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| **Unit Overview** |
| **Content Area:** English Language Arts |
| **Unit Title:** Unit 3: How-to Books |
| **Grade Level: 1**  |
| **Duration:**Trimester 2  |
| **Description:**This unit provides students with a foundation in informational writing. Students will learn how to write to teach others. During Writing Workshop, students will create How-To books about things they know how to do. Writers will learn strategies to write step-by-step directions by being immersed in How-To books and real-life examples (recipes, game directions, etc.). Students will talk through steps with a writing partner, plan their writing, and use sequence and ordinal words. |
| **Enduring Understandings** |
| **Concepts / Writing Skills:*** Routines
* Writing with stamina and independence
* Writing to inform
* Writing with a sense of audience
* Writing with a purpose
* Organization
* Elaboration

**Grammar Skills:*** Capital and lowercase letters
* Capitalization
* End punctuation
* Spelling
 | **Understandings:** * Read like writers and notice the characteristics of How-To Books.
* Writers will write How-To books to teach others.
* Writers write about topics they know.
* Writers plan and write How-To books incorporating sequence and ordinal words.
* Writers plan all books with focus, organization, and elaboration in mind.
* Writers revise and edit independently.
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| **Learning Targets**  |
| *New Jersey Student Learning Standards & Practices** 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.
* L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
* L.1.1.A Print all upper- and lowercase letters.
* L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
* L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
* L.1.2.A Capitalize dates and names of people.
* L.1.2.B Use end punctuation for sentences.
* L.1.2.C Use commas in dates and to separate single words in a series.
* L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
* L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
* L.1.1.E Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
* RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
* SL.1.1.A Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
* SL.1.1.A Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
* SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
* SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.
* SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
* SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
* 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.
 | *Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies**World Language:** 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
* 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

*Social Studies:** 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. (Diversity)

*Career Readiness Practices* * Act as a responsible and contributing community members and employee
* Model integrity, ethical leadership, and effective management
* Use technology to enhance productivity increase collaboration and communicate effectively

**Social Emotional Learning*** Social Awareness
* Responsible Decision Making
* Relationship Skills
* Self-Awareness

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**Computer Science: Impacts of Computing*** 8.1.2.CS.1 Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally

**Computer Science: Engineering Design*** 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

**Life Literacies and Key Skills: Technology Literacy**      • 9.4.2.TL.2: Create a document using a word processing  application.  |
| **Essential Questions** |
| * What is a How-To book?
* How do writers write to teach others?
* How do writers notice the characteristics of How-To Books?
* How do writers choose topics to write about?
* How do writers plan How-To books?
* How do writers use ordinal words to properly sequence How-To books?
* How do writers write procedural writing with elaboration?
* How do writers revise and edit independently?
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| **Student Learning Objectives** |
| ***Students will …*** * Read like writers and notice the characteristics of How-To Books.
* Write How-To books to teach others.
* Choose and write about personal topics of expertise.
* Plan and write How-To books incorporating procedural features.
* Organize all books with focus, organization, and elaboration in mind.
* Revise and edit independently.
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| **Suggested Activities** |
| ***The following activities can be incorporated into the daily lessons:*** **Suggested Mini Lessons:** * **Writers identify the characteristics of books that teach about something. (**If…Then..Curriculum, pg. 31)
	+ Immerse students in how-to books and examine how writers use words and pictures to teach how to do something.
* **Writers think about topics they are experts about. (**If…Then..Curriculum pg. 33)
	+ Demonstrate how writers think of things that they can teach others how to do.
* **Writers brainstorm topics they can teach others that they do across the day. (**If…Then..Curriculum, pg. 34)
	+ Generate a list of topics students are experts in.
* **Writers use procedural vocabulary.**
	+ Create an anchor chart with procedural words to assist student writing.
* **Writers tell the steps across their fingers.**
	+ Demonstrate how writers think, plan, and tell the steps in order across their fingers.
* **Writers think about their audience. (**If…Then..Curriculum, pg. 36)
	+ Model how writers think about who they are writing the how to book for to envision what steps they will need to do it.
* **Writers study the features of how to books. (**If…Then..Curriculum, pg. 36)
	+ Demonstrate how writers look at how to books to see what their purposes are, thinking about what their how to book will need to include.
* **Writers troubleshoot How- To books, making sure every step is included. (**If…Then..Curriculum, pg. 37)
	+ Model how writers make sure that all necessary steps are included by acting the steps out.

 * **Writers think about voice when they write how to books. (**If…Then..Curriculum, pg. 37)
	+ Demonstrate how writers sound bossy and tell exactly what to do in how to books.
* **Writers think about end punctuation when they write how to books. (**If…Then..Curriculum, pg. 37)
	+ Model how writers think about end punctuation and include periods to keep their writing clear and explicit.
* **Writers start with imperative language. (**If…Then..Curriculum, pg. 38)
	+ Demonstrate how writers use explicit language telling commands.

 * **Writers sequence how to books with ordinal numbers. (**If…Then..Curriculum, pg. 38)
	+ Model how writers put each step in order and use ordinal numbers.
* **Writers select their favorite How-To books to revise and edit. (**If…Then..Curriculum, pg. 38)
	+ Demonstrate how writers reread How-To books choose their favorite to publish.
* **Writers revise by making sure they use a “bossy” voice to convey steps in How-To books**. **(**If…Then..Curriculum, pg. 39)
	+ Model how writers check for precise word choice and maintain an authoritative voice.
* **Writers edit by checking for end punctuation. (**If…Then..Curriculum, pg. 39)

**- Demonstrate how writers edit for end punctuation.*** **Writers edit by making sure they have capital letters at the beginning of their sentences**. **(**If…Then..Curriculum, pg. 39)
	+ Model how writers check for precise word choice and maintain an authoritative voice.
* **Writers edit by checking spelling**. **(**If…Then..Curriculum, pg. 39)
	+ Demonstrate how writers use the word wall to check spelling.
* **Writers celebrate their writing by sharing their How-To books and being the teacher for the day. (**If…Then..Curriculum, pg. 40)

**-** Color the sketches and share books with others.***Strategies for Differentiated Instruction:*****English Language Learner (ELL):** * Display pictures of the steps to complete a task. (example bake a cake, unpack in the morning)
* Act out how to complete a task.
* Conduct small groups to help students put their how to steps in order.

**Special education:*** Pre-teach skills to students in small groups to introduce sequencing classroom routines.
* Create class charts with visuals of various classroom routines in sequence.
* Differentiate paper choices with a bigger sketch box and less lines for writing.
* Have students act out completing a classroom routine before writing it. Help them draw the pictures in order in their sketch boxes.
* Use a highlighter to find capital letters at the beginning of each sentence to self-check their work.

**At Risk:*** Pre-teach skills to students in small groups to introduce sequencing classroom routines.
* Create class charts with visuals of various classroom routines in sequence.
* Differentiate paper choices with a bigger sketch box and less lines for writing.
* Have students act out completing a classroom routine before writing it. Help them draw the pictures in order in their sketch boxes.
* Use a highlighter to find capital letters at the beginning of each sentence to self-check their work.

**Gifted and Talented (G & T):** * Teach students to add introductions and conclusions to their “how-to writing”.
* Encourage students to write about a task that requires more than three steps.
* Have students create a how-to book for another student to follow.
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| **Materials**  |
| * Nonfiction Chapter Books (Grade 1, Unit 2)
* If….Then… Curriculum. (Grade 1 )
* Writing Folders
* Chart paper
* Markers
* Writing tools
* Anchor charts
* Multiple choices of writing paper
* Word Wall
* Mentor Texts
* Construction paper
* Real-life How-To examples (recipe cards, game directions, etc.)
* Flexible seating options
* Smart Board activities

 **Suggested** **Mentor Texts:** * How- To mentor text examples are provided in the If…. Then…. Curriculum book, page 32.
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| **Assessments** |
| Formative:* Skills checklists
* Rubrics
* Teacher observations
* Conferring Notes
* Read Works Open-ended questions
* Journal assignments

Summative:* Student Writing Folders
* District created inter-disciplinary assessments
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| **Modifications** |
| **English Language Learners** * + Create charts with pictures
	+ Scaffolding
	+ Word walls
	+ Sentence frames
	+ Bilingual translation
	+ Think aloud
	+ Highlight key vocabulary
	+ Turn-and-talk
	+ Anchor charts
	+ Graphic organizers
	+ Modeling
	+ Working with partners
	+ Small group work (strategy lessons based upon skill/need)
	+ Pre-teach vocabulary
	+ Paper choice
 | **Special Education*** Word walls
* Anchor charts with pictures
* Graphic organizers
* Extended time
* Highlighter
* Small group work (strategy lessons based upon skill/need)
* Modeling
* Flexible/preferential seating
* Paper choice
 | **At Risk*** Teachers tutoring
* Peer tutoring
* Anchor charts / graphic organizer
* Extended time
* Parent communication
* Modified assignments
* Counseling
* Preferential seating
* Working with partners
* Modeling
* Word walls
* Small group work (strategy lessons based upon skill/need)
* Paper choice
 | **Gifted & Talented*** Challenge assignments
* Enrichment activities
* Tiered activities
* Independent research / inquiry
* Collaborative team work
* Higher level questioning
* Critical/Analytical thinking tasks
* Self-directed activities
* Above grade level texts
* Extended writing time
* Paper choice
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| **504 Modifications** |
| * Environmental Strategies:
	+ Provide a structured learning environment.
	+ Make separate “space” for different types of tasks
	+ Possible adapting of non-academic times such as lunch, recess, and physical education
	+ Change student seating
	+ Utilize a study carrel
	+ Alter location or personal or classroom supplies for easier access or to minimize distraction
	+ Provide sensory breaks
	+ Provide a written or picture schedule
	+ Allow extra time in between classes
	+ Avoid allergy-causing substances
	+ Adapt physical education curriculum
	+ Provide book caddie
	+ Implement movement to avoid stiffness
	+ Provide seating accommodations
* Organizational Strategies:
	+ Model and reinforce organizational systems
	+ Write out homework assignments, check student’s recording of assignments
	+ Tailor homework assignments toward student strengths
	+ Set time expectations for assignments
	+ Provide clues such as clock face indicating beginning and ending times
	+ Teach study/organizational skills
	+ Schedule before or after school tutoring/homework assistance
	+ Behavioral Strategies:
	+ Use behavioral management techniques consistently within a classroom and across classes
	+ Implement behavioral/academic contracts
	+ Utilize positive verbal and/or nonverbal reinforcements
	+ Utilize logical consequences
	+ Confer with the student’s parents and student as appropriate
	+ Establish a home/school communication system for behavior monitoring
	+ Post rules, procedures, and consequences for classroom behavior
	+ Put student on a daily/weekly progress report/contract
	+ Reinforce self-monitoring and self-recording of behaviors

“Section 504: Sample Accommodations and Modifications” Warmline Family Resource Center. http://www.warmlinefrc.org/uploads/5/9/5/8/5958794/section\_504\_accomodations.pdf  |