

ThinkUp!TM

TEACHER EDITION

Standards Mastery through Critical Thinking

ELA

Interventions

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard NCSCOS.RI.1.1

Activity: Charted Information

 15 min.    

Provide students with two-column charts labeled *Answer, Details from Text*. Following reading or listening to read alouds of informational texts, pose questions orally and/or visually. Guide students to record on the charts answers to the questions and key details from the texts that provide evidence for the answers. Allow students to confirm responses with partners or in small groups.

(NCSCOS: RI.1.1, DOK: 2, RBT: Understand)

Activity: News Search

 15 min.   

Read aloud informational articles from children's magazines. Ask students to record two key details from the articles on note cards. Have students exchange note cards with partners. Have students write two questions that can be answered using the key details listed on the note cards. Direct student partners to discuss the questions and answers to confirm accuracy or to correct misunderstandings.

(NCSCOS: RI.1.1, DOK: 2, RBT: Understand)

Focus Standard NCSCOS.L.1.1

NCSCOS.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Subject/Verb Agreement

- Use singular and plural nouns with matching verbs in basic sentences

Activity: Singular and Plural Noun Highlight

 15 min.   

Provide students with texts and two colors of highlighters. Have students highlight singular nouns with first colors. Instruct students to highlight plural nouns with second colors. Allow students to work with partners to check the accuracy of highlighting. Guide students to form oral sentences with several of the nouns as subjects of the sentences, assuring that the correct verbs are used. Allow pairs to share sentences with the large group.

(NCSCOS: L.1.1 Subject/Verb Agreement, DOK: 1, RBT: Apply)

Activity: Sentence Strip Agree

 15 min.   

Have students write simple sentences on sentence strips, assuring that verbs match with singular or plural subjects that are nouns. Instruct students to cut the strips between nouns (subjects) and verbs. Distribute strips to students. Have students interact with students in the large group to create new sentences that use singular and plural nouns with matching verbs. Direct students to read aloud new sentences and discuss for accuracy.

(NCSCOS: L.1.1 Subject/Verb Agreement, DOK: 1, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard NCSCOS.RL.1.7

Activity: Visual Cues

 15 min.  

In small groups, have students write original stories and sketch illustrations that support the stories. In the large group, allow students to orally present the stories and share the illustrations. Ask audience members to share observations about the connections between the illustrations and the stories.

(NCSCOS: RL.1.7, DOK: 2, RBT: Understand/Apply)

Activity: Talk It Through

 15 min.  

Provide students with stories that contain illustrations. Before reading the stories or listening to the stories as read alouds, have students write questions about what might be learned based on the illustrations. Encourage students to create questions about characters, settings, and plots. Direct students to read the stories and determine if the answers to their questions can be found in the illustrations, in the texts, or in both as they debrief with partners.

(NCSCOS: RL.1.7, DOK: 2, RBT: Understand/Apply)




Focus Standard NCSCOS.L.1.1

NCSCOS.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Pronouns

- Use personal, possessive, and indefinite pronouns




Activity: Circle It

 15 min.  

Display a list of personal, possessive, and indefinite pronouns. Provide students with newspaper or magazine articles. Have students search for and circle the pronouns located in the articles. Invite students to work with partners to sort the pronouns by type. As a final step, support students as they write drafts of paragraphs that incorporate at least one of each type of pronoun.

(NCSCOS: L.1.1 Pronouns, DOK: 1, RBT: Apply)

Activity: Pronoun Pass

 15 min.  

Prepare a beach ball with personal, possessive, or indefinite pronouns written in each section. Have students form a circle and pass the beach ball as music is playing. When the music stops, have the student holding the ball read the pronoun under his or her right thumb. Then, have that student identify the type of pronoun and state a meaningful sentence that accurately uses that pronoun. Debrief identification of types and of sentences for accuracy.

(NCSCOS: L.1.1 Pronouns, DOK: 1, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard NCSCOS.RL.1.4

Activity: Sensory Words

 15 min.   

Provide students with five-column charts labeled *See, Hear, Touch, Taste, Smell*. Display a list of sensory words (e.g., *croaking, boom, hiss, honk, scream, soft, sandy, bumpy, boiling, slimy, bitter, sweet, spicy, flowery, fluffy, bubbly, scratchy*). Direct students to categorize words based on the senses they use to experience the words. Ask students to write five sentences: one sentence for each category using one of the words in the column. Have students share charts and sentences with small groups.

(NCSCOS: RL.1.4, DOK: 2, RBT: Analyze)

Activity: Share Your Feelings

 15 min.   

On a class chart, display words that name feelings (e.g., *glad, safe, sad, gloomy, mad, grumpy, afraid, scared, calm, cozy, grouchy, joyful*). Ask students to talk with partners and share times when they experienced specified feelings (e.g., *I was sad when my friend broke his arm*). After sharing with partners, invite students to record and sketch one of the shared sentences. Post sentences and sketches for a *Gallery Walk*.

(NCSCOS: RL.1.4, DOK: 2, RBT: Analyze)



Focus Standard NCSCOS.L.1.1

NCSCOS.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Adjectives

- Use frequently occurring adjectives

Activity: Adjective Stack

 15 min.  

Prepare a set of cards that contains nouns and a set of cards that contains adjectives. In turn, have students choose cards from each stack and compose oral sentences using the drawn nouns and adjectives. Continue until all students have shared. Debrief the activity by asking students the function of adjectives and why they are important to use when completing writing tasks.

(NCSCOS: L.1.1 Adjectives, DOK: 1, RBT: Apply)

Activity: Adjective Additions

 15 min.   

Display numbered sentences with missing adjectives. Have students record appropriate adjectives to complete the numbered sentences. Allow students to share added adjectives with partners and to brainstorm other adjectives that might also be placed in the blanks.





(NCSCOS: L.1.1 Adjectives, DOK: 1, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard NCSCOS.RI.1.8

Activity: Illustration Support

 15 min.   

Read informational texts with photographs/illustrations omitted. Post lists of points made by the authors in the texts. Read the points and display photographs that clearly support the points. Ask students to explain how evidence in the photographs supports the authors' points (e.g., If the point is swans migrate when seasons change, display a photograph/illustration of swans catching fish on a warm sunny day. Guide students to explain that the photograph/illustration shows that swans move to places where they can locate food.). Repeat the process using additional points on the lists and discussing support provided by photographs/illustrations.

(NCSCOS: RI.1.8, DOK: 2, RBT: Understand/Apply)

Activity: The Real Reason

 15 min.   

In a small group or in the large group, read aloud excerpts from informational texts. Guide students to determine key points made by the authors. Display two details from the texts—one detail that supports a point and another detail that provides unrelated information. Ask students to choose the details that best support the identified point (e.g., If the point is that Martin Luther King was a respected African-American leader, one detail might read, *Thousands of people gathered to hear him speak in Washington, D.C.* and the other might read, *Martin Luther King, Jr. was born in Atlanta, Georgia, in 1929*). Repeat the process with other points and details from the texts.

(NCSCOS: RI.1.8, DOK: 2, RBT: Understand)

Focus Standard NCSCOS.L.1.1

NCSCOS.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Verbs

- Form frequently occurring verbs
- Convey sense of time

Activity: Frequent Verbs

 15 min.   

Display frequently occurring verbs. Instruct students to write sentences that include the verbs. Have students form pairs, read sentences, and circle the verbs in the sentences. Instruct pairs to discuss if the circled words correctly identify the verbs in the sentences. In the large group, debrief responses to confirm accuracy or correct misunderstandings.

(NCSCOS: L.1.1 Verbs, DOK: 1, RBT: Apply)

Activity: Time It

 15 min.   

Guide students to brainstorm verbs and post. Have student pairs select topics for collaborative stories and to determine if they will tell the stories in past, present, or future tense. As students write stories, direct them to incorporate several verbs from the posted list into the stories, ensuring that times are conveyed correctly using correct verb tenses. Direct partners to work with other pairs to edit drafts of stories, ensuring that the verb tenses are used correctly and consistently.




(NCSCOS: L.1.1 Verbs, DOK: 1, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard NCSCOS.RL.1.5




Activity: What Do Authors Do?

 15 min.  

Read literary texts and informational texts with students. Display a two-column chart labeled *What Authors of Stories Do*, *What Authors of Informational Texts Do*. After reading the literary texts, guide students to think about the steps authors complete as they write stories and post the steps on the chart (e.g., *create characters, use their imaginations, sometimes include magical details, describe a problem and a solution*). Repeat the process after reading the informational texts and record steps on the chart (e.g., *research a topic, explain about real people, places, or things, teach readers true information, sometimes include real photographs*). Guide students to compare and contrast the steps completed by authors of literary and informational texts.

(NCSCOS: RL.1.5, DOK: 2, RBT: Analyze)

Activity: Judging a Book by Its Cover

 15 min.  

Read titles of both informational and literary books. Direct students to discuss with partners if they can determine whether the books are literary or informational texts based on their titles or if pairs require more information. Show students the covers of the books and allow them to confirm or correct predictions based on the additional information provided by the covers. Prompt students to identify the features shown on the covers that help them confirm or correct the predictions.

(NCSCOS: RL.1.5, DOK: 2, RBT: Analyze)




Focus Standard NCSCOS.L.1.2

NCSCOS.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Capitalization

- Capitalize the first word in a sentence
- Capitalize the pronoun "I"
- Capitalize dates and names of people




Activity: The I's Have It!

 15 min.  

Provide students with texts that have beginnings of sentences and the pronoun *I* in lowercase letters. Guide students to circle the letters that should be capitalized. Have students work with partners to check for accuracy.

(NCSCOS: L.1.2 Capitalization, DOK: 1, RBT: Apply)

Activity: Stand for Caps

 15 min.  

Read aloud sentences or stories containing names that require capitalization. Direct students to stand when they hear words that should be capitalized. After students respond to the oral activity, display the sentences with no capitalization and instruct students to rewrite the sentences using appropriate capitalization.




(NCSCOS: L.1.2 Capitalization, DOK: 1, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard NCSCOS.RI.1.4, NCSCOS.RI.1.5

Activity: Which Word Makes Sense?

 15 min.  

Display sentences that have unknown words underlined (e.g., *The seahorse will swallow its food whole.*). Provide students with two word choices for the underlined words in the sentences (e.g., *eat, enjoy*). Instruct students to determine which of the provided words match the meaning of the underlined words as they are used in the sentences. Ask students to support choices by identifying the context clues used to make the determinations.

(NCSCOS: RI.1.4, DOK: 2, RBT: Apply)

Activity: Feature Finders

 15 min.   

Provide students with informational texts containing text features and two-column charts labeled *Text Feature*, *Information Learned*. Display and read aloud texts, noting text features, and recording the types of features in *Text Feature* column. Use the *Think Aloud* strategy to show students how to determine the information that is learned from the features and record in the *Information Learned* column. Direct student pairs or small groups to repeat the process with additional texts and two-column charts. Debrief charts in the large group.

(NCSCOS: RI.1.5, DOK: 2, RBT: Apply)




Focus Standard NCSCOS.L.1.1

NCSCOS.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Prepositions

- Use frequently occurring prepositions




Activity: Up, Down, and All Around

 15 min.  

Prepare a set of preposition cards, one word per card. Provide students with pom-poms or other small objects. In turn, have students select preposition cards and give directions to classmates (e.g. *on—Place your pom-pom on your head; under—Place your pom-pom under your chair.*). Continue until all students have selected preposition cards and have given directions using the prepositions.

(NCSCOS: L.1.1 Prepositions, DOK: 1, RBT: Apply)

Activity: Preposition Moves

 15 min.  

Prepare preposition cards with one preposition per card. In turn, have students choose cards and use the prepositions to perform actions (e.g., *crawl under the table, place a book on the desk*). Allow remaining students to guess the direction phrases and to identify the prepositions in the phrases.




(NCSCOS: L.1.1 Prepositions, DOK: 1, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard NCSCOS.RL.1.9

Activity: Question the Two

 15 min.  

Have students read or listen to read alouds of two versions of the same story. Lead small group discussions using these guiding questions that allow students to determine likenesses and differences between the main characters of the stories (e.g., *Who are the main characters in the stories? How are the main characters of the stories alike/different? What types of experiences or adventures do the main characters have? How are the experiences or adventures alike/different?*). Debrief responses to support student understanding of the experiences and adventures had by characters in stories and how these can be similar and different.

(NCSCOS: RL.1.9, DOK: 3, RBT: Understand)

Activity: Connect Two

 15 min.    

After reading aloud two versions of the same story, use the *Think Aloud* strategy to model the process of identifying the similarities and differences between the adventures and experiences of the characters in the versions. Post the similarities and differences to support student understanding. Provide practice, allowing student pairs or small groups to apply the learned strategy with additional versions of paired stories.

(NCSCOS: RL.1.9, DOK: 3, RBT: Understand)




Focus Standard NCSCOS.L.1.2

NCSCOS.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Punctuation

- Recognize end punctuation
- Name end punctuation
- Use end punctuation for sentences




Activity: Punctuate It!

 15 min.  

Display a period, a question mark, and an exclamation point on individual posters. Provide students with newspapers or magazines. Have students locate examples of the types of sentences that require the punctuation. Instruct students to cut out the examples and affix them to the appropriate charts. Debrief the examples to confirm accuracy or to correct misunderstandings.

(NCSCOS: L.1.2 Punctuation, DOK: 1, RBT: Apply)

Activity: End with Punctuation

 15 min.  

Guide students to write original sentences that lack ending punctuation. Invite students to exchange sentences with partners and to edit partners' sentences by placing correct punctuation marks at the ends of the sentences. Instruct students to return sentences to original authors to check for accuracy. Guide student pairs to debrief incorrect uses of end punctuation.



(NCSCOS: L.1.2 Punctuation, DOK: 1, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard NCSCOS.RL.1.6




Activity: What's Your View

 15 min. 

Have pairs of students read or listen to read alouds of familiar folktales or fairy tales. Direct partners to retell the stories from different characters' points of view (e.g., Students retell "Cinderella" from the viewpoint of Cinderella or from the viewpoint of one of the stepsisters.). After the activity, debrief with students strategies they used for focusing on single characters and retelling the stories from different perspectives.

(NCSCOS: RL.1.6, DOK: 2, RBT: Analyze)

Activity: Who's Telling?

 15 min.  

Have students work with partners to read literary texts. After each paragraph is read, instruct one partner to identify who is telling the stories. Have partners confirm accuracy of the identifications and then continue reading. If stories are read aloud, pause at the end of each paragraph to allow partners to discuss who is telling the stories at those points.

(NCSCOS: RL.1.6, DOK: 2, RBT: Analyze)

Focus Standard NCSCOS.L.1.2

NCSCOS.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Punctuation

- Use commas in dates




Activity: Birthday Commas

 15 min.  

Instruct students to write their birthdates on note cards and tell them to omit the punctuation. Have students exchange note cards with partners. Tell partners to insert the correct punctuation. Have pairs discuss the added punctuation for accuracy. Repeat the activity with other dates that are important to students.

(NCSCOS: L.1.2 Punctuation, DOK: 1, RBT: Apply)

Activity: Daily Dates

 15 min.  

As a daily practice, write the day's date without correct punctuation on the classroom board. Have students insert the correct punctuation. Discuss the addition of the punctuation for accuracy. Challenge students to locate dates in their daily lives and lead discussions of those dates and the correct punctuation of the dates.

(NCSCOS: L.1.2 punctuation, DOK: 1, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard NCSCOS.RI.1.3

Activity: Find the Connections

 15 min.   

Have students read or listen to read alouds of displayed informational texts that describe two or more people, animals, places, or objects. Direct students to identify two of the people, animals, places, or objects described in the texts and use the outer sections of *Venn diagrams* to record differences between them. Guide students to review the texts a second time to identify similarities between the people, animals, places, or things (e.g., _____ *and* _____ *lived during the same time period.* _____ *and* _____ *are made using similar materials.*). Direct students to record the connections in the intersection of the *Venn diagrams*. Have students debrief the *Venn diagrams* with small groups.

(NCSCOS: RI.1.3, DOK: 3, RBT: Understand)

Activity: Physical Connections

 15 min.   

Prepare sets of paired note cards that describe connected events or information from the unit assessment text (e.g., Card one: *Ben Franklin enjoyed reading.* Card two: *Ben Franklin started America's first library.*). Distribute cards and ask students to stand and read aloud the cards. Ask students with the connected cards to stand, walk to the partners, and form physical connections (e.g., stand back to back, maintain a high-five position). Repeat until all cards have been read aloud and connected.

(NCSCOS: RI.1.3, DOK: 3, RBT: Understand)




Focus Standard NCSCOS.L.1.1

NCSCOS.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Determiners

- Use determiners




Activity: Determiner Additions

 15 min.  

Display numbered sentences with missing articles or demonstratives. Have students work with partners and supply and record appropriate articles or demonstratives to complete the numbered sentences. Allow partners to share their sentences and brainstorm other articles or demonstratives that might be placed in the blanks.

(NCSCOS: L.1.1 Determiners, DOK: 1, RBT: Apply)

Activity: Find the Determiners

 15 min.  

Display and read aloud literary or informational texts. Invite students to perform gestures (e.g., snapping fingers, clapping hands, stamping feet) when they hear determiners (i.e., *a, an, the*). Ask students to identify the nouns the determiners modify and the reasons for the choices of the articles.

(NCSCOS: L.1.1. Determiners, DOK: 1, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard NCSCOS.RL.1.3

Activity: Needs and Wants

🕒 15 min. 👤 🧑🧑🧑

Read aloud familiar stories to students. Display the following sentence frames: _____ *wants to* _____, *so he/she* _____. _____ *needs* _____, *so he/she* _____. Guide students to use the frames to identify what the main characters in the stories want or need, what they do, and what happens to them as a result of their wants or needs (e.g., *Clifford wants to join the circus, so he sneaks into the circus tent.*). Continue guiding students to identify these cause-and-effect relationships and use these relationships to discuss the outcomes of the major events in the stories.

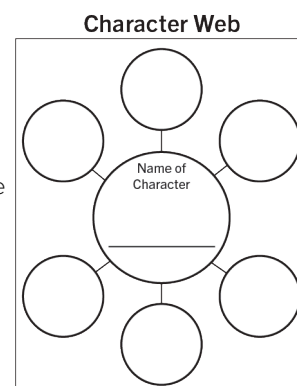
(NCSCOS: RL.1.3, DOK: 2, RBT: Understand)

Activity: Character Web

🕒 15 min. 👤 👤 👤 🧑🧑🧑

Read aloud stories. Ask students to work with partners to select characters from the stories and retell the characters' actions. After pairs share with the large group, model choosing individual characters and completing *Character Web* graphic organizers to describe the characters based on their actions and characteristics (e.g., *Cinderella: hard working, kind, forgiving*). Have students provide key details that support the descriptions and record on the posted *Character Web*. Extend student thinking by having small groups collaboratively read stories and complete *Character Webs* as modeled in the large group activity.

(NCSCOS: RL.1.3, DOK: 2, RBT: Understand)



Focus Standard NCSCOS.L.1.1

NCSCOS.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Nouns

- Form frequently occurring nouns; form regular plural nouns (/s/ or /es/)
- Use common, proper, and possessive nouns

Activity: Find the Nouns

🕒 15 min. 👤 👤 👤

Guide students to create three-column charts labeled *Common Noun*, *Proper Noun*, *Possessive Noun*. Have students move about the classroom and record common, proper, and possessive nouns on their charts. Have students work with partners to write brief compositions that include at least two of the common nouns, at least two of the proper nouns, and at least two of the possessive nouns. Instruct students to exchange compositions with other sets of partners to edit drafts, checking for the accurate usage of the common, proper, and possessive nouns.

(NCSCOS: L.1.1 Nouns, DOK: 1, RBT: Apply)

Activity: Two-Way Nouns

🕒 15 min. 👤 👤

Have small groups of students create two-column charts labeled *Singular Noun*, *Plural Noun*. Post a list of nouns that have regular plural forms. Direct groups to record the singular nouns in the *Singular Noun* columns. Then, instruct groups to work together to determine the plural forms of the nouns and write those in the *Plural Noun* columns. Have groups share their responses in the large group to check for accuracy.




(NCSCOS: L.1.1 Nouns, DOK: 1, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard NCSCOS.RI.1.6, NCSCOS.RI.1.7



Activity: Race to the Answer

 15 min.  

Using informational picture books, prepare sets of questions that require students to use the pictures/illustrations and the words to answer the questions. Provide small groups of students with the books and allow students to read the picture books independently. Instruct students to study the pictures/illustrations. Have students race to locate the answers to questions using the pictures/illustrations or words from the books. Direct students to stand when they locate answers to the questions. Ask students to state the sources of the answers (e.g., *using the pictures/illustrations, using the words, or using both words and pictures/illustrations*). Allow group members to confirm accuracy of the responses using evidence from the books.

(NCSCOS: RI.1.6, RI.1.7, DOK: 2, RBT: Understand/Apply)

Activity: Guide the Reading

 15 min. 

Provide students with questions to use as they read or listen to read alouds of informational picture books. Questions might include: *What is the topic of the text? How do you know? What information do the pictures/illustrations provide about the topic? What words in the text provide information about the topic? What details do the pictures/illustrations provide? What details do the words provide? How might you use the pictures/illustrations and the words together to better comprehend the information about the topic?* Ask students to record answers to questions and to use the information to write sentences about the topics of the texts.

(NCSCOS: RI.1.6, RI.1.7, DOK: 2, RBT: Understand/Apply)




Focus Standard NCSCOS.L.1.1

NCSCOS.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Conjunctions

- Use frequently occurring conjunctions




Activity: Compounds and Conjunctions

 15 min.  

Prepare a spinner labeled *Compound Subject, Compound Predicate, Compound Sentence*. Display simple sentences with simple subjects and predicates and simple sentences. Spin the spinner to determine the revision students should make to the displayed sentences. Have students orally revise the sentences following the directions on the spinner. Debrief student responses for accuracy or needed corrections.

(NCSCOS: L.1.1 Conjunctions, DOK: 1, RBT: Apply)

Activity: Conjunction Choice

 15 min.  

Display the following conjunctions: *and, but, or, so, because*. Have students choose conjunctions and write sentences that use the conjunctions to join two ideas, including subjects, predicates, or sentences. Direct students to underline the conjunctions in their sentences. Instruct students to form small groups, share sentences, and discuss the sentences for the accurate use of the conjunctions.

(NCSCOS: L.1.1 Conjunctions, DOK: 1, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard NCSCOS.RL.1.1




Activity: Partner Find

 15 min.  

Have students select picture books and write *who*, *what*, *where*, *when*, *why*, and *how* questions about the books. Direct students to work with partners and exchange questions and books. Instruct partners to locate and record answers to the questions. Have students debrief partners' responses to confirm accuracy or to correct errors.

(NCSCOS: RL.1.1, DOK: 2, RBT: Understand)

Activity: Post It

 15 min.  

Have students complete *Picture Walks* of texts prior to independent reading or listening to read alouds of the texts. Instruct students to develop questions based on the pictures and record the questions on sticky notes. As they read the books or listen to the read alouds, ask students to record answers to their questions and place the sticky notes on the pages where the answers are located or displayed.

(NCSCOS: RL.1.1, DOK: 2, RBT: Understand/Apply)




Focus Standard NCSCOS.L.1.2

NCSCOS.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Spelling

- Write a letter or letters for most consonant and short-vowel sounds
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships
- Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions
- Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words




Activity: Spotlight on Correct Spelling

 15 min.  

Display or post pairs of words using consonant and short vowel sounds, one spelled correctly and one spelled incorrectly. Dim the lights and read aloud displayed words. Invite students to shine a flashlight on the correctly spelled words. Correct or confirm responses as needed, discussing strategies to help recall the spellings of the words.

(NCSCOS: L.1.2 Spelling, DOK: 1, RBT: Apply)

Activity: Flash Spelling

 15 min.  

Have students prepare cards with *Correct* in green on front sides and *Incorrect* in red on reverse sides. Flash correctly spelled and incorrectly spelled words with short vowel sounds. Direct students to display appropriate cards to signal correctly spelled or incorrectly spelled words. Instruct students to record the correct spellings of incorrectly spelled words on papers. Allow students to correct or confirm responses using print or digital resources.




(NCSCOS: L.1.2 Spelling, DOK: 1, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard NCSCOS.RI.1.9




Activity: What Does Yours Say?

 15 min.  

Have students work with partners. Give each pair two texts on the same topic, and direct each partner to read one of the texts. After partners have read assigned texts, post the following sentence frames: *My text was about* _____. Have students record responses to complete the frames and to provide details from the assigned texts to support the responses. After students share responses, post this sentence frame: *My text is different from your text because* _____. Direct partners to discuss similarities and differences in their texts using this frame. Invite partners to share with the large group the learning from this activity.

(NCSCOS: RI.1.9, DOK: 3, RBT: Understand)

Activity: Circle the Similarities

 15 min.  

After reading or listening to read alouds of two texts on the same topic, direct students to fold sheets of paper in half and label top halves with titles of first texts and bottom halves with titles of second texts. Have students list key details from the texts on papers in the appropriate sections. Guide students to compare the lists to identify and circle the details that are similar in both texts. In the large group, have students note the details that are not circled and discuss the differences these details indicate.

(NCSCOS: RI.1.9, DOK: 3, RBT: Understand)




Focus Standard NCSCOS.L.1.1

NCSCOS.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Sentences

- Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences
- Understand and use question words




Activity: Sentence Columns

 15 min.  

Have students create two-column charts labeled *Simple*, *Compound*. Display examples of simple and compound sentences and direct students to place the examples in appropriate columns. Have students share responses with small groups to confirm accuracy of sentence placement and to correct misunderstandings.

(NCSCOS: L.1.1 Sentences, DOK: 1, RBT: Apply)

Activity: Question Chat

 15 min.  

Instruct students to write three interrogative sentences. Have students exchange sentences with partners. Have partners circle the question words used in the sentences. Direct student pairs to debrief circled question words in sentences.

(NCSCOS: L.1.1 Sentences, DOK: 1, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard NCSCOS.RI.1.2

Activity: Main Topic Match

 15 min.   

Prepare main topic cards for 2–3 informational texts. After reading or listening to read alouds of the texts, have students match the main topic cards to the appropriate texts. Direct students to select texts and record key details from the texts that support the main topics. Ask students to discuss with partners how the identified key details support the main topics of the texts. Debrief responses in the large group to confirm accuracy or to correct misunderstandings.

(NCSCOS: RI.1.2, DOK: 2, RBT: Understand)

Activity: Organize It!

 15 min.   

Provide a variety of graphic organizers for students to use to record main topics and key details located in informational texts (e.g., *Outline, Web, Text Links*). Invite students to share organizers with partners or the large group.

(NCSCOS: RI.1.2, DOK: 2, RBT: Understand)




Focus Standard NCSCOS.L.1.2

NCSCOS.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Spelling

- Write a letter or letters for most consonant and short-vowel sounds
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships
- Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions
- Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words




Activity: Word Call

 15 min.  

Read aloud words that require students to draw on phonemic awareness and spelling conventions in order to spell the words correctly. As words are read, have students write and spell the words correctly on sticky notes. Guide students to sort the words based on strategies applied and to post in categories on a *Word Wall*. Debrief the categories and support students as they draw conclusions about the categories and how they apply to correct spellings of the words.

(NCSCOS: L.1.2 Spelling, DOK: 1, RBT: Apply)

Activity: Spelling Cards

 15 min.  

Prepare sets of note cards that each contain a letter in a word. Distribute sets of note cards to small groups. Have students arrange the note cards to spell words collaboratively. Allow small groups to share spelled words in the large group to ensure correct spellings.



(NCSCOS: L.1.2 Spelling, DOK: 1, RBT: Apply)

Interventions

Review the Intervention Activities and determine those you will use to support student understanding of the unit standards.

Focus Standard NCSCOS.RL.1.2

Activity: Steps to Retelling

 15 min. 

Post these steps to guide students as they retell stories. Debrief student retellings to support understanding and mastery of this standard.

1. Read the story and think about what the story is mainly about.
2. Write the names of the main character(s) and record the setting.
3. Identify and record who is telling the story.
4. Write the events of the story in the order they occur.
5. Use the recorded information to retell the story.

(NCSCOS: RL.1.2, DOK: 2, RBT: Understand)

Activity: Literary Work

 15 min.  

Have students work in small groups and read or listen to read alouds of familiar fairy tales or folktales. Ask groups to record main events on sentence strips. Have groups use the sentence strips to retell the stories. Guide students to discuss the characters and events to determine central messages or lessons of the fairy tales or folktales. Debrief small group responses in the large group.

(NCSCOS: RL.1.2, DOK: 2, RBT: Understand)




Focus Standard NCSCOS.L.1.1

NCSCOS.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Subject/Verb Agreement

- Use singular and plural nouns with matching verbs in basic sentences


Activity: Correct the Sentences

 15 min.  

Post several simple sentences – some that use nouns and verbs that match correctly and some that use nouns and verbs that do not match. Ask students to read the sentences, identify the nouns that function as the subjects, and identify the matching verbs. Guide students to determine if the nouns/subjects match the verbs. If not, support students as they correct nouns/subjects that do not match.

(NCSCOS: L.1.1 Subject/Verb Agreement, DOK: 1, RBT: Apply)

Activity: Verb Agree

 15 min.  

Post a list of singular and plural nouns. In small groups, have students create a three-column chart labeled *Singular*, *Plural*, *Verb*. Instruct groups to write the nouns in *Singular* or *Plural* columns. Have groups collaborate to determine verbs that agree with the singular or plural nouns and write those verbs in *Verb* columns. Have groups share their responses with the large group.

(NCSCOS: L.1.1 Subject/Verb Agreement, DOK: 1, RBT: Apply)