

Alphabet Books and Children Who Read Them

In this first six-week unit of first grade, students are welcomed to school as readers and begin reviewing the alphabet and concepts of print through books about the library, friendship, and the ABCs.

Essential Question

Why is it important to ask questions while you are reading?

Reading Standards for Literature	Resources, Materials , Activities & Assessments
<p>Key Ideas and Details RL.1.1 Ask and answer questions about key details in a text.</p> <p>Craft and Structure RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p>*play "I Spy" with the children (e.g., "I spy an informational book," "I spy a nonfiction book")</p> <p>*Book—Tomas and the Library Lady—ask/answer question—use post its to make predictions</p>
Reading Standards for Informational Text	
<p>Key Ideas and Details RI.1.1 Ask and answer questions about key details in a text.</p> <p>Integration of Knowledge and Ideas RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p>	<p>*Book—The Graphic Alphabet --Ask questions and to think deeply and look for key details.</p>
Writing Standards	
<p>Text Types and Purposes 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.</p> <p>Production and Distribution of Writing W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>Research to Build and Present Knowledge W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p>	<p>*write an essay on healthy living</p> <p>*Using the ABC books as a model, generate some ideas for writing a class ABC book</p> <p>*Book—A Kiss for Little Bear—class discussion—WebQuest at</p>

<p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>http://lauriefowler.com/littlebearwg.htm to research Little Bear--write a class book on Little Bear.</p>
<p>Speaking and Listening Standards</p>	
<p>Comprehension and Collaboration SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <i>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).</i> SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Presentation of Knowledge and Ideas SL.1.6 Produce complete sentences when appropriate to task and situation.</p>	<p>*Ask and answer questions such as, "Is it possible to create an <i>ABC book with Games to Play</i> as our title?", group discussion for class book topics *Watch Video/ listen audio—Chicka Chicka Boom Boom—ask/ answer questions *Book--<i>Eating the Alphabet: Fruits and Vegetables from A to Z</i> On a chart, write a question such as "What is your favorite fruit?" Teach the students to answer the question with a complete declarative response, such as "My favorite fruit is a strawberry." Discuss the end punctuation</p>
<p>Language Standards</p>	
<p>Conventions of Standard English L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>a. Print all upper- and lowercase letters.</i> <i>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</i> L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>b. Use end punctuation for sentences.</i> <i>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</i> <i>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</i> Vocabulary Acquisition and Use L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <i>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</i></p>	<p>*Cont. activity—<i>Eating the Alphabet</i>--teach the expansion of sentences to include details, such as "Strawberries are my favorite fruit because they are juicy, sweet, and delicious." *Read—<i>Chicka chicka Boom Boom</i>—sequence the coconuts in ABC order—practice correct letter formation on dry erase boards * EducationCity.com-- to use the correct end punctuation *CVC spelling words *Book—<i>Eating the Alphabet: Fruits and Veg.</i> from A to Z—sort story words in categories of fruit/ veg.</p>
<p>Required Independent Reading Texts:</p>	
<p>Authentic Assessments:</p>	

