

Trucks and Community Workers

Creating Instructional Unit Resource Guides
Based on Principles of Universal Design and Differentiated Instruction.



Trucks and Community Workers
First Grade
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Author's Note

This is my second year teaching first grade at Mt. Healthy Elementary School. I am the inclusion teacher for first grade. This year I have two students with an Individual Education Plan. My students are beginning to have a basic understanding of computer operations. I am also working as the technology coach for Mt. Healthy. My job as technology coach is to help other teachers integrate technology into their classrooms.

I have developed this weeklong unit around three stories in our reading series. The unit, Trucks and Community Workers, was taught in November 2004 using the 4-Block format. Trucks and Community Workers was designed to help students apply their knowledge of short u, c/s/, and g/j/ sounds. Students will have a stronger background of their community and different helpers around them after completion of the unit.

Standards

What standards will be met through this unit?

Reading: Word Recognition, Fluency, and Vocabulary Development

- 1.1.1 Match oral words to printed words.
- 1.1.3 Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.
- 1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words.
- 1.1.5 Recognize different vowel sounds in orally stated single-syllable words.
- 1.1.7 Create and state a series of rhyming words.
- 1.1.8 Add, delete, or change sounds to change words.
- 1.1.9 Blend two to four phonemes (sounds) into recognizable words.
- 1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short- vowel patterns, and blend those sounds into recognizable.
- 1.1.11 Read common sight words.
- 1.1.12 Use phonic and context clues as self-correction strategies when reading.
- 1.1.14 Read common word patterns.
- 1.1.15 Read aloud smoothly and easily in familiar text.
- 1.1.18 Classify categories of words.

Reading: Comprehension:

- 1.2.1 Identify the title, author, illustrator, and table of contents of a reading selection.
- 1.2.3 Respond to who, what, when, where, why, and how questions and discuss the main idea of what is read.
- 1.2.5 Use context to understand word and sentence meanings.
- 1.2.7 Relate prior knowledge to what is read.

Reading: Literary Response and Analysis

1.3.1 Identify and describe the plot, setting, and characters in a story. Retell a story's beginning, middle, and ending.

Writing: Process

1.4.1 Discuss ideas and select a focus for group stories or other writing.

1.4.2 Use various organizational strategies to plan writing.

1.4.3 Revise writing for others to read.

Writing: Applications

1.5.1 Write brief narratives describing an experience.

1.5.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

1.5.4 Use descriptive words when writing.

1.5.5 Write for different purposes and to a specific audience or person.

Writing: English Language Conventions:

1.6.1 Print legibly and space letters, words, and sentences appropriately.

1.6.2 Write in complete sentences.

1.6.6 Correctly use periods, exclamation points, and question marks at the end of sentences.

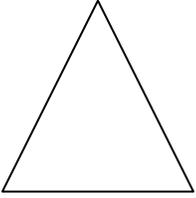
1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun I.

Listening and Speaking:

1.7.1 Listen attentively.

1.7.6 Recite poems, rhymes, songs, and stories.

1.7.7 Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.



Planning Pyramid

What should students know?

Some students will know

Some students will be able to decode and use complex short u, c/s/ and g/j/ words during reading and writing.

Most students will know

Most students will be able to decode and use simple short u, c/s/ and g/j/ words during reading and writing.

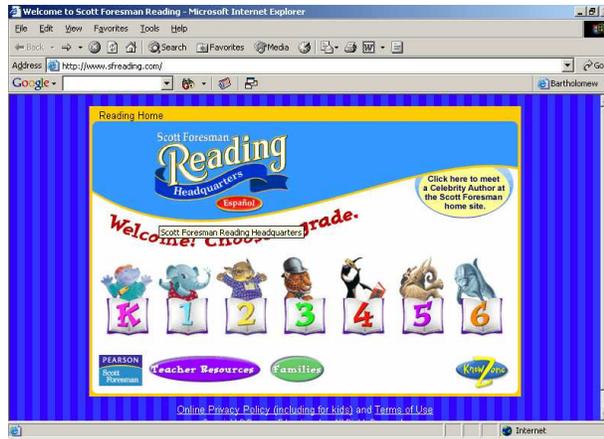
All students will know

All students will be able to decode simple short u, c/s/ and g/j/ words.

All students will improve their comprehension skills with the stories in this unit. Students will accurately answer who, what, when, where, why, and how questions.

Teacher Library

What materials and resources will be useful for teachers?



Scott Foresman Reading

<http://www.sfreading.com>

Scott Foresman's homepage provides teachers, parents, and students with interactive materials. Workbook pages are available for remediation, games are provided for interaction with the text, and enrichment is available for the students.



Google Search Engine

<http://www.google.com>

This is a wonderful resource to look for additional material to integrate within the unit.

Learner Activities

What materials and resources will be useful for engaging students in meaningful learning activities?

Word Maker

This program allows students to work with the computer to create words at their own pace. Students advance to the next level once mastery has been achieved.

Simon SIO

This program also allows students to work independently with the computer to create words and master different sounds. Students advance to the next level once mastery has been achieved.

Assessment

What materials and resources will be useful for assessing student knowledge and skills?

Students will take a multiple choice, short essay test on the material covered in the Scott Foresman reading book.

Students will complete a writing assignment with a graphic organizer. The corporation-writing rubric will be used to grade the writing assignment.

Students will spend 30 minutes with Word Maker or Simon SIO. Each program will print out a report to show students' progress.

Modifications

Planning for Academic Diversity

LEARNING BARRIER	POSSIBLE SOLUTIONS	WEB LINK
Student cannot read at grade level	Audio tapes will be used along with the text to help struggling readers. Peer reading, cooperative learning, and tutors will assist students.	
Student has difficulty comprehending material	Small group instruction will help enhance student learning.	
Student has difficulty mastering the vocabulary of the unit.	Games and other “hands-on” activities are integrated throughout the unit to help with vocabulary.	
Student needs the instructional material in a language other than English	N/A	
Student has difficulty with handwriting (speed or accuracy).	Students will work at their own pace. Students with fine motor skills can type or have a scribe write for them.	
Student needs additional challenge	Students can be enriched through the computer programs, peer groups, and writing with the vocabulary in the unit.	
Student has difficulty with calculating activities.		
Student needs help with conduction research.	Additional help is available to students in the computer lab. Small groups are formed to allow easy access to adult guidance.	