

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for English Language Arts-Grade 1

Instructional/Learning Activity Task Template:

Overview

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

Annotation:

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

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, vocabulary lessons, and reading comprehension lesson last. These tasks can build on one another to scaffold the students' learning. The activities are centered on one book, but the lesson structures could 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,
Phonological Awareness: Using Word Families
Beth Weathersby**

Special Notes to Teacher:

It is suggested that this lesson be done towards the last half of the year and be taught before the lessons on vocabulary. However, it can be done as a stand alone lesson.

The text P is for Peach - A Georgia Alphabet by Carol Crane is the text.

This Skills lesson begins with an unfamiliar word from a read aloud. This lesson suggests ways to help the students decode the word and apply the skills when decoding other words. Students will look at how the word sounds phonemically and how it is spelled. Students will then build Word Families.

Georgia Performance Standards Framework for English Language Arts – GRADE 1

Standards

Focus Standard/Element(s): **Response to Literature; Phonological Awareness**

Complementary Standard/Element(s):

ELA1 R2 Phonological Awareness

The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words.

Element

c. Adds, deletes, or substitutes target sounds to change words (e.g., change top to stop, smile to mile)

Learning Goals

Essential Question(s): **How can Word Families help us learn to pronounce and spell new words?**

Knowledge: The consonant blend **pl**; the letter pattern “**ght**;” the long vowel sound for “**i**”

Skills: If we can say and spell **light, night, and fight**, we can say and spell **plight**.

Balanced Assessment for Task

Assessment Method/Type:

Teacher observation and listening for correct word pronunciation

Description/Directions for Assessment:

Monitor the room to check for understanding as the students complete the independent activity. Later analyze the word family sheets that students will complete during work time.

Student Work Samples (optional):

Procedures, Directions, and Resources

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

Opening: approximately 10-12 minutes

- Ask, “**What is a Word Family?**”

Words that have the same sounds and letter patterns but begin with a different target (beginning) letter

- Tell the students to listen for the word **plight** as you read today. Write it on a chart or on an overhead transparency

- From **P is for Peach- A Georgia Alphabet** by Carol Crane, read aloud **Letter C** for the Cherokee Rose. (*This includes information about the Cherokees who walked the Trail of Tears.*)

Georgia Performance Standards Framework for English Language Arts – GRADE 1

- Tell the students that we are going to look at how the word sounds and then how it looks.
- Ask if they can say one word that sounds like **plight**. Write one or two examples under **plight**.
- Ask if they know what we call words that have similar sounds and letter patterns?
(*Word Families*)
- Now look at the beginning of **plight** and ask what we call letters that blend their sound?
- Blends. Practice saying out loud the **pl blend**.
- Can you think of a word that begins with a pl blend? play
- Write their responses on the chart paper.

<u>plight</u> light tight	<u>pl</u> play
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Work time: approximately 15- 20 minutes

- Students will complete two activities doing exactly what you just did during the opening lesson. See attachments for **Word Family** and the **pl blend**.
- Make certain they use your examples to assist them in creating their own.
- Collect these as you monitor the room. Decide on someone to share during the Closing who seems to understand the concept.
- Have those who finish, look in their “Just Right” independent reading books/ library books and find a word to start a new **Word Family** OR find a word that starts with a **pl blend**.
- Have students write these on post-it notes and stick them inside their books.

Closing: approximately 10 minutes

- Have students share words for the **plight** family.
- Ask, “How can Word Families help us learn to pronounce and spell new words?”

This next activity could be done now or the next day.....

- Create a word wall for: **Word Families**
- Write some their examples on a note card or whatever you use for a word wall and allow volunteers to put the word(s) up.
- Do the same for words that begin with the “**pl**” sound.

Resources, Materials, and Equipment:

1. *P is for Peach* by Carol Crane
2. Chart paper or an overhead transparency
3. Markers
4. Post-it notes
5. Note cards for word wall (or whatever is used)
6. Copies of the attachment

Georgia Performance Standards Framework for English Language Arts – GRADE 1

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

Remediation:

Struggling readers might be given permission to use “**nonsense**” words to complete their Word Family box. It should still be words that fit the “**ght**” pattern. (gight, dight.)

Enrichment/Extension:

Other students should be given the opportunity to create a totally new Word Family using words that *rhyme with plight* but have a different spelling pattern. (bite, kite, trite, rite) They may also create other Word Families with totally different letter patterns.

Georgia Performance Standards Framework for English Language Arts – GRADE 1

Plight

pl blend

pl _____

pl _____

pl _____

pl _____