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# ELA Unit Plan

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Dates:

## ELA Essential Standards Addressed in this Unit

- 22. Use content knowledge built during read-alouds and independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing
- 24. Identify the main idea and supporting details of literary and informational texts. a. Explain how the supporting details contribute to the main idea. b. Recount or summarize key ideas from the text.
- 25. Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats. a. Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations. b. Explain how specific features can clarify a text or enhance comprehension.
- 35. Demonstrate listening skills and build background knowledge by asking and answering questions about texts read aloud.

## Week 1

### Phonological/Phonemic Awareness

Heggerty: Rhyme Recognition, Onset Fluency, Blending Phonemes, Isolating Final/Medial Sounds, Segmenting Phonemes, Adding Phonemes, Deleting Phonemes, Substituting Phonemes

Day 1: Week 23-Monday

Day 2: Week 23-Tuesday

Day 3: Week 23-Wednesday

Day 4: Week 23- Thursday

Day 5: Week 23- Friday

### Phonics/Fluency

Day 1-2: [Lesson 2-10a Beginning "l" Blends](#)

- [Multisensory Lesson](#)

Day 3-4: [Lesson 2-10b Beginning "r" Blends](#)

- [Multisensory Lesson](#)

[Beginning l & r Blends Resources](#)

[Week 7 Assessment](#)

### Oral Language/Comprehension/Vocabulary

#### [Student Book](#)

#### [Geography of Americas Vocab](#)

Day 1 & 2: [CKLA Geography of the Americas](#)

[Chapter 1 p. 20-28](#) (will take 2 days to cover)

[Chapter 1 Activity Pages 123-126](#)

Day 3 - 5: [CKLA Geography of the Americas](#)

[Chapter 2 p. 29-49](#)

[2.1 & 2.2 Activity Images](#)

(will take 2-3 days to cover)

[Chapter 2 Activity Pages](#)[Five Oceans Song](#)

#### Social Studies:

Day 1 & 2: [Five Oceans Song](#)[Seven Continents Song](#) Listen to these songs multiple times.

Day 3 & 4: [Continental Map Puzzle](#)

Day 5: can use map puzzle as assessment

## Week 2

### Phonological/Phonemic Awareness

Heggerty: Rhyme Recognition, Onset Fluency, Blending Phonemes, Isolating Final/Medial Sounds, Segmenting Phonemes, Adding Phonemes, Deleting Phonemes, Substituting Phonemes

Day 1: Week 24-Monday

Day 2: Week 24-Tuesday

Day 3: Week 24-Wednesday

Day 4: Week 24- Thursday

Day 5: Week 24- Friday

### Phonics/Fluency

Day 1-5 : Day 1-5: [Lesson 2-10c Beginning "s" Blends](#)

- [Multisensory Lesson](#)
- [Beginning "s" Blends Resources](#)

[Beginning "s" Blends Assessment](#)

### Oral Language/Comprehension/Vocabulary

Day 1 & 2: Finish [CKLA Geography of the Americas](#)

[Chapter 2 p. 29-49](#)

[2.1 & 2.2 Activity Images](#)

[Chapter 2 Activity Pages](#)

Day 3&4: [Ch. 3 CKLA Geography of the Americas](#)

Day 5: [Make a Map CFA](#)

## Week 3

### Phonological/Phonemic Awareness

Heggerty: Rhyme Recognition, Onset Fluency, Blending Phonemes, Isolating Final/Medial Sounds, Segmenting Phonemes, Adding Phonemes, Deleting Phonemes, Substituting Phonemes

Day 1: Week 25-Monday

Day 2: Week 25-Tuesday

Day 3: Week 25-Wednesday

Day 4: Week 25- Thursday

Day 5: Week 25- Friday

### Phonics/Fluency

Day 1-2: [Lesson 2-10d Three Letter & Misc. Blends](#)

- [Multisensory Lesson](#)
- [3 Letter Blends Resources](#)

[3 Letter Blends/Misc Blends Assessment](#)

### Oral Language/Comprehension/Vocabulary

Day 1: Students will practice finding key information in text features and a short passage about [BATS](#).

Students will label [Bat Parts](#).

Day 2: Students will read and describe the steps and connections in the [Bat Life Cycle](#).

Students will put the [Bat Life Cycle](#) (labels & pictures) in order.

Day 3: Students will practice finding key information in text features and a short passage about [spiders](#).

Students will label the spider body parts.

Day 4: Students will read and describe the steps and connections in the [spider life cycle](#) (passage & sort).

Students will put the spider life cycle (labels & pictures) in order.

Day 5: Life cycle of a pumpkin assessment (use text features to locate key information and answer questions). Test by copier. Students will create [life cycle craft](#)

## Week 4

### Phonological/Phonemic Awareness

Heggerty: Rhyme Recognition, Onset Fluency, Blending Phonemes, Isolating Final/Medial Sounds, Segmenting Phonemes, Adding Phonemes, Deleting Phonemes, Substituting Phonemes

Day 1: Week 26-Monday

Day 2: Week 26-Tuesday

Day 3: Week 26-Wednesday

Day 4: Week 26- Thursday

Day 5: Week 26- Friday

### Phonics/Fluency

Day 1-2: [Lesson 2-12 Y as a Chameleon](#)

- [Multisensory Lesson](#)
- [Y as a Chameleon Resources](#)

[Y as a Chameleon Assessment](#)

### Oral Language/Comprehension/Vocabulary

Day 1: Spaghetti example (picture from book linked below):

[Pg. 1](#) [Pg. 2](#), [main idea passage practice](#)

[More main idea passages practice](#)

Day 2-3: [CKLA Ch. 4](#) While reading have students come up with headings based on main idea (discuss main idea & details while reading)

Day 4-5: [Caption This!](#) continue [CKLA Ch. 4](#) have students create captions for text pictures

## Week 5

### Phonological/Phonemic Awareness

Heggerty: Rhyme Recognition, Onset Fluency, Blending Phonemes, Isolating Final/Medial Sounds, Segmenting Phonemes, Adding Phonemes, Deleting Phonemes, Substituting Phonemes

Day 1: Week 27-Monday

Day 2: Week 27-Tuesday

Day 3: Week 27-Wednesday

Day 4: Week 27- Thursday

Day 5: Week 27- Friday

### Phonics/Fluency

Day 1-5: [Lesson 2-13a Ending "l" Blends](#)

- [Multisensory Lesson](#)
- [Ending Blends Resources](#)

[Ending "l" Blends Assessment](#)

### Oral Language/Comprehension/Vocabulary

Day 1: Review [vocabulary](#). Listen/read Stone Soup. Put the [pictures](#) and/or [sentences](#) in sequential order.

Day 2: Review vocabulary. Retell Stone Soup in sequential order. Discuss and write how to make stone soup using the [anchor chart](#).

Day 3: Review vocabulary. [Vocabulary word match \(pg.2\)](#) Discuss story elements in Stone Soup (characters, setting, beginning, middle, end, problem, & solution). Discuss how characters respond to major events in the story and how their feelings change. [Anchor chart & questions \(use only what applies\)](#)

Day 4: Review vocabulary. Discuss major events in the story and how characters respond and change throughout the story. [Anchor Chart](#)

Day 5: Vocabulary Assessment. Students will write their own recipe. Students will list ingredients and use sequence words to explain how to make their recipe. Students will also use the directed drawing to draw a chef to go with their recipe. [Vocabulary Assessment, drawing, & writing](#)

Additional Practice Passages for sequence & making connections: [1 text](#) [3 texts](#)

Additional Practice Passages for how a character responds to major events:

[Resource 1](#) [Resource 2](#) [Resource 3](#) [Resource 4](#)

## Week 6

### Phonological/Phonemic Awareness

Heggerty: Rhyme Recognition, Onset Fluency, Blending Phonemes, Isolating Final/Medial Sounds, Segmenting Phonemes, Adding Phonemes, Deleting Phonemes, Substituting Phonemes

Day 1: Week 28-Monday

Day 2: Week 28-Tuesday

Day 3: Week 28-Wednesday

Day 4: Week 28- Thursday

Day 5: Week 28- Friday

### Phonics/Fluency

Day 1-5: [Lesson 2-13b Ending t Blends](#)

- [Multisensory Lesson](#)
- [Ending Blends Resources](#)

[Ending "t" Blends Assessment](#)

### Oral Language/Comprehension/Vocabulary

Day 1: Review [Vocabulary](#). Listen/read Turk & Runt. Put the [sentences](#) in sequential order.

Day 2: Review [Vocabulary](#). Retell Turk & Runt in sequential order. Describe Turk & Runt, the problem, solution & have students make suggestions for what the turkey family should do next fall. [anchor chart. Ask questions that apply](#)

Day 3: Review [Vocabulary](#). [Vocabulary word match \(pg.2\)](#) Discuss story elements in Stone Soup (characters, setting, beginning, middle, end, problem, & solution). Discuss how characters respond to major events in the story and how their feelings change. [Character Response Anchor Chart](#). Complete graphic organizer about how characters respond to events [Graphic Organizer 1](#) OR [Graphic ORganizer 2](#)

Day 4: Review vocabulary. Discuss major events in the story and how characters respond and change throughout the story.

Day 5: Vocabulary Assessment. Students will write about how 1 character responds to the major events in the story. Students will choose Turk or Runt and write how he responds to 2 different events in the story. Students can also write what he/she would do next fall. Students will also use the directed drawing to draw a turkey or make turkey craft to go with their writing. [Vocabulary Assessment, drawing, & writing](#)

[CFA Part 1](#) [Part 2](#)

Additional Practice Passages for sequence & making connections: [1 text](#) [3 texts](#)

[CFA Part 1](#) [Part 2](#)

Additional Practice Passages for how a character responds to major events:

[Resource 1](#) [Resource 2](#) [Resource 3](#) [Resource 4](#)

### Writing



## Week 7

### Phonological/Phonemic Awareness

Heggerty: Rhyme Recognition, Onset Fluency, Blending Phonemes, Isolating Final/Medial Sounds, Segmenting Phonemes, Adding Phonemes, Deleting Phonemes, Substituting Phonemes

Day 1: Week 29-Monday

Day 2: Week 29-Tuesday

Day 3: Week 29-Wednesday

Day 4: Week 29- Thursday

Day 5: Week 29- Friday

### Phonics/Fluency

Day 1: [Lesson 2-13c Miscellaneous Ending Blends](#)

- [Multisensory Lesson](#)
- [Ending Blends Resources](#)

[Week 6 Assessment](#)

### Oral Language/Comprehension/Vocabulary

Day 1: Introduce [VOCABULARY](#)

Use [VIDEO](#) to review how characters respond to events (from ACAP resource) Listen/Read to ["Who's Knocking On Christmas Eve"](#)  
Discuss: Identify and describe characters. Identify major events and challenges in a story. (per ACAP resource-instructional outcomes)

Day 2: Review [VOCABULARY](#). Review characters, events, & response

[Graphic Organizer](#): Character Response Major Event/Challenge: What does the text say about the character? Why does the character act this way? 3. Lead a classroom discussion about the character. Prompt students to use a sentence frame to describe the character's response such as "The character XYZ responds to \_\_\_\_\_ by \_\_\_\_\_. The character does this because \_\_\_\_\_." \*Discuss with character: Kyri

Day 3: Review [VOCABULARY](#) Practice using [VOCAB IN SENTENCES](#) [Graphic Organizer](#): Character Response Major Event/Challenge: What does the text say about the character? Why does the character act this way? 3. Lead a classroom discussion about the character. Prompt students to use a sentence frame to describe the character's response such as "The character XYZ responds to \_\_\_\_\_ by \_\_\_\_\_. The character does this because \_\_\_\_\_." \*Discuss with character: the boy

Day 4: Review [VOCABULARY](#) [Graphic Organizer](#): Character Response Major Event/Challenge: What does the text say about the character? Why does the character act this way? 3. Lead a classroom discussion about the character. Prompt students to use a sentence frame to describe the character's response such as "The character XYZ responds to \_\_\_\_\_ by \_\_\_\_\_. The character does this because \_\_\_\_\_." \*Discuss with character: trolls

Day 5: Review [VOCABULARY](#) & [Assess Vocabulary](#)

Assess [Character Response](#)

[ACAP Resource 1](#) [ACAP Resource 2](#)

Additional Practice Passages for how a character responds to major events:

[Resource 1](#) [Resource 2](#) [Resource 3](#) [Resource 4](#)

## Week 8

### Phonological/Phonemic Awareness

Heggerty: Rhyme Recognition, Onset Fluency, Blending Phonemes, Isolating Final/Medial Sounds, Segmenting Phonemes, Adding Phonemes, Deleting Phonemes, Substituting Phonemes

Day 1: Week 30-Monday

Day 2: Week 30-Tuesday

Day 3: Week 30-Wednesday

Day 4: Week 30- Thursday

Day 5: Week 30- Friday

### Phonics/Fluency

Day 1-5: [Lesson 2-14 Practice with Ending Blends](#)

- [Multisensory Lesson](#)
- [Ending Blends Resources](#)

[Practice with Ending Blends Assessment](#)

### Oral Language/Comprehension/Vocabulary

Day 1: Introduce [VOCABULARY](#)

How do you recount a story? [The Legend of the Poinsettia](#) [The Legend of the Poinsettia](#)

1. Students have been recounting and retelling stories since kindergarten, but will need to review how to recount a story. Review with students how to recount or retell a story using characters, setting, and major plot details from the beginning, middle, and end of the text (e.g., [How to Retell a Story Video](#)). Select a short literary text (e.g., fable, folktale). [Fables/Folktales](#) Lead a guided reading of the text, noting the characters, setting, problem, solution, and major plot points on a graphic organizer (e.g., [Story Map graphic organizer](#))

Day 2: Review [VOCABULARY](#) What is a central message? What is a lesson? What is a moral? How do you determine the central message, lesson, or moral of a story? Using [The Legend of the Poinsettia](#)

1. Students learn about how to determine central messages, lessons, and morals of stories through key details in a text beginning in first grade. Remind students that a central message is what the author is trying to tell the reader through the text, and lessons or morals are specific types of central messages. Select or create a short literary text (e.g., paragraph story) that has a clear central message (e.g., "It's important to try something new.", "New friends can be found in unexpected places."). Lead a guided reading of the text and underline key details that help point out the central message that the author is trying to

convey. Remind students that a central message is often a life lesson. Remind students that fables will have a “moral” or a line that explains what the lesson is.

2. Select a short literary text (e.g., fable, folktale). Have students work in small groups or pairs to determine the central message, lesson, or moral of the text. Have students work together to read the text aloud. Then have students discuss what each thinks the central message, lesson, or moral of the text is. Have students use sticky notes to mark places in the text that help support what the message, lesson, or moral of the text is. Lead a classroom discussion about their findings. Have students practice using sentence frames to describe their findings such as “I think the lesson of the text is \_\_\_\_\_. One detail that showed me that was \_\_\_\_\_. Another detail was \_\_\_\_\_.”

3. Select a longer literary text (e.g., fable, folktale). Have students read the literary text independently. In a reading journal or on a designated worksheet, have students note details that convey the message, lesson, or moral of the text. Have students respond to a writing prompt such as “What is the message/lesson/moral of the text? What details from the text tell you this? Support your answer with text evidence.” (center) [Graphic Organizer](#)

Day 3: Review [VOCABULARY](#) Using [The Legend of the Poinsettia](#) have students practice using sentence frames to describe their findings such as “I think the lesson of the text is \_\_\_\_\_. One detail that showed me that was \_\_\_\_\_. Another detail was \_\_\_\_\_.” [Graphic Organizer](#)

Day 4: Review [VOCABULARY](#) Using [The Legend of the Poinsettia](#) have students practice using sentence frames to describe their findings such as “I think the lesson of the text is \_\_\_\_\_. One detail that showed me that was \_\_\_\_\_. Another detail was \_\_\_\_\_.” [Graphic Organizer](#)

Day 5: Assess [VOCABULARY](#)

[ACAP Resource 1](#)

## Week 9

### Phonological/Phonemic Awareness

Heggerty: Rhyme Recognition, Onset Fluency, Blending Phonemes, Isolating Final/Medial Sounds, Segmenting Phonemes, Adding Phonemes, Deleting Phonemes, Substituting Phonemes

Day 1: Week 31-Monday

Day 2: Week 31-Tuesday

Day 3: Week 31-Wednesday

Day 4: Week 31- Thursday

Day 5: Week 31- Friday

### Phonics/Fluency

Day 1-5: [Lesson 2-15 Practice with All Blends](#)

- [Multisensory Lesson](#)
- [Beginning l & r Blends Resources](#)
- [beginning "s" Blends Resources](#)
- [3 Letter Blends Resources](#)
- [Ending Blends Resources](#)

[Practice with All Blends Assessment](#)

### Oral Language/Comprehension/Vocabulary

Day 1: Christmas Around the World: [Slides](#) OR [Book](#)  
Kwanza & American traditions. Write about Christmas & Kwanza in America. [Writing paper](#) Begin describing holiday traditions on a brainstorming page/[graphic organizer](#). [CRAFT CRAFT OPTION 2 CRAFT OPTION 3](#)

Day 2: Christmas Around the World: [Slides](#) OR [Book](#)  
Hanukkah in Israel. Students will make a dreidel. Write about Hanukkah in Israel. Write holiday traditions rough draft. [CRAFT](#)

Day 3: Christmas Around the World: [Slides](#) OR [Book](#)  
Mexico. Students will make a poinsettia. Write about Christmas in Mexico. Edit holiday traditions rough draft. [CRAFT CRAFT OPTION 2](#)

Day 4: Christmas Around the World: [Slides](#) OR [Book](#)  
Diwali in India. Students will make a paper lantern. Write about Diwali in India. Write holiday traditions final draft. [CRAFT](#)

Day 5: Put all of the information written about in a suitcase with a passport.

[Passport](#) [Passport Stamps Suitcase](#)

[Christmas Around the World Files](#)

### Writing

Day 1: Begin describing holiday traditions on a brainstorming page/[graphic organizer](#).

Day 2: Write holiday traditions rough draft

Day 3: Edit holiday traditions rough draft.

Day 4: Write holiday traditions final draft.

