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Georgia Performance Standards Task for English Language Arts – GRADE 1

Grade: 1st

Title: Using the Word Wall to develop oral and written vocabulary

Task Annotation:

In the early weeks of writing instruction in first grade, our goal for children is to work independently and to get their stories from the oral form to the written form. The word wall is an excellent resource to help students work independently.

In order for students to use the wall proficiently, the teacher must do explicit instruction on how to use the word wall.

Prior to the students first day of first grade, the teacher will have an alphabet chart displayed in a prominent area. Be sure to leave enough room to add words. Take into consideration that the average first grade student is 3 feet 6 inches tall. You want your word wall at their eye level or a little higher.

Your instruction should take between 10- 20 minutes.

Focus Standard:

ELA1LSV1 The student uses oral and visual strategies to communicate. The student

- d. Increases vocabulary to reflect a growing range of interests and knowledge.

ELA1R1 The student demonstrated knowledge of concepts of print. The student

- a. Understands that there are correct spellings for words.

ELA1R2 The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. The student

- a. Isolates beginning, middle, and ending sounds in single-syllable words.
- b. Identifies onsets and rimes in spoken one-syllable words.
- c. Adds, deletes, or substitutes target sounds to change words (e.g., change top to stop; change smile to mile; change cat to cap).
- d. Distinguishes between long and short vowel sounds in spoken, one-syllable words (can and cane).
- e. Orally blends two to four phonemes into recognizable and/or nonsense words.
- f. Automatically segments one-syllable words into sounds.

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ELA1R3 The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student

- a. Automatically generates the sounds for all letters and letter patterns, including long and short vowels.
- b. Applies knowledge of letter-sound correspondence to decode new words.
- c. Reads words containing consonant blends and digraphs.
- d. Reads words with inflectional endings.
- e. Reads compound words and contractions in grade appropriate texts.
- f. Reads words containing vowel digraphs and r-controlled vowels.
- g. Uses spelling patterns to recognize words.
- h. Applies learned phonics skills when reading and writing words, sentences, and stories.

ELA1R4 The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

- a. Applies letter-sound knowledge to decode quickly and accurately.

ELA1R5 The student acquires and uses grade-level words to communicate effectively. The student

- a. Reads and listens to a variety of texts and uses new words in oral and written language.
- b. Recognizes grade-level words with multiple meanings.
- c. Identifies words that are opposites (antonyms) or have similar meanings (synonyms).

ELA1W1 The student begins to demonstrate competency in the writing process. The student

- j. Begins to use common rules of spelling.
- l. Uses appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g., personal names, months).
- m. Uses commas in a series of items.

Circumstance of Assignment:

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In order for students to use the wall proficiently the teacher must do explicit instruction on how to use the word wall.

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The Task:

Within the first week of instruction, place the names of your students on the chart. Review the words on the word wall on a daily basis. Here are some sample questions to ask to get students comfortable using the word wall.

1. Whose name is under the M?
2. Which name comes before the L?
3. Which name comes after the A?
4. How many names are under the P?

You can also play a version of I spy. You can say, "I am thinking of a name that is under the C, and it is the last."

These activities will build students' confidence in using the word wall as well as community in your classroom. By the end of the week, your students should know the names of all of students.

During this time, you also need to establish the expectation that all words that are placed on the word wall should be spelled correctly in their written pieces. Create a chart and post the expectation near your word wall.

Now that your students are comfortable using the word wall, start adding approximately five words a week. Five words per week will allow you to teach those words well, as well as allow your children to incorporate them into their oral and written vocabulary. Words should be based on your students' needs identified in reading and writing conferences. As you analyze your students' writing or listen to students read, look for common errors among your students. Note these errors, and plan for them to be your words for the following week. This is just a sample.

Sample list for week one:

1. with
2. some
3. today
4. went
5. know

Day 1: Add these words to the word wall. Pronounce them and talk about the meaning. Chant the spelling using some of the following examples.

Whisper chant: spell the word in a whisper

Marshmallow clap: spell the word and clap (stopping just before your hands touch) as you say each letter

Slow motion: spell the word and hold each sound for 2 seconds

Snap: spell the word and snap as you say each letter.

Disco Spell: start with your hands start on your stomach. Hands go up for consonants and down for vowels. You can do the same thing with squats.

Create flash cards for students to take home.

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Day 2: Review the words. Point to each of the words and have your students repeat them.

Play I spy with the words. Right now you have 5 words plus your student's names. Later you will have many more words. You will not review all words on your word wall each week, but you will dip back into past weeks especially if you see students are not using the word in their written or oral vocabulary. The teacher asks the questions in the beginning of the year. Later other students can ask the questions. For example:

1. I spy a word that can describe how many.
The appropriate response would be (some).
2. I spy a word that rhymes with spent.
The appropriate response would be (went).
3. I spy a word that tells us when.
The appropriate response would be (today).
4. I spy the word that means in the company of.
The appropriate response would be (with).
5. I spy the word that means I understand
The appropriate response would be (know).

Quickly chant the spelling of the words.

Day 3: Review the words by reading the word wall. Read the entire word wall. Then through a shared writing, construct sentences with the words or a story. Chart these for students to see. As you are constructing the sentences, you will review capitalizing the beginning of the sentence and putting a period at the end of the sentence. As the year progresses, you will address other grammar and convention rules such as capitalizing proper nouns, using other forms of punctuation, adding adjectives to describe, etc.

Day 4: Review the words by reading the word wall. This time have students read them first and the teacher will echo the students. Chant the spelling. Then complete a cloze passage. Discuss syntax as you try to identify the appropriate word for each blank.

Sample Cloze passage:

Today is a special day. I am going with my friends to the zoo. I went there last year with my parents. We had a great time. I know it is in Atlanta. I hope we will see some panda bears.

Day 5: Review words by having individual students read the word wall. Be sure to start with the children who are most confident.

Possible Homework Assignments:

Read the words to your parents.

Write words and put a box around them. Students will begin to identify the words by their shapes (tall letters, short letters, letters that go below the bottom line.)

Write words using a different color for each letter. Your focus is to get students to see all the letters that make up the given word.

Draw pictures and sentences to go with each word.

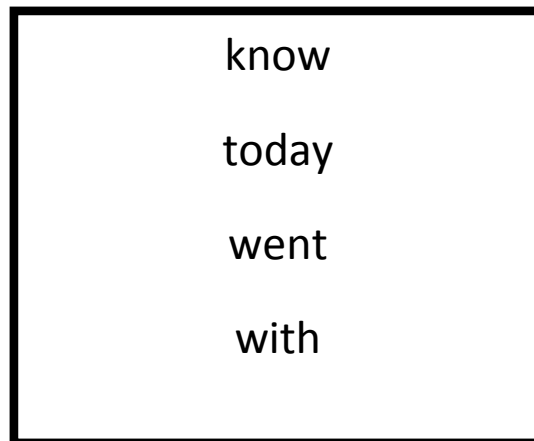
Record tally marks each time they see this week's words in their independent reading.

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Word Wall Cloze Passage

Name _____ Date _____

Read the following passage. Use all the knowledge you have of our word wall words to complete the passage.



Today is a special day. I am going with my friends to the zoo. I went there last year with my parents. We had a great time. I know it is in Atlanta. I remember it is close to the airport. I hope we will see some panda bears.

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Differentiation of Instruction

Readiness

The strategies suggested here may benefit students with a variety of challenges.

1. Vocabulary Support can be employed by using a strategy called LINC. Give the student a list of vocabulary words in a vertical column with four additional columns to be used in the following order by the student: 2nd - a reminder word to assist the student in remembering the targeted vocabulary; 3rd - a picture or visual representation of the meaning; 4th - the part of speech (optional); and 5th - a sentence using the word in standard English (may need editing by peer or teacher). See **Attachment: Lesson Worksheets**

2. Sentence Strips with a complete sentence written without capitals and punctuation are provided by the teacher along with additional pieces: a period, a comma, a question mark, an exclamation point, and all the capital letters. The student would lay the smaller pieces on to the sentence strip correctly. Have the student rewrite the corrected sentence for additional practice. See **Attachment: Lesson Worksheets**

3. Sentence Frames are sentence starters on a strip or on paper written by the teacher. A sentence might be, "I feel happy because _____." Help the student read the sentence by pointing to each word as spoken. Have the student complete the sentence verbally or with a picture. This is particularly important to support students with significant language challenges, such as non-English speakers and special education needs in the areas of expressing feelings, wants/needs, and likes or dislikes.

4. Backward Design is a strategy where intense scaffolding is provided at first and then as the student accomplishes the ending steps in a procedure, the teacher backs off one step at a time so that the student is doing more and more of the task.

Example: "I feel sad because I wanted to _____."

"I feel sad because I _____."

"I feel sad _____."

"I feel _____."

Learning Profile

Auditory Learners are those students who gain most of their information through sound. They are usually easy to discern because they talk to themselves as they work. When they independently read, they will read out loud. They want the directions repeated or will repeat them back to the teacher to clarify. Auditory learners may benefit from the listening center, from reading partners, and stories being read aloud by the teacher or other adult. They also need directions or instructions to be repeated and backed up a visual example or model.

Visual Learners are those students who want to see everything. They benefit from demonstrations, models, graphic organizers, pictures, and other representation. They will want to show the teacher what they mean rather than say it.

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Kinesthetic Learners are those students who learn through the use of their bodies, through touch, manipulation of objects, and physically using their bodies. For example, these learners might benefit from manipulating objects to discern letter sounds or for each word in a sentence, building words and sentences using letter and/or word cards, and writing in various tactile mediums (sand, rice, beans, finger paint, or shaving cream sprayed on a desk top).

Learners with developmental delays can learn but at their own pace. They will benefit from the many strategies that are successful with other students. They tend to be fairly literal, concrete, and are usually slower at gaining reading and writing skills at proficient levels. Listening centers, peer readers, writing partners, and concrete examples and models are some ways to support these students. These students can become easily frustrated and often have a difficult time expressing their emotions, needs, or dislikes. Modeling how to express these requirements can be done through the Sentence Frames.

Learners with sensory issues are exceptionally sensitive to touch, light, sound, smells, and movement. They can often “hear” fluorescent light bulbs buzz, see the constant flickering of the computer screen, and will cover their ears with loud noises and clapping. Some students do not want to be touched or to touch objects. Others will not like perfumes, colognes, or hairspray odors. But there is hope by being creative and patient. A large umbrella suspended from the ceiling can block harsh light. Have the student face away from computer screens and reassure them when or if they react. Touch-sensitive students may need to write with a marker as it requires less pressure to hold and press down to write. A slantboard may also assist students as it requires them to apply a certain amount of pressure. Their writing is often illegible and may require some hand over hand assistance. The best resource for these types of issues is an occupational therapist. Most systems have one or contract for services through a local facility for advice. Touch sensitive students can also benefit from writing with their fingers in sand, uncooked rice, or uncooked beans such as peas or pinto beans.

Learners with symptoms of inattentiveness have difficulty sustaining focus on a task, being very easily distracted, wants help before applying themselves to a task, and/or “daydreaming.” Many also exhibit excessive motor activity: out of seat, blurts out, wants to be first, first volunteers for anything, acts impulsively, and/or talks continually. Some students, girls more so than boys, will be very quiet and are often overlooked as they are off thinking of other things, causing no disruption, nor demanding teacher attention. By providing a “safe space” in the classroom where a student can move to better focus, cool off, or just to move is helpful. Also, many of the strategies that are successful with visual and kinesthetic learners are useful with these students as well.

Learners with limited English experience are obviously going to be anywhere along the spectrum of proficiency of English mastery. Be mindful that each culture has its own way of showing respect toward adults and in responding to redirection or criticism. Many cultures **do not** look adults in the eye as it is a sign of **disrespect**. Some cultures need to “save face” when being corrected or redirected. Utilize your system’s resources to find out about the students you are responsible for, and do your own research for facts and information. For students who have recently been immersed in English (less than one year), they will need significant supports within the classroom: picture dictionaries, labeling all objects in the room, and picture/icons to accompany as many charts and graphic organizers as possible. They will need visual representation for grade level vocabulary and key words in content areas.

Note: There are several sites online available for translating to facilitate home-school communication

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such as Alta Vista. You simply type in what you need to say and then choose the language you need it to be translated to.

Student Interest

Teachers: This is included in the worksheet package under Attachments.

Sentence Strip Examples

Provide the student with a complete set of capital letters and punctuation marks. Hint: try not to use the same capital letter more than once in each sentence unless you provide duplicates. Also, many reading or phonetic curricula come with alphabet cards already made up.

eduardo and jeffrey practiced with the tigers
E J T .

can you come over to play with michael and me
C M ?

Great for personal information, too.

i live at (street number, street) in (city, state) Insert student's personal information

i live at 123 first street in carrollton, georgia
I F S C G .