**Grade Level:** Grade 1 **Subject:** English Language Arts And Reading **Unit Number and Title:** Unit 05A: Media Mania

**IFD Planning Guide- 11 Days** (ELAR)

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| **PA# \_\_1\_\_:**  After reading or listening to an expository text on a teacher-selected topic, use text features and information from the text to complete a provided graphic organizer to identify the topic, restate the main idea, and identify facts/details. Using the completed graphic organizer and text, state the author’s purpose and retell the order of events to a partner. | **PA# \_\_2\_\_:**  After reading a variety of expository texts on the same topic, use the writing process and appropriate conventions to write a brief composition to inform others about the topic. Publish your piece and then share it with a partner or small group. | **PA# \_\_3\_\_:**  Read aloud a provided list of 10-12 words that includes contractions and words with vowel digraphs. Underline the contractions and circle the vowel digraphs. | **PA# \_\_4\_\_:**  When shown four examples of media (e.g., product/packaging label, website, magazine advertisement, and a commercial), with adult assistance create a poster that shows the purpose of each and identifies techniques used (sound, movement, and visuals). | **PA# \_\_5\_\_:**  Write multiple brief notebook entries to record thoughts, connections, and/or strategies that deepen understanding of text and media. Provide textual evidence to support ideas. | **PA# \_\_6\_\_:**  Using a teacher-provided list of 20 words (compound and non-compound), circle the compound words. In a small group or with a partner, read aloud the circled words. Choose one compound word. On a piece of paper, write the word and circle the two base words. Draw a picture of the compound word. Publish your work in a class book. |
| **TEKS (KS/SE):**  1.4B, 1.13A, 1.14A, 1.14B , 1.14C, 1.14D | **TEKS (KS/SE):**  1.17A, 1.17B, 1.17C, 1.17D, 1.17E, 1.19A, 1.21A, 1.21B.i, 1.22A | **TEKS (KS/SE):**  1.3A.v , 1.3C.v , 1.3G | **TEKS (KS/SE):**  1.13A, 1.16A, 1.16B, 1.Fig19D | **TEKS (KS/SE):**  1.4B, 1.4C, 1.19C, 1.Fig19C, 1.Fig19D, 1.Fig19F | **TEKS (KS/SE):**  1.3F, 1.6B |
| **Mini-lesson Topics:**   * Expository Text * Topic/Main Idea * Text Features * Facts and Details * Author’s Purpose * Retell Order of Events * Graphic Organizers | **Mini-lesson Topics:**   * Writing process: brainstorm topics, write a draft, | **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 05B: Research – Making a Plan

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**IFD Planning Guide- 12 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\_\_:**  As a class, generate a list of 10-12 topics of class- wide interest. With a partner, write each topic on a note card and sort the topics into categories. With adult assistance, select a topic from the class list to research as a class and write open-ended questions about the topic. | **PA# \_\_3\_\_:**  With adult assistance, complete the following research on the selected class topic:   * Select sources to answer the previously generated questions. * Use text features to locate information in a variety of sources to answer the questions. Record the information in a simple format (e.g., notes, charts, picture graphs, diagrams). * Revise (i.e., narrow) the topic as a result of your findings. * Individually, create a simple visual display to share the information. Share your display with the class or a small group. | **PA# \_\_4\_\_:**  After examining a variety of sources on the class research topic, use the writing process to write a brief composition about the topic. | **PA# \_\_5\_\_:**  Write multiple brief notebook entries to record thoughts, connections, and/or strategies. Provide textual evidence to support ideas. |
| **TEKS (KS/SE):**  1.3A.v , 1.3A.vi , 1.3C.iii , 1.3C.v | **TEKS (KS/SE):**  1.6D, 1.23A | **TEKS (KS/SE):**  1.14B, 1.14D, 1.23A, 1.23B, 1.24A, 1.24B, 1.24C, 1.25A, 1.26A, 1.28A, 1.Fig19C | **TEKS (KS/SE):**  1.14B, 1.17A, 1.17B, 1.17C, 1.17D, 1.17E, 1.19A, 1.21A, 1.21C, 1.22A, 1.22E | **TEKS (KS/SE):**  1.4C, 1.19C, 1.Fig19C, 1.Fig19D, 1.Fig19F |
| **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** |

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| **Day 1**  **Word Study**: Compound words  **Reading**: Expository text, I do, we do, you do. Include text features.  **Writing:** Start Graphic Organizer | **Day 2**  **Word Study:** Compound words continued  **Reading:** Continue with Monday’s lesson (identify topic, main idea, and facts/details)  **Writing**: Continue with graphic organizer | **Day 3**  **Word Study**: **PA 6A**-Using a teacher-provided list of 20 words (compound and non-compound), circle the compound words. In a small group or with a partner, read aloud the circled words. Choose one compound word. On a piece of paper, write the word and circle the two base words. Draw a picture of the compound word. Publish your work in a class book.  **Reading:** Read a second expository  **Writing:** Start graphic organizer for second reading. | **Day 4**  **Word Study:** Introduce words with vowel digraphs (e.g., ee, ai, ea)  **Reading:** Continue with Wednesday’s lesson (identify topic, main idea, and facts/details)  Writing: Continue with graphic organizer | **Day 5**  **Word Study:** Continue with words with vowel diagraphs  **Reading:** Read a 3rd Expository text  **Writing**: **PA 5A-** Write a brief notebook entry to record thoughts, connections, and/or strategies that deepen understanding of text and media. Provide textual evidence to support ideas. |
| **Day 6**  **Word Study:** Continue with words with vowel diagraphs  **Reading:** Re-read Friday’s text  Writing: **PA 1A-** Use text features and information from the text to complete a provided graphic organizer to identify the topic, restate the main idea, and identify facts/details. Using the completed graphic organizer and text, state the author’s purpose and retell the order of events to a partner. | **Day 7**  **Word Study:** Introduce contractions  **Reading:** Read the 4th expository text for PA 1A  **Writing**: Complete **PA 1A** | **Day 8**  **Word Study:** Continue with contractions  **Reading**: Re-read yesterday’s text  **Writing**: **PA 5A-** Write a brief notebook entry to record thoughts, connections, and/or strategies that deepen understanding of text and media. Provide textual evidence to support ideas. | **Day 9**  **Word Study:** Continue with contractions  **Reading:** Introduce media (e.g., product/packaging label, website, magazine advertisement, and a commercial), and discuss the purpose of each and identifies techniques used (sound, movement, and visuals).  **Writing:** Read an expository text to the students. (topic can be different from others to model the writing topic.  Explain the writing process to students and modeling how to write a brief composition | **Day 10**  Word Study: Continue with contractions  **Reading:** Continue with media  **Writing:** Using yesterday’s composition, have them help you revise for clarity. Then, have students assist you in editing for proper use of conventions. |
| **Day 11**  Word Study: Review words with vowel digraphs and contractions (spiral)  Reading: Have students read the 4 media examples to prepare for **PA 2A**  **Writing:** **PA 2A-**write a brief composition about topic using the writing process and appropriate conventions | **Day 12**  **Word Study**: **PA 3A-**read aloud a list of 10-12 words that has contractions and words with vowel digraphs.  **Reading:** **PA 4A** When shown four examples of media (e.g., product/packaging label, website, magazine advertisement, and a commercial), with adult assistance create a poster that shows the purpose of each and identifies techniques used (sound, movement, and visuals).  **Writing:** Continue with **PA 2A** (edit) | **Day 13**  **Word Study:**  Reading:  **Writing:** Complete **PA 2A** (revise) | **Day 14**  Word Study:  Reading:  Writing: | **Day 15**  Word Study:  Reading:  Writing: |
| **Day 16**  Word Study:  Reading:  Writing: | **Day 17**  Word Study:  Reading:  Writing: | **Day 18**  Word Study:  Reading:  Writing: | **Day 19**  Word Study:  Reading:  Writing: | **Day 20**  Word Study:  Reading:  Writing: |
| **Day 21**  Word Study:  Reading:  Writing: | **Day 22**  Word Study:  Reading:  Writing: | **Day 23**  Word Study:  Reading:  Writing: | **Day 24**  Word Study:  Reading:  Writing: | **Day 25**  Word Study:  Reading:  Writing: |