
 - *Monument City*
 - *The Contest*
 - *The Statue of Liberty*
- Summative
 - [Mid Module Benchmark Assessment 3](#)
 - [Module 3 Performance Task](#)

- Authentic
 - Inquiry & Research Projects (Optional)
 - Unit 10 - Group Project - Create curiosity boards on a community or world problem and solution
 - Unit 8 - Group Project - Create curiosity boards about traditional tales from different cultures
 - Unit 6 - Group Project - Create curiosity boards on ideas related to patriotism
 - Optional Assessments
 - Writing Workshop Writing Tasks
 - Unit 10- Informational- Create a Biographical Essay
 - Unit 8 - Narrative- Create a Story
 - Unit 6 - Personal Narrative- Create a Book

Teaching and Learning Actions

Instructional Strategies

Differentiation examples:
High- Challenge students to generate their own questions specific to concept

Medium- Attend to reading strategies

Low- Work on HMH [language acquisition](#)

[Academic Vocabulary](#) - Create and keep current, a social studies Word Wall, for children to use and interact with. Important for all learners, academic vocabulary and language must be taught explicitly, particularly to second language learners.

[Accountable talk](#) - Talking with others about ideas is fundamental to classroom learning. Classroom talk that promotes and sustains learning should be accountable to other learners, use accurate and appropriate knowledge, and adhere to rigor in thinking. Accountable talk responds to and further develops what others have said through relevant observations, ideas, opinions, or more information.

[Adapting to learning styles/multiple intelligences](#) – Allow movement, choice, linguistics, visual, and other methods of teaching/learning to foster different interests, providing variety and differentiation in instruction, and developing the whole child.

[Conferencing](#) - A one-to-one teacher conference with a student about his or her work in progress is prevalent in teaching writing and speaking, but it is also useful in other areas. The purpose of the conference-- engaging in meaningful conversation about the student's work in progress--will not be realized automatically. Preparation (on the part of both the teacher and the student) before the conference, careful listening during the conference, recordkeeping, and follow-up are essential components for a successful outcome. In student-to-student conferencing, participants require guidance, a focused protocol, and accountability. Video resource:

<https://www.youtube.com/watch?v=Pad1eAcsHho>

[Content Stations](#) – Areas where students work on different tasks simultaneously. Can and should be leveled for review, challenge, and remediation at appropriate level. Teacher rotates and facilitates instruction and assistance. Activities reach various learning styles. Houghton Mifflin Harcourt leveled readers to assist in background knowledge, skills application, etc.

[Cues, questions, activating prior knowledge](#)- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned.

Effective questioning - Teacher questioning and student response are common classroom learning activities. Research finds that teacher questions (and cues) are effective when they focus on what is important, require students to respond at higher levels, provide adequate wait time after a question is asked and establish an engaging introduction for the lesson. Effective questioning can also play a role in focusing students on unit learning goals or overarching themes throughout a longer period of study.

Elkonin Boxes - Students use Elkonin boxes to build phonemic awareness. They count the amount of phonemes in a word and slide a counter into each box to represent each sound. The child slides his or her finger from left to right as he or she blends the sounds to read the word.

Flexible Groupings- Teacher meets with groups to meet curricular goals, engage students, and respond to individual needs.

Integration of content areas - There is a strong case to be made for integrating curriculum. It strengthens skills that students encounter in one content area, but also practice in another, such as reading and writing, and it

can lead to the mastery of those skills. It provides meaningful instruction for students in multiple areas of standards in a single class or learning experience. It is also authentic way of learning because it reflects what we experience, both professionally and personally, in the world. It can be a way to engage students when introducing them to a challenging subject. STEM education is a current example of effective content integration. Research supports the integration of content areas.

Intentional Use of Technology – whiteboard presentations and activities available and encouraged for use through HMH.

Leveled Instruction – Teacher gives introductory lesson to the entire class, then provides varying access points for students to practice skills. Teacher provides several assignments with different levels of difficulty- the student OR teacher chooses an assignment.

Modeling - Modeling is an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and students learn by observing and emulating. Modeling is an effective instructional strategy when it allows students to observe thought processes and imitate particular behaviors or steps in a process. Types and purposes of modeling can include approaches such as task and performance modeling (demonstrating a task), metacognitive modeling (thinking aloud), and disposition modeling (conveying one's own enthusiasm, interest, or commitment). Modeling can be used across disciplines and in all grades and ability levels.

Nonlinguistic representations- drawings, blocks, physical models, kinesthetic activities, graphic organizers, realia

Phoneme Grapheme Correspondence- Procedure for teaching Phoneme-Grapheme correspondence

Read-aloud - Read-aloud is an instructional format, included formally in elementary reading programs and as an instructional activity in all areas and levels of the curriculum. A primary purpose of a read-aloud is to create a community of readers in the classroom and establish a known text as a basis for related literacy activities. Reading aloud allows teachers to model important components of literacy, such as fluency, expression, and interacting with texts

while exposing students to vocabulary that is just beyond their instructional level and demonstrating how reading is a source of information and enjoyment.

Semantic Mapping -The association of meanings and context for a given word that may include: origin, images, multiple meanings, word structure, synonyms, antonyms, descriptors, common contexts, examples, historical or cultural connotations and personal associations. When using a semantic map, it will assist students by building a meaningful network of associations around the words that must be learned which will be stored more deeply in memory and retrieved more easily.

Share the Pen/Interactive Writing - The teacher shares the writing experience with young students on chart paper or a whiteboard that is large enough for the whole class to see. Students participate by giving the teacher ideas and also by "taking the pen" and writing words, phrases, or sentences with the teacher's guidance.

SIOP Strategies Sheltered Instructional Observation Protocol consists of eight components; lesson preparation, building background, comprehensible input, strategies, interaction, practice, lesson delivery, and review and assessment. Using these eight components teachers can design instruction that will help ELL's to reach English language acquisition.

Student goal setting - Teachers who set, define, and communicate learning objectives effectively with students employ research-based findings that say goal setting with students should: (1) be flexible and general because when a goal is too narrowly focused, it may limit learning (e.g., If the goal is to learn how a piston works, students may not learn its relationship to other parts of an engine), although too general goals may be unattainable; (2) encourage student ownership (e.g., creating own goals, personalizing teacher goals, committing to contracts, and providing feedback on their progress in journals, videos, etc.); (3) focus on understanding over accomplishing tasks; and (4) allow students enough time to adapt goals to their own interests, learning styles, and prior knowledge. Setting goals benefits from explicit instruction.

Targeted feedback - Research and effective practice points to the following keys to using targeted feedback to improve student achievement and avoid negative effects: (1) link feedback to objectives; (2) use a formative evaluation approach over a summative approach; (3) make guidance specific (e.g.,proofing remarks or codes may not communicate well); (4) provide feedback in a timely manner (not long after assignment is forgotten); and (5) identify how students should use feedback to make improvements.

Thumbs Up/Down, "Stop Light", "Smiley Face"- for quick, formative assessment

Think-Pair-Share– Turn & Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out their partner's ideas/response; then switch.

Word wall -A word wall is an organized collection of words prominently displayed in a classroom and frequently used as an interactive literacy tool for teaching vocabulary and spelling to children. There are many different types of word walls, such as high frequency words, word families, and story- or unit-related names.

Week 1(Unit 10 - Dare to Dream)

Activities: Including G/T, SE, and ELL Differentiation

Students with a 504:

All modifications and health concerns listed in his/her 504 plan MUST be adhered to.

- ❖ *Provide scaffolded support when they respond to questions (ie. Rephrase questions, have them Turn & Talk to peers, provide sentences frames for response, etc)*
- ❖ *Sentence frames discussions/sharing.*
- ❖ *Encourage participation using words, phrases, gestures, illustrations, and dictation, as needed.*
- ❖ *Refer to visuals throughout lesson/activity*
- ❖ *Divide instruction into smaller chunks of time*
- ❖ *Post pictures with new vocabulary words when possible and have children repeat each word.*
- ❖ *Students demonstrate understanding verbally or drawing.*
- ❖ *Allow role-play responses.*
- ❖ *Provide sentence frames for forming opinions: I agree with*

Read Aloud/Writing: *What Can You Do?, Kids are Inventors too!, Young Frank Architect*

Focus: Central Idea; Retell; Setting; Research: Present Information

Vocabulary Words:

begin, brother, front, picture, room, someone, sometimes, young, dancing, designed, feed, float, floor, model, real, straight, training, whatever, whole, applaud, future, genius

Foundational Skills-

Contractions with 've, re, 'm, 's, n't, 'll

Suffixes er, est

Differentiation-use as needed

ELL Support:

Read Aloud

All Levels: Children might not be familiar with New York City and its landmarks. They might benefit from seeing photographs of the places mentioned in the story. Point out that New York City is not one homogenous place but is made up of many different, diverse neighborhoods and communities.

Building Vocabulary

Entering/Beginning: Guide children to sketch and label a picture for each word. Refer to the Vocabulary Cards and other visuals as needed.

Developing/Expanding: Supply these frames:

Bridging/Reaching: Ask:

High Frequency Words

All Levels: Explain to children that the word **about** has more than one meaning. Share the following sentences and discuss the meaning of about in each:

*I played soccer for about two hours.

*What is the movie about?

Provide additional opportunities for children to practice using about in sentences for both meanings of the word.

Foundational Skills

All Levels: Articulation video: [short vowel U](#)

Enrichment/Additional support (SE/High Support)

- practice ask and answering who, what, when, where, why and how questions about the classroom environment, students teacher, pictures from the story and leveled text
- teacher may present word cards to support the student's sentence building.
- teacher allows verbal responses to support recording written responses
- teacher provides starter sentences for questions and statements
- [See it, Say it, Sign it letters and sounds](#)
- teacher models writing a complete sentence
- students use sand, clay or other multisensory objects to write letters and words

_____ because _____. Or
I do not agree with
_____ because _____.

- ❖ Encourage use of content vocabulary.
- ❖ Use words, gestures, and repetition to assist in developing vocabulary meaning retention.
- ❖ Retell stories, have children point to an image that matches their retelling.
- ❖ Have children highlight vocabulary/key words in their student workbooks..
- ❖ Model using class anchor charts to assist in their writing, speaking, and reading..
- ❖ Provide word/phrase cards to assist in accomplishing tasks.
- ❖ Model sentence structure when responding to questions.
- ❖ Ask “yes” and “no” questions from time to time.
- ❖ Allow frequent movement in the classroom, going up to the SMARTBoard, or big book to point out things relevant to the lesson.
- ❖ Thumbs Up/Down for quick assessments.

- teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words
- use vocabulary to define and draw examples

Extension/Accelerated learners

- students make a small translation book of words in story from Spanish to English and English to Spanish
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- discuss the words that help them know the order of events in the story
- students may prepare questions for the author and characters

All learners:

- audio read aloud of the text:
- teacher can present vocabulary words, meaning and picture example
- teacher can share lesson’s anchor charts: [Ask and answer questions](#)
- practice role play asking and answering questions while pretending to be the characters or the author

Editing II: Preparing to Publish

Enrichment/Additional support (SE/High Support)

- students use pictures in story and match adjectives from a wordbank to describe the objects in the picture.
- students may draw to represent their writing ideas
- teacher allows verbal responses for written responses
- teacher provides starter sentences for questions and statements
- [See it, Say it, Sign it letters and sounds](#)
- teacher models writing a complete sentence
- students use sand or other multisensory objects to write letters and words
- use vocabulary to define and draw examples

Extension/Accelerated learners

- students participate in Literacy Circle
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- discuss the words that help them know the order of events in the story

All learners:

- audio read aloud of the text
- teacher may present vocabulary words, meaning and picture example

Week 2 (Unit 10 - Dare to Dream)

Read Alouds/Writing: *Charlotte the Scientist is Squished, Sky Color, We Are the Future*

Focus: Setting, Making Inferences, Theme, Create Mental Images

Vocabulary Words:

conducting, method, specimens, lab, spoiled, rid, artist, gallery, mural, rummaged, merrily, promise

Foundational Skills:

- ❖ *Take dictation.*
- ❖ *Have student make a line for each word of their response, then work with them to write the sentence decoding and reading the room to help with their writing. (ie. "I like the part when Keisha could build a tower using blocks." _ _ _ _ _ _ _ _ _ _)*
- ❖ *Encourage asking questions for clarity. Provide displayed anchor chart of question words with question phrases on it.*
- ❖ *Assign partner work.*
- ❖ *Snap & Read Google extension (reads to student in selected language).*
- ❖ *Small group instruction*
- ❖ *Inclusion of videos, images, and Google Expeditions*
- ❖ *Choice in task products (song, dance, writing, role play, drawing)*
- ❖ *Use of Google Chromebook Accessibility Features, including: screen magnifier, font increase, black/white contrast, larger cursor, Chromevox, on-screen*

- Vowel Pattern oo (/oo/)
- Consonant + le

Differentiation-use as needed

ELL Support:

Read Aloud

All Levels: Children might not be familiar with New York City and its landmarks. They might benefit from seeing photographs of the places mentioned in the story. Point out that New York City is not one homogenous place but is made up of many different, diverse neighborhoods and communities.

Building Vocabulary

Entering/Beginning: Guide children to sketch and label a picture for each word. Refer to the Vocabulary Cards and other visuals as needed.

Developing/Expanding: Supply these frames: :

High Frequency Words

All Levels: Explain to children that the word **about** has more than one meaning. Share the following sentences and discuss the meaning of about in each:

*I played soccer for about two hours.

*What is the movie about?

Provide additional opportunities for children to practice using about in sentences for both meanings of the word.

Foundational Skills

All Levels: Articulation video: [short vowel U](#)

Enrichment/Additional support (SE/High Support)

- practice ask and answering who, what, when, where, why and how questions about the classroom environment, students teacher, pictures from the story and leveled text
- teacher may present word cards to support the student's sentence building.
- teacher allows verbal responses to support recording written responses
- teacher provides starter sentences for questions and statements
- [See it, Say it, Sign it letters and sounds](#)
- teacher models writing a complete sentence
- students use sand, clay or other multisensory objects to write letters and words
- teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words
- use vocabulary to define and draw examples

Extension/Accelerated learners

- students make a small translation book of words in story from Spanish to English and English to Spanish
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- discuss the words that help them know the order of events in the story
- students may prepare questions for the author and characters

All learners:

- audio read aloud of the text:
- teacher can present vocabulary words, meaning and picture example
- teacher can share lesson's anchor charts: [Ask and answer questions](#)
- practice role play asking and answering questions while pretending to be the characters or the author
- Editing II: Preparing to Publish

Enrichment/Additional support (SE/High Support)

- students use pictures in story and match adjectives from a wordbank to describe the objects in the picture.
- students may draw to represent their writing ideas
- teacher allows verbal responses for written responses
- teacher provides starter sentences for questions and statements
- [See it, Say it, Sign it letters and sounds](#)
- teacher models writing a complete sentence
- students use sand or other multisensory objects to write letters and words
- use vocabulary to define and draw examples

Extension/Accelerated learners

- students participate in Literacy Circle
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- discuss the words that help them know the order of events in the story

All learners:

- audio read aloud of the text
- teacher may present vocabulary words, meaning and picture example

Week 3(Unit 10 - Dare to Dream)

Read Alouds/Writing: *I am Amelia Earhart, Joaquin's Zoo, Macaroni and the Radio*

Focus: Text Organization, Make Connections, Characters, Central Idea

Vocabulary Words:

build, scraps, neat, golden, usually, bear, color, happy, money, music, second, sound, without

Foundational Skills- Vowel Patterns /oo/ (spellings oo, ou, ew, ue, u,)

Differentiation-use as needed

ELL Support:**Read Aloud**

All Levels: Children might not be familiar with New York City and its landmarks. They might benefit from seeing photographs of the places mentioned in the story. Point out that New York City is not one homogenous place but is made up of many different, diverse neighborhoods and communities.

Building Vocabulary

Entering/Beginning: Guide children to sketch and label a picture for each word. Refer to the Vocabulary Cards and other visuals as needed.

Developing/Expanding: Supply these frames: :

High Frequency Words

All Levels: Explain to children that the word **about** has more than one meaning. Share the following sentences and discuss the meaning of about in each:

*I played soccer for about two hours.

*What is the movie about?

Provide additional opportunities for children to practice using about in sentences for both meanings of the word.

Foundational Skills

All Levels: Articulation video: [short vowel U](#)

Enrichment/Additional support (SE/High Support)

- practice ask and answering who, what, when, where, why and how questions about the classroom environment, students teacher, pictures from the story and leveled text
- teacher may present word cards to support the student's sentence building.
- teacher allows verbal responses to support recording written responses
- teacher provides starter sentences for questions and statements
- [See it, Say it, Sign it letters and sounds](#)
- teacher models writing a complete sentence
- students use sand, clay or other multisensory objects to write letters and words
- teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words
- use vocabulary to define and draw examples

Extension/Accelerated learners

- students make a small translation book of words in story from Spanish to English and English to Spanish
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- discuss the words that help them know the order of events in the story
- students may prepare questions for the author and characters

All learners:

- audio read aloud of the text:
- teacher can present vocabulary words, meaning and picture example
- teacher can share lesson's anchor charts: [Ask and answer questions](#)
- practice role play asking and answering questions while pretending to be the characters or the author Editing II: Preparing to Publish

Enrichment/Additional support (SE/High Support)

- students use pictures in story and match adjectives from a wordbank to describe the objects in the picture.
- students may draw to represent their writing ideas
- teacher allows verbal responses for written responses
- teacher provides starter sentences for questions and statements
- [See it, Say it, Sign it letters and sounds](#)

- teacher models writing a complete sentence
- students use sand or other multisensory objects to write letters and words
- use vocabulary to define and draw examples

Extension/Accelerated learners

- students participate in Literacy Circle
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- discuss the words that help them know the order of events in the story

All learners:

- audio read aloud of the text
- teacher may present vocabulary words, meaning and picture example

Week 4(Unit 8 - Tell Me A Story)

Read Alouds/Writing: *Follow The Story Path, Chicken Little, Interrupting Chicken*

Focus: Text Features, Theme, Create Mental Images, Characters

Vocabulary Words:

interrupt, involved, relaxing, follow, warn, supposed, talk, mother, chicken, woman

UNIT 7 High Frequency Words and Foundational Skills

High Frequency Words: along, answer, chicken, going, mother, talk, upon, woman

Foundational Skills:

- Long o (oa, ow, oe,)

Differentiation-use as needed

ELL Support:

Read Aloud

All Levels: Children might not be familiar with New York City and its landmarks. They might benefit from seeing photographs of the places mentioned in the story. Point out that New York City is not one homogenous place but is made up of many different, diverse neighborhoods and communities.

Building Vocabulary

Entering/Beginning: Guide children to sketch and label a picture for each word. Refer to the Vocabulary Cards and other visuals as needed.

Developing/Expanding: Supply these frames:

Bridging/Reaching:

High Frequency Words

All Levels: Explain to children that the word **about** has more than one meaning. Share the following sentences and discuss the meaning of about in each:

*I played soccer for about two hours.

*What is the movie about?

Provide additional opportunities for children to practice using about in sentences for both meanings of the word.

Foundational Skills

All Levels: Articulation video: [short vowel U](#)

Enrichment/Additional support (SE/High Support)

- practice ask and answering who, what, when, where, why and how questions about the classroom environment, students teacher, pictures from the story and leveled text
- teacher may present word cards to support the student's sentence building.
- teacher allows verbal responses to support recording written responses
- teacher provides starter sentences for questions and statements
- [See it, Say it, Sign it letters and sounds](#)
- teacher models writing a complete sentence
- students use sand, clay or other multisensory objects to write letters and words
- teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words
- use vocabulary to define and draw examples

Extension/Accelerated learners

- students make a small translation book of words in story from Spanish to English and English to Spanish
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- discuss the words that help them know the order of events in the story
- students may prepare questions for the author and characters

All learners:

- audio read aloud of the text:
- teacher can present vocabulary words, meaning and picture example
- teacher can share lesson's anchor charts: [Ask and answer questions](#)
- practice role play asking and answering questions while pretending to be the characters or the author

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Enrichment/Additional support (SE/Low performing)

- students use pictures in story and match adjectives from a wordbank to describe the objects in the picture.
- students may draw to represent their writing ideas
- teacher allows verbal responses for written responses
- teacher provides starter sentences for questions and statements
- [See it, Say it, Sign it letters and sounds](#)
- teacher models writing a complete sentence
- students use sand or other multisensory objects to write letters and words
- use vocabulary to define and draw examples

Extension/Accelerated learners

- students participate in Literacy Circle
- students write sentences for high frequency words

- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- discuss the words that help them know the order of events in the story

All learners:

- audio read aloud of the text
- teacher may present vocabulary words, meaning and picture example

Week 5 (Unit 8 - Tell Me A Story)

Read Alouds/Writing: *Red Knit Cap Girl and the Reading Tree, Little Red Riding Hood, The Grasshopper and the Ants*

Focus: Theme, Making Connections, Elements of Drama, Make Inferences, Setting

Vocabulary Words:

storyteller, sly, boldly, labor, chirped, autumn, scamper, nook, squeaks, gnaws, thumps, sneaks, family, girl, eyes

UNIT 7 High Frequency Words and Foundational Skills

High Frequency Words: bring, eyes, family, girl, move, soon, together, warm

Foundational Skills:

- Long (igh, y)
- Long i, o

Differentiation-use as needed

ELL Support:

Read Aloud

All Levels: Children might not be familiar with New York City and its landmarks. They might benefit from seeing photographs of the places mentioned in the story. Point out that New York City is not one homogenous place but is made up of many different, diverse neighborhoods and communities.

Building Vocabulary

Entering/Beginning: Guide children to sketch and label a picture for each word. Refer to the Vocabulary Cards and other visuals as needed.

Developing/Expanding: Supply these frames:

High Frequency Words

All Levels: Explain to children that the word **about** has more than one meaning. Share the following sentences and discuss the meaning of about in each:

*I played soccer for about two hours.

*What is the movie about?

Provide additional opportunities for children to practice using about in sentences for both meanings of the word.

Foundational Skills

All Levels: Articulation video: [short vowel U](#)

Enrichment/Additional support (SE/High Support)

- practice ask and answering who, what, when, where, why and how questions about the classroom environment, students teacher, pictures from the story and leveled text
- teacher may present word cards to support the student's sentence building.
- teacher allows verbal responses to support recording written responses
- teacher provides starter sentences for questions and statements
- [See it, Say it, Sign it letters and sounds](#)
- teacher models writing a complete sentence
- students use sand, clay or other multisensory objects to write letters and words
- teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words
- use vocabulary to define and draw examples

Extension/Accelerated learners

- students make a small translation book of words in story from Spanish to English and English to Spanish
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- discuss the words that help them know the order of events in the story
- students may prepare questions for the author and characters

All learners:

- audio read aloud of the text:
- teacher can present vocabulary words, meaning and picture example
- teacher can share lesson's anchor charts: [Ask and answer questions](#)
- practice role play asking and answering questions while pretending to be the characters or the author

Editing II: Preparing to Publish

Enrichment/Additional support (SE/High Support)

- students use pictures in story and match adjectives from a wordbank to describe the objects in the picture.
- students may draw to represent their writing ideas
- teacher allows verbal responses for written responses
- teacher provides starter sentences for questions and statements
- [See it, Say it, Sign it letters and sounds](#)
- teacher models writing a complete sentence
- students use sand or other multisensory objects to write letters and words
- use vocabulary to define and draw examples

Extension/Accelerated learners

- students participate in Literacy Circle
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- discuss the words that help them know the order of events in the story

All learners:

- audio read aloud of the text

- teacher may present vocabulary words, meaning and picture example

Week 6 ([Benchmark](#)) Write a story about a time you solved a difficult problem and persevered like one of the characters from the texts.)

(Unit 8 - Tell Me A Story)

Read Alouds/Writing: *My Name is Gabriela, Thank you Mr. Aesop, The Tortoise and the Hare*

Focus: Point of View, Synthesize, Central Idea, Characters

Vocabulary Words:

chose, beyond, express, pretended, taught, grand, myself, new, brown, words

UNIT 7 High Frequency Words and Foundational Skills

High Frequency Words: brown, few, funny, myself, new, once, thank, words

Foundational Skills:

- r- controlled vowel ar
- two syllable words

Differentiation-use as needed

ELL Support:

Read Aloud

All Levels: Children might not be familiar with New York City and its landmarks. They might benefit from seeing photographs of the places mentioned in the story. Point out that New York City is not one homogenous place but is made up of many different, diverse neighborhoods and communities.

Building Vocabulary

Entering/Beginning: Guide children to sketch and label a picture for each word. Refer to the Vocabulary Cards and other visuals as needed.

Developing/Expanding: Supply these frames:

Bridging/Reaching: Ask:

High Frequency Words

All Levels: Explain to children that the word **about** has more than one meaning. Share the following sentences and discuss the meaning of about in each:

*I played soccer for about two hours.

*What is the movie about?

Provide additional opportunities for children to practice using about in sentences for both meanings of the word.

Foundational Skills

All Levels: Articulation video: [short vowel U](#)

Enrichment/Additional support (SE/High Support)

- practice ask and answering who, what, when, where, why and how questions about the classroom environment, students teacher, pictures from the story and leveled text
- teacher may present word cards to support the student's sentence building.
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- [See it, Say it, Sign it letters and sounds](#)
- teacher models writing a complete sentence
- students use sand, clay or other multisensory objects to write letters and words
- teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words
- use vocabulary to define and draw examples

Extension/Accelerated learners

- students make a small translation book of words in story from Spanish to English and English to Spanish
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- discuss the words that help them know the order of events in the story
- students may prepare questions for the author and characters

All learners:

- audio read aloud of the text:
- teacher can present vocabulary words, meaning and picture example
- teacher can share lesson's anchor charts: [Ask and answer questions](#)
- practice role play asking and answering questions while pretending to be the characters or the author

Editing II: Preparing to Publish

Enrichment/Additional support (SE/High Support)

- students use pictures in story and match adjectives from a wordbank to describe the objects in the picture.
- students may draw to represent their writing ideas
- teacher allows verbal responses for written responses
- teacher provides starter sentences for questions and statements
- [See it, Say it, Sign it letters and sounds](#)
- teacher models writing a complete sentence
- students use sand or other multisensory objects to write letters and words
- use vocabulary to define and draw examples

Extension/Accelerated learners

- students participate in Literacy Circle
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- discuss the words that help them know the order of events in the story

All learners:

- audio read aloud of the text
- teacher may present vocabulary words, meaning and picture example

Week 7 (Unit 6 -Celebrate America)

Read Alouds/Writing: *You're a Grand Old Flag, State the Facts, Monument City*

Focus: text features, elements of poetry, make and confirm predictions, elements of drama

Vocabulary Words:

forever, peace, emblem, true, brag, read, water, white, house

UNIT 7 High Frequency Words and Foundational Skills

High Frequency Words: another, gave, house, over, own, read, water, white
Foundational Skills:

- Long e, i, o (cv)
- Possessives with 's

Differentiation-use as needed

ELL Support:

Read Aloud

All Levels: Children might not be familiar with New York City and its landmarks. They might benefit from seeing photographs of the places mentioned in the story. Point out that New York City is not one homogenous place but is made up of many different, diverse neighborhoods and communities.

Building Vocabulary

Entering/Beginning: Guide children to sketch and label a picture for each word. Refer to the Vocabulary Cards and other visuals as needed.

Developing/Expanding: Supply these frames:

Bridging/Reaching: Ask students to create their own questions about the text.

High Frequency Words

All Levels: Explain to children that the word **about** has more than one meaning. Share the following sentences and discuss the meaning of about in each:

*I played soccer for about two hours.

*What is the movie about?

Provide additional opportunities for children to practice using about in sentences for both meanings of the word.

Foundational Skills

All Levels: Articulation video: [short vowel U](#)

Enrichment/Additional support (SE/High Support)

- practice ask and answering who, what, when, where, why and how questions about the classroom environment, students teacher, pictures from the story and leveled text
- teacher may present word cards to support the student's sentence building.
- teacher allows verbal responses to support recording written responses
- teacher provides starter sentences for questions and statements
- [See it, Say it, Sign it letters and sounds](#)
- teacher models writing a complete sentence
- students use sand, clay or other multisensory objects to write letters and words
- teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words

- use vocabulary to define and draw examples

Extension/Accelerated learners

- students make a small translation book of words in story from Spanish to English and English to Spanish
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- discuss the words that help them know the order of events in the story
- students may prepare questions for the author and characters

All learners:

- audio read aloud of the text:
- teacher can present vocabulary words, meaning and picture example
- teacher can share lesson's anchor charts: [Ask and answer questions](#)
- practice role play asking and answering questions while pretending to be the characters or the author Editing II: Preparing to Publish

Enrichment/Additional support (SE/High Support)

- students use pictures in story and match adjectives from a wordbank to describe the objects in the picture.
- students may draw to represent their writing ideas
- teacher allows verbal responses for written responses
- teacher provides starter sentences for questions and statements
- [See it, Say it, Sign it letters and sounds](#)
- teacher models writing a complete sentence
- students use sand or other multisensory objects to write letters and words
- use vocabulary to define and draw examples

Extension/Accelerated learners

- students participate in Literacy Circle
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- discuss the words that help them know the order of events in the story

All learners:

- audio read aloud of the text
- teacher may present vocabulary words, meaning and picture example

Week 8 (Unit 6 -Celebrate America)

Read Alouds/Writing: *Presidents' Day, The Contest, The Statue of Liberty*

Focus: Point of View, Evaluate, Ideas and Support, Make Connections

Vocabulary Words:

contest, liberty, hope, national, towers, base, hurt, things, better, gives

UNIT 7 High Frequency Words and Foundational Skills

High Frequency Words: always, began, better, gives, hurt, shall, should, things

Foundational Skills:

- Long A (VCe)
- Soft c

Differentiation-use as needed**ELL Support:****Read Aloud**

All Levels: Children might not be familiar with New York City and its landmarks. They might benefit from seeing photographs of the places mentioned in the story. Point out that New York City is not one homogenous place but is made up of many different, diverse neighborhoods and communities.

Building Vocabulary

Entering/Beginning: Guide children to sketch and label a picture for each word. Refer to the Vocabulary Cards and other visuals as needed.

Developing/Expanding: Supply these frames:

Bridging/Reaching: Ask students to create their own questions about the read alouds.

High Frequency Words

All Levels: Explain to children that the word **about** has more than one meaning. Share the following sentences and discuss the meaning of about in each:

*I played soccer for about two hours.

*What is the movie about?

Provide additional opportunities for children to practice using about in sentences for both meanings of the word.

Foundational Skills

All Levels: Articulation video: [short vowel U](#)

Enrichment/Additional support (SE/High Support)

- practice ask and answering who, what, when, where, why and how questions about the classroom environment, students teacher, pictures from the story and leveled text
- teacher may present word cards to support the student's sentence building.
- teacher allows verbal responses to support recording written responses
- teacher provides starter sentences for questions and statements
- [See it, Say it, Sign it letters and sounds](#)
- teacher models writing a complete sentence
- students use sand, clay or other multisensory objects to write letters and words
- teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words
- use vocabulary to define and draw examples

Extension/Accelerated learners

- students make a small translation book of words in story from Spanish to English and English to Spanish
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- discuss the words that help them know the order of events in the story
- students may prepare questions for the author and characters

All learners:

- audio read aloud of the text:
- teacher can present vocabulary words, meaning and picture example
- teacher can share lesson's anchor charts: [Ask and answer questions](#)
- practice role play asking and answering questions while pretending to be the characters or the author

Editing II: Preparing to Publish**Enrichment/Additional support (SE/High Support)**

- students use pictures in story and match adjectives from a wordbank to describe the objects in the picture.
- students may draw to represent their writing ideas
- teacher allows verbal responses for written responses
- teacher provides starter sentences for questions and statements
- [See it, Say it, Sign it letters and sounds](#)
- teacher models writing a complete sentence
- students use sand or other multisensory objects to write letters and words
- use vocabulary to define and draw examples

Extension/Accelerated learners

- students participate in Literacy Circle
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- discuss the words that help them know the order of events in the story

All learners:

- audio read aloud of the text
- teacher may present vocabulary words, meaning and picture example

Week 9 (**Performance Task** Write a narrative about a time where you learned a lesson like the characters in the texts.)

(Unit 6 - Celebrate America)

Read Alouds/Writing: *We Can Ring the Liberty Bell, Hooray for Holidays!, Patriotic Poems*

Focus: Text Features, Creating Mental Images, Story, Structure, Elements of Poetry

Vocabulary Words:

famous, center, government, brittle, signed, papers, carry, draw, eight, seven,

UNIT 7 High Frequency Words and Foundational Skills

High Frequency Words: carry, draw, eight, even, goes, may, seven, shows

Foundational Skills:

- Long i, o (VCe)
- Silent Letters (kn, wr)

Differentiation-use as needed**ELL Support:****Read Aloud****Building Vocabulary**

Entering/Beginning: Guide children to sketch and label a picture for each word. Refer to the Vocabulary Cards and other visuals as needed.

Developing/Expanding: Supply these frames:

Bridging/Reaching: Ask students to create their own questions based on the reading.

High Frequency Words

All Levels: Explain to children that the word about has more than one meaning. Share the following sentences and discuss the meaning of about in each:

*I played soccer for about two hours.

*What is the movie about?

Provide additional opportunities for children to practice using about in sentences for both meanings of the word.

Foundational Skills

All Levels: Articulation video: [short vowel U](#)

Enrichment/Additional support (SE/High Support)

- practice ask and answering who, what, when, where, why and how questions about the classroom environment, students teacher, pictures from the story and leveled text
- teacher may present word cards to support the student's sentence building.
- teacher allows verbal responses to support recording written responses
- teacher provides starter sentences for questions and statements
- [See it, Say it, Sign it letters and sounds](#)
- teacher models writing a complete sentence
- students use sand, clay or other multisensory objects to write letters and words
- teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words
- use vocabulary to define and draw examples

Extension/Accelerated learners

- students make a small translation book of words in story from Spanish to English and English to Spanish
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- discuss the words that help them know the order of events in the story
- students may prepare questions for the author and characters

All learners:

- audio read aloud of the text:
- teacher can present vocabulary words, meaning and picture example
- teacher can share lesson's anchor charts: [Ask and answer questions](#)
- practice role play asking and answering questions while pretending to be the characters or the author

Enrichment/Additional support (SE/High Support)

- students use pictures in story and match adjectives from a wordbank to describe the objects in the picture.
- students may draw to represent their writing ideas

- teacher allows verbal responses for written responses
- teacher provides starter sentences for questions and statements
- [See it, Say it, Sign it letters and sounds](#)
- teacher models writing a complete sentence
- students use sand or other multisensory objects to write letters and words
- use vocabulary to define and draw examples

Extension/Accelerated learners

- students participate in Literacy Circle
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- discuss the words that help them know the order of events in the story

All learners:

- audio read aloud of the text
- teacher may present vocabulary words, meaning and picture example

Differentiation: use as needed

ELL Support

Read Aloud (Unit 10)

Use Tabletop Mini Lessons: English Language Development 28.1 (Speaking) to reinforce and practice the language skill.

Entering/Beginning: Read page 8 aloud. Ask: What is the problem? Then ask children simple questions about the problem, such as: Can he try? Can he ask for help? Allow children to give single-word responses or use their home language.

Developing/Expanding: Read page 8 aloud. Ask: What is the problem? Supply this frame: The boy is not _____. Read page 9 aloud. Ask: What is the problem? Supply this frame: The girl can't _____. For each page, ask: What is a solution?

Bridging/Reaching: Focus children's attention on pages 8–9. Ask children to describe each problem and say possible solutions. Encourage children to use academic words such as problem, solve, and solution in their response.

Building Vocabulary (Unit 10)

Entering/Beginning: Ask simple questions to facilitate discussion: Would you float on the ground or on water? Would you feed a cat food or sand?

Developing/Expanding: Supply these frames: I can float on _____. I feed a cat _____.

Bridging/Reaching: Point out that the words float and feed are things you do. Ask children to explain how they would do those things

Foundational skills (Unit 7)

All levels: Articulation video- long [u](#)

Entering/Beginning: Have children signal thumbs up or thumbs down in response to yes/no questions about the Blend and Read words, such as: Is a cube round?

Developing/Expanding: Have children answer questions in complete sentences: Is a cube round? (No, a cube is not round. A cube has six square sides.)

Differentiation: use as needed

ELL Support:

Read Aloud (Unit 6)

Entering/Beginning: Page through the book and have children point out and name features:

Show a chapter heading. Point to the big words. Where is the caption?

Developing/Expanding: Have children tell about features: This text feature is _____
Fill in the blank. It shows me that _____.

Bridging/Reaching: Have partners use complete sentences as they talk about the information each text feature gives.

Building Vocabulary (unit 6)

All levels: Children whose first language is Spanish, Vietnamese, Cantonese, or Khmer might have difficulty pronouncing the sound /sh/ in share, Constitution, and tradition. Model how to make the sound and give children a chance to practice it in isolation before pronouncing the Power Words.

High Frequency Words (Unit 9)

All levels: Use gestures to help reinforce word meanings. For example, point to your eyes and then say, *I use my eyes to watch my cats play*. Then have children take turns completing these sentence frames: *I use my eyes to watch _____*
Fill in. I like to watch _____.

Foundational Skills (Unit 9)

All levels: [Articulation Video for /ng/](#). Explain that the back of the tongue helps to make the sound. Provide additional practice by having children repeat these words after you: sing, bring, think, rang, wrong, fling.

Enrichment/Additional support (SE/High Support)

- students can access leveled text to complete [story structure](#) graphic organizer to write a summary
- [See it, Say it, Sign it letters and sounds](#)
- use color marker, sand, clay or other multisensory objects to write letters and words
- use vocabulary to define and draw examples
- teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words

Extension/Accelerated learners (SE/GT)

- participate in Literacy Circle
- complete text feature graphic organizer
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym

	<p>All learners:</p> <ul style="list-style-type: none"> • audio read aloud of the text: Can We Ring the Liberty Bell? • make anchor charts to model skill (text features; create mental images; story structure; elements of poetry, etc.) • teacher presents vocabulary words, meaning and picture example
Experiences (virtual and live field trips)	<p>Virtual Field Trips</p> <p>Disney World https://docs.google.com/presentation/d/1E0RRohpIeF6POgTAWvytg9RsOUmpqW1cEnhQnEzyp5I/edit?usp=sharing</p> <p>National Constitution Center https://constitutioncenter.org/</p> <p>Ellis Island http://teacher.scholastic.com/activities/immigration/webcast.htm</p> <p>The Statue of Liberty https://www.nps.gov/stli/learn/photosmultimedia/virtualtour.htm</p> <p>The White House https://www.google.com/maps/@38.8977777,-77.0365458,2a,75y,220.93h,73.2t/data=!3m6!1e1!3m4!1sZCxyiUL5-_wWf75296KRA!2e0!7i13312!8i6656</p> <p>National Museum of African American History Virtual Tour https://nmaahc.si.edu/explore/exhibitions</p> <p>Liberty Bell https://historyview.org/library/liberty-bell/</p> <p>Live Field Trips</p> <p>Orange City Hall - Orange, NJ Orange Board of Education- Orange, NJ Papermill Playhouse- Millburn, NJ</p>
Resources	
<p>iRead https://h100002020.education.scholastic.com/ScholasticCentral (teacher access) https://h100002020.education.scholastic.com/slms/StudentAccess (student access)</p> <p>Online Heggerty Resources/Lessons: https://www.heggerty.org/download-assessments-and-resources</p> <p>Tools for Reading: https://www.tools4reading.com/</p> <p>LETRS Charts</p> <p>NJSLS First Grade https://www.state.nj.us/education/cccs/2016/ela/g01.pdf</p>	

HMH Resources- From the Discover homepage

1. Writer's Workshop
2. Decodables
3. Rigby Leveled Library
4. Learning Cards
5. Multimedia
6. Anchor Charts
7. Student Choice Library
8. Word Cards
9. iREAD
10. Articulation Videos

Pacing/ Time Frame:

9 Weeks

Module 4	Grade(s)		1
Unit Plan Title:	The World Around Me		
Overview/Rationale			
In this module students will read and write about Earth, nature and animals around them. Students will understand how animals solve problems within their environments. Students will know why daytime turns to nighttime; the seasons change as Earth revolves around the sun; the animals that walk our Earth and how they live;while paying attention to their own environment and learning how humans make sense of their surroundings. Students will build and strengthen their reading, writing, listening, and speaking skills as they explore various types of fiction and nonfiction texts.			
New Jersey Student Learning Standards: ELA			
Reading Standards:			
R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
RL.1.1. Ask and answer questions about key details in a text.			
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.			
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.			
Language Standards:			
L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.			

Writing Standards:

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

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.

Reading Foundational Standards:

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.

RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.1.3.B Decode regularly spelled one-syllable words.

Speaking and Listening Standards:

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Career Readiness, Life Literacies, and Key Skills

- External factors can influence the items that an individual wants or needs.
- There are actions an individual can take to help make this world a better place.
- Different types of jobs require different knowledge and skills.
- Brainstorming can create new, innovative ideas.
- Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.
- Individuals from different cultures may have different points of view and experiences.

Technology/Computer Science and Design Thinking**Interdisciplinary Standards)**

- Individuals develop and follow directions as part of daily life.
- Technology has changed the way people live and work.

- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

<ul style="list-style-type: none"> • Various tools can improve daily tasks and quality of life. • The availability of technology for essential tasks varies in different parts of the world. • Digital tools have a purpose. 	<ul style="list-style-type: none"> • 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. • 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. • 6.1.2.CivicsPR.1: Determine what makes a good rule or law. • 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws in school and communities are needed. • 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
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21st Century Skills: Check all that apply

E	Civic Literacy	T	Communication
T	Global Awareness	T / A	Critical Thinking and Problem Solving
E	Health Literacy	T	Collaboration
E	Financial, Economic, Business, & Entrepreneurial Literacy	T	Creativity and Innovation
T	Environmental Literacy		Other:

Essential Question(s)

How does observing the physical environment help me learn about the larger world?
How does knowing about animals provide an understanding of the environment and nature?
How does reading a series of texts on the same topic help to increase my knowledge?
Who does writing about a topic of study help me think and create new understandings?

Enduring Understandings

Students will understand that when we learn about the physical environment, we become connected to the world around us and increase our awareness of the environment.

Students will learn about animals and understand that animals help to sustain nature and the environment.

Students will learn to write and organize their thoughts to provide a means by which they can form and extend their thinking, thus deepening understanding.

Students will understand that writing is a meaning-making process.

Student Learning Targets/Objectives

I can ask and answer questions about important details in a story

I can retell a story and include important details

I can explain a story's message or lesson

I can use details to describe the characters and setting of a story

I can use details while describing the major events in a story

I can identify words and phrases from a text that relate to my feelings and senses

I can read first grade stories

I can write to tell information about a topic

I can answer questions about information I have gathered from sources

I can demonstrate understanding of spoken words, syllables, and sounds (phonemes).

I can identify and decode regularly spelled one-syllable words.

I can describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

I can add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Assessments

- Pre and Formative:
 - Pre-Assessment - PAST/LETRS Inventories (if necessary)
 - Weekly assessments for phonics, spelling inventory, and comprehension quizzes
 - Formative Assessments: Weekly Reading Selection Quizzes (**optional**)
 - *Ol Mama Squirrel*
 - *Red Knit Cap Girl and the Reading Tree*
 - *The Big Guy Took my Ball*
 - *Chicken Little*
 - *Best Foot Forward*
 - *The Nest*
 - *Blue Bird and Coyote*
- Summative
 - [Mid Module Benchmark Assessment 4](#)
 - [Module 4 Performance Task](#)
- Authentic
 - Optional Assessments
 - Writing Workshop Writing Tasks
 - Unit 5- Write a folktale about how something in nature came to be
 - Unit 11 - Write a letter to the boy in the story telling him that he should read

- a book you have chosen for him.
- Unit 12 - Opinion Essay- Write an opinion essay about the best thing you learned how to do in first grade.

Teaching and Learning Actions

Instructional Strategies

Differentiation examples:

High- Challenge students to generate their own questions specific to concept

Medium- Attend to reading strategies

Low- Work on HMH language acquisition

Academic Vocabulary - Create and keep current, a social studies Word Wall, for children to use and interact with. Important for all learners, academic vocabulary and language must be taught explicitly, particularly to second language learners.

Accountable talk - Talking with others about ideas is fundamental to classroom learning. Classroom talk that promotes and sustains learning should be accountable to other learners, use accurate and appropriate knowledge, and adhere to rigor in thinking. Accountable talk responds to and further develops what others have said through relevant observations, ideas, opinions, or more information.

Adapting to learning styles/multiple intelligences – Allow movement, choice, linguistics, visual, and other methods of teaching/learning to foster different interests, providing variety and differentiation in instruction, and developing the whole child.

Conferencing - A one-to-one teacher conference with a student about his or her work in progress is prevalent in teaching writing and speaking, but it is also useful in other areas. The purpose of the conference-- engaging in meaningful conversation about the student's work in progress--will not be realized automatically. Preparation (on the part of both the teacher and the student) before the conference, careful listening during the conference, recordkeeping, and follow-up are essential components for a successful outcome. In student-to-student conferencing, participants require guidance, a focused protocol, and accountability. Video resource:

<https://www.youtube.com/watch?v=Pad1eAcsHho>

Content Stations – Areas where students work on different tasks simultaneously. Can and should be leveled for review, challenge, and remediation at appropriate level. Teacher rotates and facilitates instruction and assistance. Activities reach various learning styles. Houghton Mifflin Harcourt leveled readers to assist in background knowledge, skills application, etc.

Cues, questions, activating prior knowledge- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned.

Effective questioning - Teacher questioning and student response are common classroom learning activities. Research finds that teacher questions (and cues) are effective when they focus on what is important, require students to respond at higher levels, provide adequate wait time after a question is asked and establish an engaging introduction for the lesson. Effective questioning can also play a role in focusing students on unit learning goals or overarching themes throughout a longer period of study.

Elkonin Boxes - Students use Elkonin boxes to build phonemic awareness. They count the amount of phonemes in a word and slide a counter into each

box to represent each sound. The child slides his or her finger from left to right as he or she blends the sounds to read the word.

Flexible Groupings- Teacher meets with groups to meet curricular goals, engage students, and respond to individual needs.

Integration of content areas - There is a strong case to be made for integrating curriculum. It strengthens skills that students encounter in one content area, but also practice in another, such as reading and writing, and it

can lead to the mastery of those skills. It provides meaningful instruction for students in multiple areas of standards in a single class or learning experience. It is also an authentic way of learning because it reflects what we experience, both professionally and personally, in the world. It can be a way to engage students when introducing them to a challenging subject. STEM education is a current example of effective content integration. Research supports the integration of content areas.

Intentional Use of Technology – whiteboard presentations and activities available and encouraged for use through HMH.

Leveled Instruction – Teacher gives introductory lesson to the entire class, then provides varying access points for students to practice skills. Teacher provides several assignments with different levels of difficulty- the student OR teacher chooses an assignment.

Modeling - Modeling is an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and students learn by observing and emulating. Modeling is an effective instructional strategy when it allows students to observe thought processes and imitate particular behaviors or steps in a process. Types and purposes of modeling can include approaches such as task and performance modeling (demonstrating a task), metacognitive modeling (thinking aloud), and disposition modeling (conveying one's own enthusiasm, interest, or commitment). Modeling can be used across disciplines and in all grades and ability levels.

Nonlinguistic representations- drawings, blocks, physical models, kinesthetic activities, graphic organizers, realia

Phoneme Grapheme Correspondence - Procedure for teaching Phoneme-Grapheme correspondence

Read-aloud - Read-aloud is an instructional format, included formally in elementary reading programs and as an instructional activity in all areas and levels of the curriculum. A primary purpose of a read-aloud is to create a community of readers in the classroom and establish a known text as a basis for related literacy activities. Reading aloud allows teachers to model important components of literacy, such as fluency, expression, and interacting with texts while exposing students to vocabulary that is just beyond their instructional level and demonstrating how reading is a source of information and enjoyment.

Semantic Mapping -The association of meanings and context for a given word that may include: origin, images, multiple meanings, word structure, synonyms, antonyms, descriptors, common contexts, examples, historical or cultural connotations and personal associations. When using a semantic map, it will assist students by building a meaningful network of associations around the words that must be learned which will be stored more deeply in memory and retrieved more easily.

	<p><u>Share the Pen/Interactive Writing</u> - The teacher shares the writing experience with young students on chart paper or a whiteboard that is large enough for the whole class to see. Students participate by giving the teacher ideas and also by "taking the pen" and writing words, phrases, or sentences with the teacher's guidance.</p> <p><u>SloP Strategies</u> Sheltered Instructional Observation Protocol consists of eight components; lesson preparation, building background, comprehensible input, strategies, interaction, practice, lesson delivery, and review and assessment. Using these eight components teachers can design instruction that will help ELL's to reach English language acquisition.</p> <p><u>Student goal setting</u> - Teachers who set, define, and communicate learning objectives effectively with students employ research-based findings that say goal setting with students should: (1) be flexible and general because when a goal is too narrowly focused, it may limit learning (e.g., If the goal is to learn how a piston works, students may not learn its relationship to other parts of an engine), although too general goals may be unattainable; (2) encourage student ownership (e.g., creating own goals, personalizing teacher goals, committing to contracts, and providing feedback on their progress in journals, videos, etc.); (3) focus on understanding over accomplishing tasks; and (4) allow students enough time to adapt goals to their own interests, learning styles, and prior knowledge. Setting goals benefits from explicit instruction.</p> <p><u>Targeted feedback</u> - Research and effective practice points to the following keys to using targeted feedback to improve student achievement and avoid negative effects: (1) link feedback to objectives; (2) use a formative evaluation approach over a summative approach; (3) make guidance specific (e.g., proofing remarks or codes may not communicate well); (4) provide feedback in a timely manner (not long after assignment is forgotten); and (5) identify how students should use feedback to make improvements.</p> <p><u>Thumbs Up/Down, "Stop Light", "Smiley Face"</u>- for quick, formative assessment</p> <p><u>Think-Pair-Share</u>– Turn & Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out their partner's ideas/response; then switch.</p> <p><u>Word wall</u> - A word wall is an organized collection of words prominently displayed in a classroom and frequently used as an interactive literacy tool for teaching vocabulary and spelling to children. There are many different types of word walls, such as high frequency words, word families, and story- or unit-related names.</p>
<p>Activities: Including G/T, SE, and ELL Differentiation</p> <p><i>Students with a 504:</i> <i>All modifications and health concerns listed in his/her 504 plan MUST be adhered to.</i></p>	<p>Week 1 (Unit 5- Now You See It, Now You Don't)</p> <p>Read Alouds/Writing: <i>On Earth / Why the Sun and the Moon Live in the Sky</i> <i>Super Shadows, Blackout</i></p> <p>Focus: Text Features; Make Inferences; Story Structure; Media Literacy: Digital Tools</p> <p>Vocabulary Words: orbit, period, solar, blackout, busy, gravity, huddled, idea, normal, revolve, rolls, still, sweep, tilts, universe</p> <p>UNIT 10 High Frequency Words and Foundational Skills</p>

- ❖ *Provide scaffolded support when they respond to questions (ie. Rephrase questions, have them Turn & Talk to peers, provide sentences frames for response, etc)*
- ❖ *Sentence frames discussions/sharing.*
- ❖ *Encourage participation using words, phrases, gestures, illustrations, and dictation, as needed.*
- ❖ *Refer to visuals throughout lesson/activity*
- ❖ *Divide instruction into smaller chunks of time*
- ❖ *Post pictures with new vocabulary words when possible and have children repeat each word.*
- ❖ *Students demonstrate understanding verbally or drawing.*
- ❖ *Allow role-play responses.*
- ❖ *Provide sentence frames for forming opinions: I agree with ____ because _____. Or I do not agree with ____ because _____.*
- ❖ *Encourage use of content vocabulary.*
- ❖ *Use words, gestures, and repetition to assist in developing vocabulary meaning retention.*
- ❖ *Retell stories, have children point to an*

High Frequency Words: begin, brother, front, picture, room, someone, sometimes, young

Foundational Skills:

Contractions: ‘ve, ‘re

Suffixes: -er, -est

Differentiation

ELL Support:

Language Acquisition

Read Aloud (Unit 5)

Entering/Beginning: Demonstrate spinning to build background for the activity.

Developing/Expanding: Supply this frame: Earth is like a merry-go-round because _____

Bridging/Reaching: As children compare their sentences and drawings with a partner, encourage them to use phrases such as similar to and different from

Building Vocabulary (Unit 5)

Entering/Beginning: Guide children to sketch and label a picture for each word. Refer to the Vocabulary Cards and other visuals as needed.

Developing/Expanding: Supply these frames: _____ moves in a sweep. If a glass of water tilts, _____. The planets revolve around _____.

Bridging/Reaching: Share with children that some of these words are often used in phrases. For example, sweep can be used in the phrase “in a sweep.”

Entering/Beginning: Ask children to demonstrate the meanings of propel, sinking, spring, and hunts. Have them repeat each word after you.

Developing/Expanding: Supply frames such as these: You can propel a _____. I would spring _____. A stubby tail is _____.

Bridging/Reaching: What else can you propel? When might a person hunt for something? When might a boat be sinking?

High Frequency Words (Unit 10)

Entering/Beginning: Demonstrate spinning to build background for the activity.

Developing/Expanding: Supply this frame: Earth is like a merry-go-round because _____

All levels: Use gestures to help reinforce word meanings. For example, display the cover of a book and then say, This is the front cover of the book. Then explain that back is the opposite of front, first using the book and then moving to show children your front and your back. Have children demonstrate the fronts and backs of other classroom objects or books in their desks.

Foundational Skills (Unit 10)

All levels: English learners may not be familiar with contractions. Provide extra modeling and opportunities for children to practice reading and using them. To visually reinforce contractions and their meanings, consider making index cards for words and their contractions: I have/I’ve, you are/you’re, you have/you’ve, we are/we’re, we have/we’ve, they are/they’re, they have/they’ve. Have partners work together to match each contraction to the two words that make it up

- ❖ Have children highlight vocabulary/key words in their student workbooks..
- ❖ Model using class anchor charts to assist in their writing, speaking, and reading..
- ❖ Provide word/phrase cards to assist in accomplishing tasks.
- ❖ Model sentence structure when responding to questions.
- ❖ Ask “yes” and “no” questions from time to time.
- ❖ Allow frequent movement in the classroom, going up to the SMARTBoard, or big book to point out things relevant to the lesson.
- ❖ Thumbs Up/Down for quick assessments.
- ❖ Take dictation.
- ❖ Have student make a line for each word of their response, then work with them to write the sentence decoding and reading the room to help with their writing. (ie. “I like the part when Keisha could build a tower using blocks.” _ _ _ _ _ .)
- ❖ Encourage asking questions for clarity. Provide displayed anchor chart of question

Enrichment/Additional support (SE/High Support)

- ### Extension/Accelerated learners (SE/GT)

- All learners:**

- ## Week 2 Unit 5 (Now You See It, Now You Don't)

Read Aloud/Writing: *How Do You Know it's Winter?*

Supplemental Books:

- Focus:** Text Features; Make and Confirm Predictions; Make Connections, Ideas and Support

Vocabulary Words:

orbit, period, solar, arrives, avoid, bare, blanket, faces, fades, hidden, nears,
pattern, seasons, shines, weather

UNIT 10 High Frequency Words and Foundational Skills

High Frequency Words: been, heard, hurry, learn, loved, often, study, world

Foundational Skills:

Vowel Pattern: oo

Consonant + le

Differentiation- use as needed

ELL support

Language Acquisition

Read Aloud (Unit 5 *Now You See It, Now You Don't*)

words with question phrases on it.

- ❖ Assign partner work.
- ❖ Snap & Read Google extension (reads to student in selected language).
- ❖ Small group instruction
- ❖ Inclusion of videos, images, and Google Expeditions
- ❖ Choice in task products (song, dance, writing, role play, drawing)
- ❖ Use of Google Chromebook Accessibility Features, including: screen magnifier, font increase, black/white contrast, larger cursor, Chromevox, on-screen

Entering/Beginning: Help children point to and name things in the photos in the Read Aloud Book. Prompt them: This is a _____.

Developing/Expanding: Supply frames such as: The weather in winter is Fill in the blanks. In winter, birds _____.

Bridging/Reaching:: Have partners ask each other questions about the photos

Building Vocabulary (Unit 5)

Entering/Beginning: Ask: If you avoid something, do you go near it or keep away from it? If something nears you, does it come close to you or go away from you?

Developing/Expanding: Supply these frames: I avoid _____. When morning arrives, I _____. As the end of the day nears, we _____.

Bridging/Reaching: Have partners discuss these questions: What types of places do you avoid? When do you see bare trees?

High Frequency Words (Unit 10)

All levels: Use gestures to help reinforce word meanings. For example, walk quickly as you say, When I am in a hurry, I walk quickly. Then have children take turns completing this sentence frame. When I am in a hurry to _____, I _____. (go home, run)

Foundational Skills (Unit 10)

All levels: [Articulation Video for //](#) and have children use mirrors to see how their mouths look as they say /oo/. Then repeat lesson words, such as cook, look, and good. Have children repeat each word chorally, say the vowel sound /oo/, and then say the word again.

Entering/Beginning: Use gestures and realia to support children's understanding of the Blend and Read words: **book, wood, look, stood, foot, hook, skirt, and bookcase.**

Developing/Expanding: Ask questions with two choices using Blend and Read words. Example: [Which is something you wear on your head—a hook or a hood?](#)

Bridging/Reaching: Challenge children to give oral definitions for Blend and Read nouns by completing sentence frames: A _____ is _____.

Enrichment/Additional support (SE/High Support)

- students can access leveled text to complete make and confirm predictions graphic organizer to write a summary
- complete text to self graphic organizer to make a connection to an event in the story
- draw pictures of activities you enjoy in winter
- [See it, Say it, Sign it letters and sounds](#)
- use color marker, sand, clay or other multisensory objects to write letters and words
- use vocabulary to define and draw examples

- teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words

Extension/Accelerated learners (SE/GT)

- use text to self, text to text, text to world graphic organizers to make a connection to the text
- participate in Literacy Circle
- record predictions of the story and reexamine prediction after reading
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- write about an activity you enjoy in the winter

All learners:

- audio read aloud of the text: [How Do You Know it's Winter?](#)
- make anchor charts to model skill text features; make and confirm predictions; make connections, ideas and support, etc.)
- teacher presents vocabulary words, meaning and picture example

Week 3 (Unit 5 Now You See It, Now You Don't)

Read Aloud: *Oscar and the Moth* , *Waiting is Not Easy!*- *Fantasy, I'm So Hot-Song*

Focus: Central Idea; Make and Confirm Predictions; Theme

High Frequency Words: any, done, laugh, long, more, pull, teacher, think

Vocabulary Words:

orbit, period, solar, able, creatures, groan, reaching, shivering, starry, swooping, wait, wasted, worth

UNIT 10 High Frequency Words and Foundational Skills

High Frequency Words: bear, color, happy, money, music, second, sound, without

Foundational Skills:

Vowel Pattern: oo (ew, ou, oo)

Vowel Pattern: oo (ue, u)

Differentiation: use as needed

ELL Support:

Read Aloud (Unit 5)

Use Tabletop Mini Lessons: English Language Development 15.1 (Listening) to introduce and practice the language skill.

Entering/Beginning: Read the last sentence and question at the end of page 29 aloud. Ask: Do you agree with Oscar? Guide children to nod or shake their heads to these formal responses: Yes, I agree. No, I don't agree.

Developing/Expanding: Read the last sentence on page 21 aloud. Have children answer in complete sentences such as these: Yes, I agree with Oscar. No, I don't agree with Oscar.

Bridging/Reaching: Have partners take turns making statements about the characters or text while the other partner agrees or disagrees. Each partner

should provide reasons using language such as: I agree/disagree because _____. In my opinion _____.

Building Vocabulary (Unit 5)

Entering/Beginning: Guide children to sketch and label a picture for each word. Refer to the Vocabulary Cards and other visuals as needed.

Developing/Expanding: Supply these frames: I am *shivering* because _____. _____ might be *swooping*. Some *creatures* you might see at a zoo are _____.

Bridging/Reaching: Explain that the verbs *swooping*, *reaching*, and *shivering* tell about what is happening right now. Have them use each word in a sentence

High Frequency Words (Unit 10)

All levels: Use gestures to help reinforce word meanings. For example, smile and then say, I smile when I feel happy. My family makes me feel happy. Then have children take turns completing this sentence frame: Fill in the blank makes me feel happy. Continue in a similar manner for the other words.

Foundational Skills (Unit 10)

Entering/Beginning: Use actions or simple sketches to reinforce the meaning of the Blend and Read words boo, chew, pool, soup, and roof.

Developing/Expanding: Encourage children to draw pictures or give simple definitions to answer questions: What is a Fill in the blanks (zoo, pool, roof, cube, tube, rose)?

Bridging/Reaching: Challenge children to use selected Blend and Read words in oral sentences that demonstrate understanding of the words.

Enrichment/Additional support (SE/High Support)

- students can access leveled text to complete make and confirm predictions graphic organizer to write a summary
- [See it, Say it, Sign it letters and sounds](#)
- use color marker, sand, clay or other multisensory objects to write letters and words
- use vocabulary to define and draw examples
- teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words

Extension/Accelerated learners (SE/GT)

- participate in Literacy Circle
- record predictions of the story and reexamine prediction after reading
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- access additional reads to continue practicing writing summaries

All learners:

- audio read aloud of the text: [Oscar and the Moth](#)
- share video [The Sun](#)

- make anchor charts to model skill (central idea; make and confirm predictions; theme, etc.)
- teacher presents vocabulary words, meaning and picture example

Week 4: Unit 11 (Genre Study: Nonfiction)

Focus on Narrative Nonfiction

Read Alouds/Writing: *Oscar and the Moth: A Book about the Light and Dark*

Focus: Genre Characteristics: Narrative Nonfiction; Author's Purpose; Text Organization

UNIT 11 High Frequency Words and Foundational Skills

High Frequency Words: answer, point, right, voice, walk, where, write

Foundational Skills:

Diphthongs: ow, ou

Diphthongs: oy, oi

Differentiation- use as needed

ELL Support:

High Frequency Words

All levels: Use gestures to help reinforce word meanings. For example, walk to your desk as you say, I walk to my desk. Then have children walk to different places in the classroom and tell where they are walking. (For example: I walk to the chalkboard. I walk to the coat closet.)

Foundational Skills

All levels: Articulation Video for /ou/, and have children practice the sound, noticing how their mouth is positioned. Then say words such as **cow**, **now**, **shout**, and **pout**, and have children repeat each word chorally, say the vowel sound, and then say the whole word again.

Entering/Beginning: Use Picture Cards for cow, mouse, boots, book to support children's understanding of the Blend and Read words.

Developing/Expanding: Have children read the Blend and Read word that fits a clue you give. Examples: I name an animal. (cow) I name a color. (brown)

Bridging/Reaching: Challenge children to provide clues for the Blend and Read words for others to guess.

Enrichment/Additional support (SE/High Support)

- discuss text to identify author's purpose
- complete story structure organizer with teacher support as needed
- [See it, Say it, Sign it letters and sounds](#)
- use color marker, sand, clay or other multisensory objects to write letters and words
- use vocabulary to define and draw examples
- teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words

Extension/Accelerated learners (SE/GT)

- sort short stories to match author's purpose

- participate in Literacy Circle
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- access additional reads to continue practicing writing summaries

All learners:

- make anchor charts to model skill: genre characteristics: narrative nonfiction; author's purpose; text organization etc.)
- teacher presents vocabulary words, meaning and picture example

Week 5: (Unit 11)

Focal Text: *Why the Sun and Moon Live in the Sky* [Benchmark Assessment](#) -

Using the information learned from the texts read about Earth, write a folktale about a fascinating fact in nature that you learned about in this module.

Read Alouds/Writing: *Oscar and the Moth*, *Waiting is Not Easy!*- Fantasy, *Do You Really Want to Visit A Wetland?*

Focus: Genre Characteristics: Informational Text; Central Idea; Text Features

UNIT 11 High Frequency Words and Foundational Skills

High Frequency Words: done, there, think, warm, went, without, woman, worked

Foundational Skills:

Vowel Patterns: /ô/

Inflections

Differentiation- use as needed

ELL support:

High Frequency Words

All levels: Reinforce the meaning of warm using Picture Cards blanket, hat, jacket, slippers, and sweater. Have children point to the correct Picture Card(s) to answer a question or complete a sentence frame: What do you wear to keep your head warm? (hat) When I'm at home, I wear Fill in the blank to keep my feet warm. (slippers) More proficient speakers can make up sentences containing the word warm or the Picture Cards on their own.

Foundational Skills

All levels: [Articulation Video for /ô/](#), and have children practice the sound in isolation. Then have children repeat /ô/ words after you: paw, saw, caught, bought. Have them say each word chorally, say just the vowel sound, and then say the whole word again. Use each word in a sentence to reinforce meaning.

Enrichment/Additional support (SE/High Support)

- students can access leveled text to complete [story structure](#) graphic organizer to write a summary
- [See it, Say it, Sign it letters and sounds](#)
- use color marker, sand, clay or other multisensory objects to write letters and words
- use vocabulary to define and draw examples

- teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words

Extension/Accelerated learners (SE/GT)

- participate in Literacy Circle
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- Access additional reads to continue practicing writing summaries

All learners:

- audio read aloud of the text: [Can We Ring the Liberty Bell?](#)
- make anchor charts to model skill (text features; create mental images; story structure; elements of poetry, etc.)
- teacher presents vocabulary words, meaning and picture example

Week 6: Unit 12

Read Alouds/Writing: Ol' Mama Squirrel, Red Knit Cap Girl and the Reading Tree

Focus: Genre Characteristics: Realistic Fiction; Story Structure;

UNIT 12 High Frequency Words and Foundational Skills

High Frequency Words: above, again, around, does, gives, live, says, what

Foundational Skills:

Suffixes: -ful, -less, -ly, -y

Prefixes: un-, re-

Differentiation: use as needed

ELL Support:

High Frequency Words

All levels: Use gestures to help reinforce word meanings. For example, hold your hands up high and then say, My hands are above my head. Then have children hold an object up high and tell about it using your sentence as a model. For example, This pencil is above my head.

Foundational Skills

All levels: Speakers of Spanish should be encouraged to transfer knowledge about suffixes to English. For example, the English suffix -ful is similar to the Spanish ending -oso/a (powerful/poderoso), and the English -ly transfers to the Spanish -mente (quickly/rápidamente). Similarly, in Spanish, the word sin can be added before a noun to turn a word into an adjective much as the English -less is added to the end of base words (painless/sin dolor). Have children work in mixed-proficiency groups to identify similarities, differences, and examples of words with suffixes.

Enrichment/Additional support (SE/High Support)

- students can access leveled text to complete [story structure](#) graphic organizer to write a summary
- discuss the feeling and actions of the characters using pictures and words to explain point of view
- [See it, Say it, Sign it letters and sounds](#)
- use color marker, sand, clay or other multisensory objects to write letters and words
- use vocabulary to define and draw examples
- teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words

Extension/Accelerated learners (SE/GT)

- participate in Literacy Circle
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- readers theater

All learners:

- audio read aloud of the text:
- make anchor charts to model skill (genre characteristics: realistic fiction; story structure; points of view, etc.)
- teacher presents vocabulary words, meaning and picture example

Week 7: Unit 12

Read Alouds: Chicken Little, Best Foot Forward

Focus: Genre Characteristics: Folktale; Informational Text

UNIT 12 High Frequency Words and Foundational Skills

High Frequency Words: these, they, once, people, wash, water, who, world

Foundational Skills:

Two- Syllable Words : CV, CVC

Differentiation: use as needed

ELL Support: Language Acquisition

High Frequency Words

All Levels: Use gestures to help reinforce word meanings. For example, pantomime washing your hands as you say, I wash my hands at the sink. Then have children take turns completing this sentence frame as they pantomime washing something: I wash _____ with _____. (dishes, soap and water)

Foundational Skills

All levels: Spanish speakers and speakers of many Asian languages may struggle with decoding longer words because syllabication in their first language works differently. For example, in Spanish and Chinese, syllables typically end with vowels, so speakers may tend to break syllables after a vowel or add an unneeded vowel sound after a consonant. Reinforce that English syllables can end with a consonant or a vowel.

Entering/Beginning: Have children use Blend and Read words to complete oral sentences: A horse and Fill in the blanks look alike. (pony) A Fill in the blanks must fly the plane. (pilot)

Developing/Expanding: Call on volunteers to pose their own fill-in-the-blank sentences for others to complete.

Bridging/Reaching: Challenge children to create sentences that use two Blend and Read words. Encourage them to share their sentences with the group.

Enrichment/Additional support (SE/High Support)

- examine name characters, their actions and emotions
- students can access leveled text to complete [story structure](#) graphic organizer to write a summary
- [See it, Say it, Sign it letters and sounds](#)
- use color marker, sand, clay or other multisensory objects to write letters and words
- use vocabulary to define and draw examples
- teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words

Extension/Accelerated learners (SE/GT)

- participate in Literacy Circle
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- Access additional reads to continue practicing writing summaries

All learners:

- audio read aloud of the text: [The Great Ball Game: A Muskogee Story](#)
- make anchor charts to model skill (genre characteristics: folktale; characters, theme etc.)
- teacher presents vocabulary words, meaning and picture example
- readers theaters

Week 8: Unit 12

Read Alouds: Blue Bird and Coyote, The Nest

Focus: Genre Characteristics: Folktale; Characters, Theme

UNIT 12 High Frequency Words and Foundational Skills

High Frequency Words: (Review)these, they, once, people, wash, water, who, world

Foundational Skills:

(Review) Two- Syllable Words : CV, CVC

Differentiation: use as needed

ELL Support: Language Acquisition

High Frequency Words

*All Levels:*Use gestures to help reinforce word meanings. For example, pantomime washing your hands as you say, I wash my hands at the sink. Then

have children take turns completing this sentence frame as they pantomime washing something: I wash _____ with _____. (dishes, soap and water)

Foundational Skills

All levels: Spanish speakers and speakers of many Asian languages may struggle with decoding longer words because syllabication in their first language works differently. For example, in Spanish and Chinese, syllables typically end with vowels, so speakers may tend to break syllables after a vowel or add an unneeded vowel sound after a consonant. Reinforce that English syllables can end with a consonant or a vowel.

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Developing/Expanding: Call on volunteers to pose their own fill-in-the-blank sentences for others to complete.

Bridging/Reaching: Challenge children to create sentences that use two Blend and Read words. Encourage them to share their sentences with the group.

Enrichment/Additional support (SE/High Support)

- examine name characters, their actions and emotions
- students can access leveled text to complete [story structure](#) graphic organizer to write a summary
- [See it, Say it, Sign it letters and sounds](#)
- use color marker, sand, clay or other multisensory objects to write letters and words
- use vocabulary to define and draw examples
- teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words

Extension/Accelerated learners (SE/GT)

- participate in Literacy Circle
- students write sentences for high frequency words
- students use high frequency words in a paragraph
- use vocabulary to define, draw examples, write sentences, use synonym
- Access additional reads to continue practicing writing summaries

All learners:

- audio read aloud of the text: [The Great Ball Game: A Muskogee Story](#)
- make anchor charts to model skill (genre characteristics: folktale; characters, theme etc.)
- teacher presents vocabulary words, meaning and picture example
- readers theaters

Week # 9: Unit 12 [Module 4 Performance Task](#) - Explain how two characters from one of the stories work together to solve a problem. Use details from the text to support your response.

Or

Using one of the informational texts read, explain how animals work together in nature to solve a problem. Use evidence from the text to support your response.

Read Alouds/Writing: (Texts from Weeks 6-8)

Focus: Genre Characteristics: Fantasy ; Setting; Story Structure

UNIT 12 High Frequency Words and Foundational Skills

High Frequency Words: animal, could, different, pull, should, talk, won't, would

Foundational Skills:

Suffixes: -er, -est

Inflections

Differentiation- use as needed

ELL Support:

High Frequency Words

All levels: Use gestures to help reinforce word meanings. For example, walk to your desk as you say, I walk to my desk. Then have children walk to different places in the classroom and tell where they are walking. (For example: I walk to the chalkboard. I walk to the coat closet.)

Foundational Skills

All levels: [Articulation Video for /ou/](#), and have children practice the sound, noticing how their mouth is positioned. Then say words such as **cow**, **now**, **shout**, and **pout**, and have children repeat each word chorally, say the vowel sound, and then say the whole word again.

Entering/Beginning: Use Picture Cards for cow, mouse, boots, book to support children's understanding of the Blend and Read words.

Developing/Expanding: Have children read the Blend and Read word that fits a clue you give. Examples: I name an animal. (cow) I name a color. (brown)

Bridging/Reaching: Challenge children to provide clues for the Blend and Read words for others to guess.

Enrichment/Additional support (SE/High Support)

- discuss text to identify author's purpose
- complete story structure organizer with teacher support as needed
- [See it, Say it, Sign it letters and sounds](#)
- use color marker, sand, clay or other multisensory objects to write letters and words
- use vocabulary to define and draw examples
- teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words

Extension/Accelerated learners (SE/GT)

- sort short stories to match author's purpose
- participate in Literacy Circle
- students write sentences for high frequency words
- students use high frequency words in a paragraph

	<ul style="list-style-type: none"> ● use vocabulary to define, draw examples, write sentences, use synonym ● access additional reads to continue practicing writing summaries <p>All learners:</p> <ul style="list-style-type: none"> ● make anchor charts to model skill: genre characteristics: narrative nonfiction; author's purpose; text organization etc.) ● teacher presents vocabulary words, meaning and picture example <p>Foundational Skills</p> <p><i>All levels:</i> Articulation Video for /ô/, and have children practice the sound in isolation. Then have children repeat /ô/ words after you: paw, saw, caught, bought. Have them say each word chorally, say just the vowel sound, and then say the whole word again. Use each word in a sentence to reinforce meaning.</p> <p>Enrichment/Additional support (SE/Low performing)</p> <ul style="list-style-type: none"> ● students can access leveled text to complete story structure graphic organizer to write a summary ● See it, Say it, Sign it letters and sounds ● use color marker, sand, clay or other multisensory objects to write letters and words ● use vocabulary to define and draw examples ● teacher uses Elkonin boxes to support letters sounds/pronunciation in/of words <p>Extension/Accelerated learners (SE/GT)</p> <ul style="list-style-type: none"> ● participate in Literacy Circle ● students write sentences for high frequency words ● students use high frequency words in a paragraph ● use vocabulary to define, draw examples, write sentences, use synonym ● Access additional reads to continue practicing writing summaries <p>All learners:</p> <ul style="list-style-type: none"> ● audio read aloud of the text: Ol' Mama Squirrel ● make anchor charts to model skill (text features; create mental images; story structure; elements of poetry, etc.) ● teacher presents vocabulary words, meaning and picture example
Experiences (virtual and live field trips)	<p>Virtual Field Trips</p> <p>Live Web Cams of Zoo Animals ZooAtlanta , Houston Zoo, Georgia Aquarium, Monterey Bay Aquarium</p> <p>Trips to Farms: Virtually tour various farms and processing plants to see how food is sent to the market and ultimately the table at FarmFood360.</p> <p>Live Field Trips- Turtle Back Zoo in West Orange NJ</p>
Resources	
iRead https://h100002020.education.scholastic.com/ScholasticCentral (teacher access) https://h100002020.education.scholastic.com/slms/StudentAccess (student access)	

Online Heggerty Resources/Lessons: <https://www.heggerty.org/download-assessments-and-resources>

Tools for Reading: <https://www.tools4reading.com/>

LETRS Charts

NJSLS First Grade <https://www.state.nj.us/education/cccs/2016/ela/g01.pdf>

HMH Resources- From the Discover homepage

11. Writer's Workshop
12. Decodables
13. Rigby Leveled Library
14. Learning Cards
15. Multimedia
16. Anchor Charts
17. Student Choice Library
18. Word Cards
19. iREAD
20. Articulation Videos

Pacing/ Time Frame:

9 Weeks