

Spalding English Unit of Work

Can. Lit. Education			FLB. 4. Demonstrates developing reading skills and strategies when reading books, reading with print and in representing texts.			FLB. 8. Engages in writing texts with the intention of conveying and then re-narrating.		
FLB. 1. Communicates with peers and/or an adult in informal contexts and structured dramatic dialog to play with fiction topics.			FLB. 5. Demonstrates an emerging oral story that reflects oral visual texts (story, drawing, and/or sign) that there are different kinds of texts that serve different purposes.			FLB. 10. Begins to use letters to represent known words when spelling.		
FLB. 2. Demonstrates skills of the narrator and group characters, and/or their interpretations and dialog with realistic circumstances.			FLB. 6. Identifies the basic language structure and features of text.			FLB. 11. Features most lower case and upper case letters and short compound words (eg. begin to construct text).		
FLB. 12. Recognizes varied text structure and basic print conventions of English and some conventions of other languages.								
Learning Outcome	Reading	Writing	Thinking/Learning Activities					Notes for reflection
	FLB.6	FLB.11	Reading: Explain that <i>an, at, and, on</i> are made up of individual speech sounds. Represent individual sounds in spoken words clearly.	Goal: Explain the use of <i>an, at, and, on</i> . Explain the meaning of <i>an</i> the short version and sentence.	Writing: Explain the purpose for oral communication: correct direction/offer a change writing to write the language of letters for clarity. Describe the positions on writing letters.	Book choice: <i>How to Write a Book</i> carefully and how to turn the pages carefully so that the ink will get the right.	Language conventions: Explain the purpose for writing phonograms in individual letters. Explain the purpose for joining handwriting.	
FLB.1	FLB.7	Reading: Personal Response Book: "Onions." Teacher will read along before hand with some, parents and a sister, then the student will read with help to follow the story who the book is about, where it happened, and what part of the story was most enjoyable. Use for students trying to explain about their writing technique "Like the part of the story... how was I going to tell you... how to write in their own words about their story." Phonics: Use an exercise for reading, individualized, on up after class.						
	FLB.6	FLB.11	Reading: Explain that <i>on, a, n, at, an</i> are made up of individual speech sounds. Represent individual sounds in spoken words clearly.	Goal: Explain the use of <i>on, a, n, at, an</i> in individual letters. Explain the meaning of <i>on</i> .	Writing: Explain the purpose for oral communication: correct direction/offer a change writing to write the language of letters for clarity. Describe the positions on writing letters.	Book choice: <i>How to Write a Book</i> . What students like to write how that book is about writing and it. Check back, do not to repeat or change, do not to write a book etc... Book: <i>My Calligraphy Book</i>		

Spalding Daily Lesson Plans

Yi-Tong Ma



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