

Teaching Unit: ***Back to School (s.s.-Constitution)***

## Essential Understandings

When we read, it needs to make sense, look right and sound right.

Routines help the classroom run efficiently.

## Sub Topic:

### Knowledge and Skills

Phonemic Awareness: The ability to hear and manipulate sounds.

Phonics/Letter names: Consonant Letter-Sound associations.

Concepts of print: Directionality, punctuation and spacing.

Fluency: The ability to read with speed, accuracy, phrasing, and proper expression.

Vocabulary: High frequency words/ word wall.

Writing: Be able to write a personal narrative.

Handwriting: Students will know Zaner-Bloser style handwriting.

#### Reading Strategies:

\*Solving words: Use a range of strategies to take words apart and understand their meanings.

\*Monitoring and Correcting: Check to see if reading sounds right, looks right and makes sense.

\*Making Connections: Make personal, text, and world connections.

\*Evaluate/analyze: Examine elements of a text to aid in comprehension.

\*Predict/infer: Predict and draw conclusions.

\*Summarize: Put together important pieces of the text in sequential order.

\*Fluency Expanded Through: Guided Reading, Shared Reading, Readers Theater, Independent Reading, Interactive Reading

#### Exploratory integration:

Social Studies- Rights/Responsibilities & Constitution

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Teaching Unit: ***1. All Together Now (H-Just Say No!)***

Essential Understandings

Some books are about things that happen in real life and some are make-believe.

Stories follow the pattern of beginning, middle and end. When we summarize a story, we tell the most important parts.

Sub Topic:

Knowledge and Skills

**Phonemic Awareness/Phonics/Spelling:**

**\*Short vowel words**

**\*High Frequency Words**

**Writing:**

**\*Personal narrative**

**Handwriting:**

**\*Students will know Zaner-Bloser style handwriting.**

**Reading Strategies:**

**\*Solving words: Use a range of strategies to take words apart and understand their meanings.**

**\*Monitoring and Correcting: Check to see if reading sounds right, looks right and makes sense.**

**\*Making Connections: Make personal, text, and world connections.**

**\*Evaluate/analyze: Examine elements of a text to aid in comprehension.**

**\*Predict/infer: Predict and draw conclusions.**

**\*Summarize: Put together important pieces of the text in sequential order.**

**\*Fluency Expanded Through: Guided Reading, Shared Reading, Readers Theater, Independent Reading, Interactive Reading**

**Exploratory Integration:**

**Social Studies- Just Say No!**

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Teaching Unit: **2. Surprise! (Sci - Seasons)**

Essential Understandings

When we think about certain story elements including; characters, settings, problem and resolution, we better understand the story.

Paying attention to text, pictures and story details can help readers understand the story.

Sub Topic:

Knowledge and Skills

**Phonemic Awareness/Phonics/Spelling:**

**\*Short vowel words**

**\*High Frequency Words**

**Writing:**

**\*Friendly Letter Writing**

**Handwriting:**

**\*Students will know Zaner-Bloser style handwriting.**

**Reading Strategies:**

**\*Solving words: Use a range of strategies to take words apart and understand their meanings.**

**\*Monitoring and Correcting: Check to see if reading sounds right, looks right and makes sense.**

**\*Making Connections: Make personal, text, and world connections.**

**\*Evaluate/analyze: Examine elements of a text to aid in comprehension.**

**\*Predict/infer: Predict and draw conclusions.**

**\*Summarize: Put together important pieces of the text in sequential order.**

**\*Fluency Expanded Through: Guided Reading, Shared Reading, Readers Theater, Independent Reading, Interactive Reading**

**Exploratory Integration:**

**Science- Seasons**

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Teaching Unit: **3. Let's Look Around (Sci.- Seasons)**

Essential Understandings

Non-fiction texts provide facts and the information usually has a topic, main idea and details.

Fiction texts usually have characters, settings, problems and resolutions.

When readers group things from a story that are alike/different in some way, it can help them understand and remember the story.

Sub Topic:

Knowledge and Skills

**Phonemic Awareness/Phonics/Spelling:**

**\*Short vowel words**

**\*Consonant Blends**

**\*High Frequency Words**

**Writing:**

**\*Persuasive Letter Writing**

**Handwriting:**

**\*Students will know Zaner-Bloser style handwriting.**

**Reading Strategies:**

**\*Solving words: Use a range of strategies to take words apart and understand their meanings.**

**\*Monitoring and Correcting: Check to see if reading sounds right, looks right and makes sense.**

**\*Making Connections: Make personal, text, and world connections.**

**\*Evaluate/analyze: Examine elements of a text to aid in comprehension.**

**\*Predict/infer: Predict and draw conclusions.**

**\*Summarize: Put together important pieces of the text in sequential order.**

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**Exploratory Integration:**

**Science- Seasons**

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Teaching Unit: **4. Family and Friends (Sci- Magnets)**

Essential Understandings

A summary includes only the most important parts of a story. When summarizing a story, name the character(s) and setting, tell the problem and how the main character(s) try to solve the problem.

When reading, use details and personal experience to draw conclusions.

Sub Topic:

Knowledge and Skills

**Phonemic Awareness/Phonics/Spelling:**

**\*Short vowel words**

**\*Consonant Blends**

**\*High Frequency Words**

**Writing:**

**\*Persuasive Letter Writing**

**Handwriting:**

**\*Students will know Zaner-Bloser style handwriting.**

**Reading Strategies:**

**\*Solving words: Use a range of strategies to take words apart and understand their meanings.**

**\*Monitoring and Correcting: Check to see if reading sounds right, looks right and makes sense.**

**\*Making Connections: Make personal, text, and world connections.**

**\*Evaluate/analyze: Examine elements of a text to aid in comprehension.**

**\*Predict/infer: Predict and draw conclusions.**

**\*Summarize: Put together important pieces of the text in sequential order.**

**\*Fluency Expanded Through: Guided Reading, Shared Reading, Readers Theater, Independent Reading, Interactive Reading**

**Exploratory Integration:**

**Science- Magnets**

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Teaching Unit: **5. Home Sweet Home (S.S. Maps)**

Essential Understandings

Good readers ask themselves questions because it aids in comprehension.

Sub Topic:

Knowledge and Skills

**Phonemic Awareness/Phonics/Spelling:**

- \*Short and long vowel words
- \*Consonant Blends
- \*Consonant Digraphs
- \*High Frequency Words

**Writing:**

- \*Non-Fiction Class Book

**Handwriting:**

- \*Students will know Zaner-Bloser style handwriting.

**Reading Strategies:**

- \*Solving words: Use a range of strategies to take words apart and understand their meanings.
- \*Monitoring and Correcting: Check to see if reading sounds right, looks right and makes sense.
- \*Making Connections: Make personal, text, and world connections.
- \*Evaluate/analyze: Examine elements of a text to aid in comprehension.
- \*Predict/infer: Predict and draw conclusions.
- \*Summarize: Put together important pieces of the text in sequential order.
- \*Fluency Expanded Through: Guided Reading, Shared Reading, Readers Theater, Independent Reading, Interactive Reading

**Exploratory Integration:**

Social Studies- Maps

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Teaching Unit: **6. Animal Adventures (H- Health Helpers)**

Essential Understandings

Good readers note details about a story to help them remember it.

Sub Topic:

Knowledge and Skills

**Phonemic Awareness/Phonics/Spelling:**

- \*Short and long vowel words
- \*Consonant Blends
- \*Consonant Digraphs
- \*High Frequency Words

**Writing:**

- \*Non-Fiction Class Book

**Handwriting:**

- \*Students will know Zaner-Bloser style handwriting.

**Reading Strategies:**

- \*Solving words: Use a range of strategies to take words apart and understand their meanings.
- \*Monitoring and Correcting: Check to see if reading sounds right, looks right and makes sense.
- \*Making Connections: Make personal, text, and world connections.
- \*Evaluate/analyze: Examine elements of a text to aid in comprehension.
- \*Predict/infer: Predict and draw conclusions.
- \*Summarize: Put together important pieces of the text in sequential order.
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**Exploratory Integration:**

**Social Studies- Health Helpers**

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Teaching Unit: **7. We Can Work it Out (Sci- Rain Forest)**

Essential Understandings

Readers can understand a story better by thinking about how story characters solve problems.

Readers can understand a story better by thinking about the order in which the events happen.

Sub Topic:

Knowledge and Skills

**Phonemic Awareness/Phonics/Spelling:**

**\*Short and long vowel words**

**\*Vowel Pairs**

**\*Consonant Blends**

**\*Consonant Digraphs**

**\*High Frequency Words**

**Writing:**

**\*Small group inquiry project**

**Handwriting:**

**\*Students will know Zaner-Bloser style handwriting.**

**Reading Strategies:**

**\*Solving words: Use a range of strategies to take words apart and understand their meanings.**

**\*Monitoring and Correcting: Check to see if reading sounds right, looks right and makes sense.**

**\*Making Connections: Make personal, text, and world connections.**

**\*Evaluate/analyze: Examine elements of a text to aid in comprehension.**

**\*Predict/infer: Predict and draw conclusions.**

**\*Summarize: Put together important pieces of the text in sequential order.**

**\*Fluency Expanded Through: Guided Reading, Shared Reading, Readers Theater, Independent Reading, Interactive Reading**

**Exploratory Integration:**

**Science- Rain Forest**

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Teaching Unit: **8. Our Earth (Sci- Seeds)**

Essential Understandings

Readers sort information into groups called categories.

It is important to draw conclusions because the author doesn't always explain everything in a story. Sometimes readers must use a character's words and actions to figure out what the character is like.

Sub Topic:

Knowledge and Skills

**Phonemic Awareness/Phonics/Spelling:**

**\*Short and long vowel words**

**\*Vowel Pairs**

**\*Consonant Blends**

**\*Consonant Digraphs**

**\*High Frequency Words**

**Writing:**

**\*Small group inquiry project**

**Handwriting:**

**\*Students will know Zaner-Bloser style handwriting.**

**Reading Strategies:**

**\*Solving words: Use a range of strategies to take words apart and understand their meanings.**

**\*Monitoring and Correcting: Check to see if reading sounds right, looks right and makes sense.**

**\*Making Connections: Make personal, text, and world connections.**

**\*Evaluate/analyze: Examine elements of a text to aid in comprehension.**

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**\*Fluency Expanded Through: Guided Reading, Shared Reading, Readers Theater, Independent Reading, Interactive Reading**

**Exploratory Integration:**

**Science- Seeds**

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Teaching Unit: **9. Special Friends (H- Nutrition)**

Essential Understandings

Venn diagrams show how things are alike or different, which can help a reader understand a story.

Sub Topic:

Knowledge and Skills

**Phonemic Awareness/Phonics/Spelling:**

**\*Short and long vowel words**

**\*Vowel Pairs**

**\*Consonant Blends**

**\*Consonant Digraphs**

**\*High Frequency Words**

**\*Base Words, Prefixes, and Suffixes**

**Writing:**

**\*Realistic Fiction**

**Handwriting:**

**\*Students will know Zaner-Bloser style handwriting.**

**Reading Strategies:**

**\*Solving words: Use a range of strategies to take words apart and understand their meanings.**

**\*Monitoring and Correcting: Check to see if reading sounds right, looks right and makes sense.**

**\*Making Connections: Make personal, text, and world connections.**

**\*Evaluate/analyze: Examine elements of a text to aid in comprehension.**

**\*Predict/infer: Predict and draw conclusions.**

**\*Summarize: Put together important pieces of the text in sequential order.**

**\*Fluency Expanded Through: Guided Reading, Shared Reading, Readers Theater, Independent Reading, Interactive Reading**

**Exploratory Integration:**

**Health- Nutrition**

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Teaching Unit: **10. We Can Do It! (S.S. Now and Then)**

Essential Understandings

Understanding *What happened ?* and *Why it happened ?* will help readers understand and enjoy a story. (cause and effect)

Sub Topic:

Knowledge and Skills

**Phonemic Awareness/Phonics/Spelling:**

**\*Short and long vowel words**

**\*Vowel Pairs**

**\*Consonant Blends**

**\*Consonant Digraphs**

**\*High Frequency Words**

**\*Base Words, Prefixes, and Suffixes**

**Writing:**

**\*Realistic Fiction**

**Handwriting:**

**\*Students will know Zaner-Bloser style handwriting.**

**Reading Strategies:**

**\*Solving words: Use a range of strategies to take words apart and understand their meanings.**

**\*Monitoring and Correcting: Check to see if reading sounds right, looks right and makes sense.**

**\*Making Connections: Make personal, text, and world connections.**

**\*Evaluate/analyze: Examine elements of a text to aid in comprehension.**

**\*Predict/infer: Predict and draw conclusions.**

**\*Summarize: Put together important pieces of the text in sequential order.**

**\*Fluency Expanded Through: Guided Reading, Shared Reading, Readers Theater, Independent Reading, Interactive Reading**

**Exploratory Integration:**

**Social Studies- Now & Then**

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