**Grade Level:** Grade 1  **Subject:** English Language Arts And Reading **Unit Number and Title:** Unit 06A: All About Literacy

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**IFD Planning Guide- 11 Days**

(ELAR)

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| **PA# \_\_1\_\_:**Create a flip book to collect and maintain words that follow the spelling and syllable patterns taught in this unit (e.g., vowel digraphs and diphthongs, final stable syllable pattern). In a small group or with a partner, read the collected words. | **PA# \_\_2\_\_:**Listen to multiple poems read aloud and recognize sensory details, predictable rhythm, and rhyme. Write an original poem with sensory details and rhyming words. In a small group, read your poem aloud. | **PA# \_\_3\_\_:**After reading/listening to two fictional texts by the same author, complete a simple story map for each. Using the information from the completed story maps and your own ideas about the stories, create a Venn diagram to show the similarities and differences between the texts. | **PA# \_\_4\_\_:**Using the writing process, write a brief story about real or imagined events. Include a clear beginning, middle and end. Share your story with others. | **PA# \_\_5\_\_:**Write multiple brief notebook entries to record thoughts, connections, and/or strategies that deepen understanding of poetry and literary text. Provide textual evidence to support ideas. |
| **TEKS (KS/SE):**1.3A.v , 1.3A.vi , 1.3C.iii , 1.3C.v | **TEKS (KS/SE):**1.8A, 1.11A, 1.18B, 1.22A | **TEKS (KS/SE):**1.9A, 1.9B, 1.Fig19D, 1.Fig19E, 1.Fig19F | **TEKS (KS/SE):**1.17A, 1.17B, 1.17C, 1.17D, 1.17E, 1.18A, 1.22A | **TEKS (KS/SE):**1.8A, 1.9B, 1.19C, 1.Fig19D, 1.Fig19E, 1.Fig19F |
| **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** |

**Grade Level:** Grade 1  **Subject:** English Language Arts And Reading **Unit Number and Title:** Unit 06B: Making Connections

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**IFD Planning Guide- 9 Days**

(ELAR)

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| **PA# \_\_1\_\_:**From a pre-selected text, identify 4-6 unfamiliar words. Complete a graphic organizer that includes the unfamiliar words, key words that helped to determine the meaning and your best guess definition. On a separate sheet of paper, write these words in alphabetical order and use a dictionary to confirm the definition and correct spelling. | **PA# \_\_2\_\_:**After reading an expository text and a fictional text on a similar topic (e.g., a fictional text about a dog and an expository text about dogs or pets), complete a graphic organizer that shows the similarities and differences between the two texts. Share your completed organizer with a partner or small group. | **PA# \_\_3\_\_:**Choose a favorite previously read book. Use the writing process and conventions of written language to write a letter to the author.Tell the author about a connection you made from the book to a personal experience, another book, or to a real life event.ORDescribe why you liked the book and include one question you have about the story. | **PA# \_\_4\_\_:**Write multiple brief notebook entries to record thoughts, connections, and/or strategies that deepen understanding of texts. Provide textual evidence to support ideas. |
| **TEKS (KS/SE):**1.6C, 1.6E, 1.22E | **TEKS (KS/SE):**1.13A, 1.14A, 1.19C, 1.Fig19D, 1.Fig19F | **TEKS (KS/SE):**1.4B, 1.17A, 1.17B, 1.17C, 1.17D, 1.17E, 1.19B, 1. 19C, 1.Fig19F | **TEKS (KS/SE):**1.4B, 1.7A, 1.10A, 1.19C, 1.Fig19F |
| **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** |

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| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Day 6** | **Day 7** | **Day 8** | **Day 9** | **Day 10** |
| **Day 11** | **Day 12** | **Day 13** | **Day 14** | **Day 15** |
| **Day 16** | **Day 17** | **Day 18** | **Day 19** | **Day 20** |
| **Day 21** | **Day 22** | **Day 23** | **Day 24** | **Day 25** |