

AAPS Blended Unit Planning Document #2

Grade Level/Content Area

1st Grade/Words Families

Unit Title

-at Family

Unit Abstract

A description of the featured unit of study that characterizes the subject matter to be studied and states very generally what students are expected to learn and the types of learning activities that will be conducted to provide opportunities for learning.

In this lesson, students will use blending skills and rhyming knowledge to learn -at family words. Students will be able to write simple 3-5 word sentences using -at family words. Students will need to blend these words together.

Standards/Benchmarks

Identifying Expectations and Standards helps to ensure curricular alignment.

Are the appropriate goals (ie: content standards, benchmarks, curriculum objectives) identified?

RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A. Distinguish long from short vowel sounds in spoken single-syllable words. B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Essential Questions

A meaning of “essential” involves important questions that recur throughout one’s life. Such questions are broad in scope and timeless by nature. They are perpetually arguable – What is justice? Is art a matter of taste or principles? How far should we tamper with our own biology and chemistry? Is science compatible with religion? Is an author’s view privileged in determining the meaning of a text? We may arrive at or be helped to grasp understandings for these questions, but we soon learn that answers to them are invariably provisional. In other words, we are liable to change our minds in response to reflection and

experience concerning such questions as we go through life, and that such changes of mind are not only expected but beneficial. A good education is grounded in such life-long questions, even if we sometimes lose sight of them while focusing on content mastery. The big-idea questions signal that education is not just about learning “the answer” but about learning how to learn. (Wiggins, Understanding by Design)

What does it mean to be an -at family word?
What types of consonant and vowel patterns are there?

Student will know...

Summarizing the key content by setting up knowledge and skill goals for the unit helps designers focus lesson content.

Students will know word blends. Students will know letter sounds. Students will know how to make a sentence with a capital and end with punctuation.

Students will be able to....

Summarizing the key skills goals for the unit helps designers focus lesson content.

Students will be able to blend letter sounds to make words that end in -at.
Students will be able to make sentences 3-5 words in length.
Students will be able to read words that are 3 to 5 letters in length using an -at ending.

Current Teaching Design*

List every activity that you currently complete in your traditional classroom situation to teach this unit.

Pre Teaching - Students listen to the book the Cat in The Hat and try to find the at words that they see.
Small Group - Students learn phonemic sounds in small group. Students play games to change the beginning sound to come up with words. Students have the match the word to the picture. Students will find at words that are in books that are familiar.
Whole Group - Students make sentences with 3 to 5 word sentences as a whole group. Students have to fill in the blank to complete sentences.

Models

Recommended models for implementation. (ie flex, station rotation, lab rotation, flipped, individual, A La Carte, enriched virtual)

Whole Group

Instruction and Activities

Based on what you have learned so far what instruction and activities will students engage with in the face-to-face (F2F) environment? Which will you now move to the online environment? For more support in planning this way, [watch this video](#).

F2F	Online
<p>Day 1: Pre Teaching- Students listen to the read aloud Cat in The Hat. Students look at the first couple of pages of the book under a document camera and have to circle the words that have -at in them.</p> <p>Day 2: Group 1: Students work on reviewing letter sounds and blending two sounds together.</p> <p>Day 3: Group 1: Students will create an art activity where they need to make a kite with the ending of -at on it. They will then need to add bows to the tail with different -at family words on them.</p> <p>Day 4: Group 1: Students will work to complete fill in the blank sentences based on a picture that they see. They will have to write in the -at word that makes sense to the picture.</p> <p>Day 5: Whole group-Students will make silly sentences with other students in the class by coming up with the next word in a sentence. The sentence will have to have between 2 and 3 -at family words.</p>	<p>Day 1: No online component</p> <p>Day 2: Group 2: Students engage with TapIt. Students will move different letters in front of the -at ending to try to come up with words. This will be done through an interactive boardmaker activity (https://www.boardmakeronline.com/).</p> <p>Day 3: Group 2: Students will complete a goosechase in small groups with an adult assistance. Students will complete an adapted write the room activity with at family words where they need to go find the picture cards that are placed around the building.</p> <p>Day 4: Students will independently engage with DT trainer (http://www.dttrainer.com). Students will need to match pictures to the corresponding -at family words.</p> <p>Day 5: Whole group: Students will complete a whole group plickers (https://www.plickers.com) activity. The next questions will be to determine what word the teacher is saying based on the sounds that are being blended.</p>

Assessments

Based on what you have learned so far what instruction assessments will students engage with in the face-to-face (F2F) environment? Which will you now move to the online environment? Think about how you balance your assessment strategies (formative and summative).

F2F	Online
Day 4: Students need to use comprehension skills to fill in the blank when shown a picture that displays an -at family word.	Day 5: Students will be completing a plicker activity and will have to pick between 2 different words to determine what the word is based on the sounds that the teacher is saying in order.

Resources

A selected repertoire of high quality resources that would equip a teacher to teach the unit is listed here.

F2F	Online
Fill in the blank worksheet using images that are meaningful to the student to increase comprehension.	https://www.boardmakeronline.com/ http://www.dttrainer.com https://www.plickers.com

TO-DO*

What items must you complete in order to finish the creation of this unit. If any of the items to the right must be modified for online delivery list it here. For example, create a short podcast, find a YouTube video, write a discussion question, re-write directions for an activity so it can take place online.

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