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