

FirstieLiteracy Units

	Monday	Tuesday
<p>Week Theme: School Day</p> <p>Main Close Read Text: Once Upon a Ordinary School Day {Colin McNaughton}</p> <p>Optional Paired Texts: Luke's Way of Looking {Nadia Wheatley}</p> <p>Literacy Skill Focus Standard: RL.1.2 – Identify the main topic and retell key details of a text.</p> <p>RL.1.3 - Describe characters, settings, and major events in a story, using key details.</p> <p>Essential Question: How can we use details from the text to describe the character's school day?</p> <p>Week "I can statements": I can describe the character's school day, using details from the text.</p> <p>Comprehension Skill: Sequence Events Identify Point of View</p> <p>Comprehension Strategy: Making Connections Visualize</p> <p>Literacy Standards: RL.1.1, RI.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.10, RF.1.2</p>	<p>Phonemic Awareness: Objective: Blend words with short u. <i>Today I'm going to stretch out a word and I want you to blend it: /j/; /u/; /m/; /p/. What's the word? jump</i> (hut, bug, thud, shut, jug)</p> <p>*Follow the I do, we do, you do model.</p>	<p>Phonemic Awareness: Objective: Segment words with short u. <i>Today I'm going to say a word and I want you to break it into parts and stretch it out. How many sounds did you hear?</i> (cuff, fun, cup, plus, luck)</p> <p>*Follow the I do, we do, you do model.</p>
	<p>Reader's Workshop {Close Read}: Day One Objective: Students listen to the read aloud for enjoyment. Build an interest in the topic and expand their schema/prior knowledge.</p> <p>Introduce the week's theme focus by placing it inside the schema chart.</p> <p>Have students turn and talk to discuss their prior knowledge/schema, adding their responses to the chart.</p> <p>State the week's essential question for the students to ponder.</p> <p>Read the text "cold" with minimal stopping while reading.</p> <p>Have students turn and talk to their partners and share additional information they learned during the cold read. Add their responses to the schema chart.</p>	<p>Reader's Workshop {Close Read}: Day Two Objective: Reread the text, stopping to address unknown vocabulary. Review and discuss the essential questions.</p> <p>Explain to the students the purpose for reading the text is to listen for unknown words. When they hear a word that they do not know, they may signal by placing their finger on their forehead to symbolize that they are thinking.</p> <p>Reread <u>Once Upon an Ordinary School Day</u>, listening for the following vocabulary words: ordinary, bounding, suddenly, extraordinary.</p> <p><i>Whole Body:</i> Display vocabulary photo and add an "action" to each word.</p> <p>ordinary: normal bounding: walk or run with leaping strides suddenly: to happen quickly extraordinary: remarkable or very unusual</p>
	<p>Independent Practice: I wonder... activity page and/or Connect It activity page (Comprehension Skill)</p>	<p>Independent Practice: Vocabulary activity page or other follow-up task</p>