Unit: Conventions: Concepts of Print First Grade	Complete 4 Category: Conventions

Why Teach This?
- To help students demonstrate increasing control of a variety of concepts of print, including, but not limited to: identifying the title, author, and illustrator, knowing where to start reading, directionality, demonstrating one-to-one correspondence, and understanding and differentiating between the concepts of a letter/word/sentence.
- To help students track print left to right and top to bottom with their finger until no longer needed.

Framing Questions:
- How does understanding concepts of print help beginning readers?
- How does tracking multiple lines of print in different places on the page, help students to keep their place as they begin reading more difficult texts?

Unit Goals:
- Students will recognize a variety of concepts of print including, but not limited to: identifying the title, author, and illustrator, knowing where to start reading, directionality, demonstrating one-to-one correspondence, and understanding and differentiating between the concepts of a letter/word/sentence.
- Students will track print from left to right and top to bottom with their finger until no longer needed.

Anchor Texts and Resources:

- *Cassie's Word Quilt*, by Faith Ringgold
- Emergent Big Books or poems that can be used to show how to solve new words such as *Mrs. Wishy-Washy's Tub* by Joy Cowley and *Who's In The T*ub by Sylvia M. Jones
- Independent book boxes with leveled books for children and other titles from a well-stocked classroom library
- *Snow Day!* by Lester Laminack

Reading	Unit Assessment		
Student:	Emerging	Developing	Independent
Demonstrates tracking print from left to right and top to bottom.			
Has one to one matching when reading print			
Looks at the words when reading			

Understands that print has meaning			
Can identify the title, author, and illustrator of a book.			
Uses visual clues when reading (asks if it looks right).			
Uses structural clues when reading (asks if it sounds right).			
Uses meaning when reading (asks if it makes sense)			

Stage of the Unit	Focused Instruction You will:	Independent Practice Students will:
Immersion 1 day	• Read *Who's In The Tub* and model how to take a picture walk through the text, moving from left to right through the print. Explain that there are many strategies we can try when we come to an unknown word.	• Select a book from a book basket/baggie and practice taking a picture walk. Then practice looking at a book while moving finger from left to right.
Identification 1 day	• Identify location of the title, author, and illustrator of a book and explain the importance of each. • Identify strategies on a chart that will help good readers read: -look at the words -notice patterns -get their mouths ready for the beginning sound and check the pictures	• Browse through books and point out the title, author, and illustrator of books. Practice reading from left to right, take a picture walk with a partner; and begin to think about strategies they can use when they read.

	-ask, "does it look right?" -ask "Does it sound right?" -ask, "Does it make sense?"	
Guided Practice 2 days	• Read *Mrs. Wishy-Washy's Tub* and model how to look at the words as you read, and what to do when you come to an unknown word. • Read *Snow Day!* and model getting your mouth ready and checking the picture when you come to an unknown word. • Use *Snow Day!* to show students how to use the question, "Does it look right?" (Does what I'm saying match the letters on the page) and "Does it sound right?" (does what I'm saying sound like talking). "Does it make sense?" (does what I'm reading mean something?)	• Practice looking closely at the words as they read with partners and in independent reading, and practice reading unknown words using reading strategies. • Practice getting their mouths ready and checking the picture when they come to an unknown word with partners and in independent reading. • Practice asking the questions: -Does it look right? -Does it sound right? -Does it make sense?
Commitment 1days	• Model how to decide which strategy to use when you get stuck on a	• Reflect on the strategies that are most helpful when encountering unknown words while reading.

	new word by scanning the list to help.	

TOTAL: 5 days