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Georgia Performance Standards Framework for English Language Arts-Grade 1

Instructional/Learning Activity Task Template:

Overview

Unit Title: **Response to Literature; ELA Skills Lesson**

Annotation:

This activity task is meant to support the Response to Literature Unit.

This task can stand alone; however, *there are six activity tasks all focused around one Read-aloud. It is suggested teaching the speaking, listening, and viewing lessons first, then the ELA skill lessons, next vocabulary, and last reading comprehension. These tasks build on one another to scaffold student learning. Although the activities are centered on one book, the lesson structures can be used for any book.*

The rationale for these lessons centering on one Read Aloud is to demonstrate how a number of elements of the standard can be taught using one read aloud. Students are most likely to remember the specific vocabulary words and understand the book at a deeper level for having listened to it read repeatedly. The culminating task at the end of the comprehension lesson is a Response to Literature. The exposure to this text through several ELA lessons provides the support necessary for ultimately making a Response to Literature that would meet standard.

Grade, Subject, Topic, Author:

**First Grade, ELA,
Writing Interrogative Sentences
Beth Weathersby**

Special Notes to Teacher:

*It is suggested that this lesson be taught towards the last half of the year. Students need an understanding of sentence structure (simple and compound) so that they can begin to determine how an interrogative sentence is different from a declarative sentence. This lesson might be taught **after** the Phonological and LSV activity tasks, but taught **prior** to the Reading Comprehension activity task.*

The text *P is for Peach - A Georgia Alphabet* by Carol Crane is used for each first grade activity task.

To begin the concept of questions versus statements, the teacher will want to make connections for the students with numerous examples. Have them tell you what a questions is, what purpose it serves, and what *questions* students ask at home and at school. With *P is for Peach*, the teacher can refer to the back of the book for examples of questions. The section is called “*A Bushel of Peachy Facts*” and contains 24 interesting questions and answers about Georgia.

Georgia Performance Standards Framework for English Language Arts – GRADE 1

Students will work with a partner to find sample questions in various books. *It is suggested* assigning partners based on their independent reading level and match them to “Just Right” texts. Student will struggle with this activity task if their book(s) are too difficult to read independently.

Lessons like these need to be written and repeated often if we want the knowledge to become intrinsic. It will take time, and students must have repeated exposure to studying interrogative sentences before these kinds of sentences begin to appear in student writing.

Standards

Focus Standard/Element(s): **Response to Literature; Conventions; Kinds of Sentences**

Complementary Standard/Element(s):

ELA1 W1

Writing: The student begins to develop competency in the writing process.

Element;

i. Begins to write different kinds of sentences (interrogative).

Learning Goals

Essential Question(s): **How does asking questions help us comprehend what we read?**

Knowledge: Interrogative sentences ask questions.

Skills: We punctuate interrogative sentences with a question mark.

Balanced Assessment for Task

Assessment Method/Type:

Listen for examples given during the *Opening Lesson*.

Make a mental note of those who have nothing to say.

Description/Directions for Assessment:

This first task will be done with a partner. Monitor the room for understanding. Meet with struggling students in a small group or individually. Look for understanding as students show and talk about their work on individual dry erase boards.

Student Work Samples (optional):

Procedures, Directions, and Resources

Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:

Georgia Performance Standards Framework for English Language Arts – GRADE 1

Opening: approximately 10-12 minutes

- Ask “What is a question?” and “How do questions help us at home and in school?”
- Write the terms: Declarative and Interrogative on chart paper or on an overhead.
- Talk about how the two are different.
- If the students are familiar with *P is for Peach*, then read some of the questions from the back of the book. Have questions from “A Bushel of Peachy Facts” also written on the chart paper. (If the students have not heard the Read-aloud, then read two or three pages to get them familiar.)

Declarative	Interrogative
<p>Ray Charles sings “Georgia on My Mind.”</p> <p>Note: This is a statement. It has a period at the end.</p>	<p>What famous blind singer from Georgia sings the official state song as his theme song?</p> <p>Note: This is a question. It has a question mark at the end.</p>

Other interrogative sentences from *P is of Peach*

What are the two longest rivers in Georgia? **The Savannah and the Chattahoochee Rivers**

What name was given to the famous baseball player Ty Cobb? **The Georgia Peach**

What do you notice about how these questions begin? *With the word What*

Do all sentences begin this way? *No.... what about the words How, When, Where, Why ?*

Dr. Crawford W. Long, born in Danielsville, Georgia, made medical history when he used what as an anesthesia? **He used ether on March 30, 1842.**

Georgia Performance Standards Framework for English Language Arts – GRADE 1

Work time: approximately 10-15 minutes

- Have student work with a partner and **find examples of questions** from books in the room.
- Have the students write one or two examples individual white boards.
- Monitor the room to assist those who might be struggling.

Closing: approximately 10 minutes

- Ask the students to make a large circle around the room. (standing or sitting)
- Have each set of partners show their white boards.
- Go around the room and allow those who want to read one question do so.
- Close the lesson with a question, “How does asking questions help us become better readers?”

Resources, Materials, and Equipment:

1. *P is for Peach – A Georgia Alphabet* by Carol Crane
2. Individual dry erase boards, dry erase markers, and erasers or tissue
3. Chart paper and markers
4. A selection of books on various reading levels

Differentiation for Content, Procedures, Process, and/or Learning Environment:

Remediation:

For students who struggle to read, then this concept used for writing might be even more difficult to comprehend. The reading and writing connection should be made apparent for struggling students. Perhaps, these students could look for questions based solely on the actual question mark itself. *However, matching them to text they can attend to independently will strengthen their confidence* Have them write a question from their book and illustrate it. Then have them share the illustration during the closing to see if other students can guess what the question might be.

Enrichment/Extension:

Students might create their own Alphabet Book based on something they know all about or write on a topic in which they are interested. They could turn each alphabet page into a question that would help the reader gain meaning from their book.

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Word Family

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