

Focus on the Foundation

Grade
1

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Early Literacy: www.scsk12.org/earlyliteracy/

Unit 4: Week 1 & Week 2

Week

1

Key Concept: Animal Features
Weekly Texts: *The Elephant Child, Snail and Frog Race, Little Rabbit, Animals Can Go Fast*

[Workstation Activity Cards](#)

Week

2

Key Concept: Animals Together
Weekly Texts: *Animals Working Together, A Team Fish, Animal Teams, Busy as A Bee*

[Workstation Task Cards](#)

Word Work

Phonemic Awareness/Phonological Awareness:

Rhyme, Categorization, Blending, Segmentation

Phonics: Long a, ai, ay

HF Words: after, buy, done, every, soon, work

Structural Analysis: Alphabetical Order

Fluency: Phrasing

Additional Resources: [Say It & Move It](#), [Long a: ai](#), [Long a: ay](#), [Alphabetical Order](#), [Fry's Phrases Set 1](#), [Fry's Phrases Set 2](#), [Fry Phrases Set 3](#)

Phonemic Awareness/Phonological Awareness:

Rhyme, Identify, Blending, Segmentation

Phonics: Long e: e, ee, ea, ie

HF Words: because, blue, into, or, other, small

Structural Analysis: Prefixes: -re, -un, -pre

Fluency: Accuracy and Rate

Additional Resources: [Say It & Move It](#), [Long e: ee](#), [Long e: ea](#), [Long e: ie](#), [Prefixes -re, -un, -pre](#), [Reader's Theater Scripts](#)

Grammar & Writing

Grammar: Was and Were

Mechanics: Apostrophes in Contractions

Writing: Write About the Text: Informational Text

Additional Resources: [Was and Were](#), [Apostrophes and Contractions for Kids](#)

Grammar: Has and Have

Mechanics: Capitalization and End Punctuation

Writing: Write About the Text: Informational Text

Additional Resources: [Has and Have for Kids](#), [Punctuation at the End of a Sentence](#), [Capitalization Practice](#)

Comprehension

Skill: Character, Setting, Plot

Strategy: Ask and Answer Questions

Essential Question: *How do animals' bodies help them?*

Academic Vocabulary: theme, ask, answer, question, dictation, category, sequence, descriptive details

Oral Vocabulary: relief, feature, predicament, appearance, determined

Leveled Readers: **A:** The king of the Animals, **O:** Snail's Clever Idea, **B:** Plop, **E:** Snail's Clever Idea

Skill: Main Idea and Key Details

Strategy: Ask and Answer Questions

Essential Question: *How do animals help each other?*

Academic Vocabulary: theme, ask, answer, question, dictation, category, sequence, descriptive details

Oral Vocabulary: behavior, beneficial, dominant, instinct, endangered

Leveled Readers: Penguins All Around (**A, O, B, E**)

Habits of Learning



I believe I can succeed.

- I think critically about what I read.
- I use a variety of strategies to understand.
- I choose the right book.

Classroom Culture



We learn through modeling and practice

- Develop the mindset in your classroom that children can learn from models.
- Encourage children to ask any questions
- emphasize that practicing a skill is part of the learning process.