

Arizona Department of Education
8-Week Pandemic Curriculum



Language Arts Grade 1

This curriculum was designed for guided student learning and aligns to Arizona Academic Standards.

Developed May, 2010

Grade 1 Routines

When teaching the routine to the student, please demonstrate the routine for the student at least two times before asking the student to do the routine or activity.

Phonemic Awareness Routines

Phonemic awareness routines should be done without writing letters or words. These are **listening/auditory** activities.

Syllable Counting

Purpose: The following routines help develop the ability to hear, identify, and manipulate syllables within words. Before children learn to read, they need to discover that some words can be divided into smaller chunks called syllables.

1. Say a word.
2. Student repeats the word.
3. Student counts how many syllables are in the word.

Example: Say, "Listen to the word I say. Watch how many times my jaw drops or my mouth opens" **"ti-ger"**

**Put your chin in the palm of your hand and then place your elbow on the table. As you say the word, look at the student.*

Student says "ti" "ger" and then counts the number of syllables
1 2

Initial Sound Practice

Purpose: The following routines help develop the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words. Before children learn to read, they need to become aware of how the sounds in words work ***especially the initial (beginning) sounds of words***. They must understand that words are made up of speech sounds, or phonemes.

1. Say the word and tell the student to listen for the initial (beginning) sound.
2. Student repeats the word.
3. Student says the initial (beginning) sound.

Example: Say, "Listen to the word I say. **"sip"**. "What sound do you hear in the initial or beginning of this word?"

Student says **"sip"**
Student then says the sound **/s/**

** When you see slashed lines // on each side of a letter in the instructions, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.*

Final Sound Practice

Purpose: The following routines help develop the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words. Before children learn to read, they need to become aware of how the sounds in words work **especially the final (end) sounds of words**. They must understand that words are made up of speech sounds, or phonemes.

1. Say the word and tell student to listen for the final (ending) sound.
2. Student repeats the word.
3. Student says the final (ending) sound.

Example: Say, "Listen to the word I say. **"map"**. "What sound do you hear in the final/ending of the word map?"

Student says **"map"**
Student then says the sound **/p/**

** When you see slashed lines // on each side of a letter in the instructions, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.*

Medial Sound Practice

Purpose: The following routines help develop the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words. Before children learn to read, they need to become aware of how the sounds in words work **especially the medial (middle) sounds of words**. They must understand that words are made up of speech sounds, or phonemes.

1. Say the word and tell student to listen for the medial (middle) sound.
2. Student repeats the word.
3. Student says the medial (middle) sound.

Example: Say, "Listen to the word I say. **"sat"**. "What sound do you hear in the medial or middle of the word sat?"

Student says **"sat"**
Student then says the sound **/ă/**

** When you see slashed lines // on each side of a letter in the instructions, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.*

Initial/Medial/Final Sound Practice

Purpose; The following routines help develop the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words. Before children learn to read, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, or phonemes.

Follow the above routines if the student is to identify initial, medial or final sound.

Example:

1. Say the word and tell the student to listen for either the initial, medial or final sound (the target sound will be underlined in the lessons).
2. Student repeats the word.
3. Student says the target sound.

Example: The list word is: pan
Say, "Listen to the word I say. "pan". "What sound do you hear in the final or ending of this word?"
Student says "pan"
Student then says the sound /n/

Segmenting Phonemes

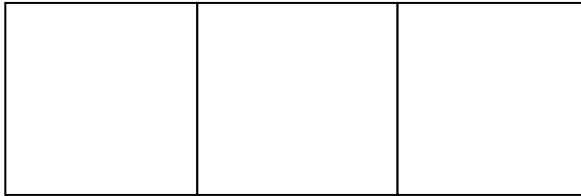
Purpose; The following routines help develop the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words. Before children learn to read, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, or phonemes.

1. Find the Student Practice Sheets with 2, 3, 4 or 5 boxes
 - If the word has 2 sounds (at: a – t) you will need 2 boxes.
 - If a word has 3 sounds (cat: c – a – t) you will need three boxes.
 - If the word has 4 sounds (flat: f – l – a – t) you will need 4 boxes, and so forth.
 - You will also need objects that fit in the box that students can move and slide (examples: cereal, cotton balls, game pieces, coins, etc)

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Example: (using the word cat)

1. Cat has 3 sounds, so you will need 3 boxes.



2. As you say the first sound “c”, tap your finger in box 1 or move an object into box 1.
3. As you say the second sound “a”, tap your finger in box 2 or move an object into box 2.
4. As you say the third sound “t”, tap your finger in box 3 or move an object into box 3.

Example: The list word is **pan**

Say, “Listen to the word I say. “**pan**”. “What sounds do you hear in the word **pan**?”

(Student then says the sounds one at a time and moves a marker for each sound)

/p/ - moves first marker /a/ -moves second marker /n/ - moves third marker.

Blending and Segmenting Practice

Purpose; The following routines help develop the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words. Before children learn to read, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, or phonemes.

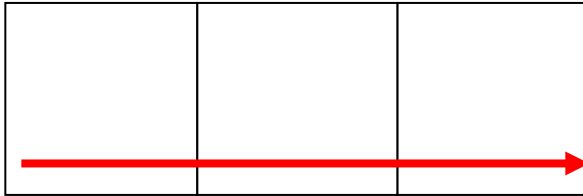
1. Make or draw sound boxes. Make one box for each sound in the word.
 - If the word has 2 sounds (at: a – t) you will need 2 boxes.
 - If a word has 3 sounds (cat: c – a – t) you will need three sound boxes.
 - If the word has 4 sounds (flat: f – l – a – t) you will need 4 boxes, and so forth.



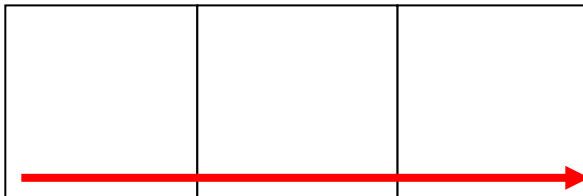
2. As you say the different sounds aloud, you can tap each of the different boxes. It might also be helpful for the student to understand the different numbers of sounds if you move a small object into each box as you say the sound. You can use a coin, rock, or small toy to move into each box.

Example: (using the word cat)

- Cat has 3 sounds, so you will need 3 boxes.



- As you say the first sound /c/, tap your finger in box 1 or move an object into box 1.
 - As you say the second sound /a/, tap your finger in box 2 or move an object into box 2.
 - As you say the third sound /t/, tap your finger in box 3 or move an object into box 3.
3. After sounding out each part of the word, slide your finger under the complete set of boxes and have the child blend the sounds together to make a complete word. "cat"



cat

Phonics Routines

The following routines help develop understanding of the relationships between letters and sounds in a language. When children learn that the letter B has the sound of /b/ or that "tion" sounds like /shun/, they are learning phonics. Written language can be compared to a code, so knowing the sounds of letters and letter combinations will help children learn to read and spell.

Alphabet Chart and Chant

Purpose: The alphabet chart and chant activities are designed to help children recognize the letters of the alphabet and use the alphabet as a sequencing tool. These activities can be combined into a long routine or used as individual components.

Alphabet Chart Warm-up

1. Use the alphabet chart for this activity.
2. Ask the student to place his or her writing finger on the letter A of the Alphabet Chart handout.
3. Say the name of the letter then ask the student to say the name of the letter.
4. Repeat for all letters in the alphabet.
5. Ask the student to point to each letter and say the alphabet without assistance.

Alphabet Review

1. Practice the letters listed in the lesson plan
2. Ask the student to point to each letter and then say the name of each letter in a funny voice or whisper.

Alphabet Sound Practice and Review

1. Use the alphabet sound practice cards for this activity.
2. Practice the letters listed in the lesson plan and on the student handout for the lesson.
3. Place your finger to the left of the letter. (This is the student's signal to THINK about the sound of the letter).
4. Tap beneath the letter and say: "Sound?" (The student should respond by making the noise of the sound of that letter.)
5. If the student gives the incorrect sound, say: "My turn." and then tap under the letter and say the correct sound of the letter.

Alphabet Chant

1. Use the alphabet chart for this activity.
2. Ask the student to tell you the **name** of the letter, the **sound** of the letter, and the name of the **object** that is pictured below the letter. (Example: A / a / apple, B /b/ bear....)
3. Ask the student to repeat the chant using *one* of these different voices: whisper, squeaky voice, deep "manly" voice, opera voice, sing-song voice, etc.

Learning to Read Activities and Routines:

Purpose: Word reading routines and practice sheets are designed to help the student read words that are often found in text. Repeated practice of words and letter names or sounds helps the student to learn and make connections between letters, sounds, and words.

Learning Blended Sounds of Letters

1. Write the example words from the lesson plan on a piece of paper for the student.
2. Point to one word and say that word out loud, and then ask the student to point to the word and repeat the word.
3. Underline the focus blended letters (e.g. /br/, /gr/) from the lesson plan.
4. Ask the student to say the names of the underlined focus letters.
5. Say the blended sounds (e.g. /br/ , /gr/) of the underlined focus letters.
6. Ask the student to repeat the sounds of these underlined focus letters.
7. Ask the student to read the whole word. Provide assistance if needed.

High Frequency Words By Sight

1. Use the Student Practice Sheets for this activity.
2. The goal is for the student to read all the words by sight (without sounding them out) on the daily assigned page.
3. Demonstrate the process for word reading using the first two words.
 1. Place your index finger to the left of the first word and say: "Word?"
 2. Slide your finger beneath the word on the handout and read the word.
 3. Repeat with additional words for the week, one word at a time.
 4. As you slide your finger beneath the word, ask the child to read each word.

Phonics Fluency Practice

Phonics includes learning the name and sound of each letter and letter combination. When you see slashed lines // on each side of a letter in the instructions, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

1. Use the Student Practice Sheets for this activity.

The goal is for the student to read all the letters or letter combinations by sight (without sounding them out) on the daily assigned page.
2. Demonstrate the process using the first two letters.
 - Place your index finger to the left of the first letter and say: "Letter?"
 - Slide your finger beneath the letter on the handout and read the letter name.
 - As you slide your finger beneath the letter, ask the child to read the letter name.
 - Repeat with additional letters for the week, one letter at a time.

3. Demonstrate the process in Step 2 again, but this time practice reading the sound /s/ of the letter rather than the name.
 - Place your index finger to the left of the first letter and say: “Sound?”
 - Slide your finger beneath the letter on the handout and make the letter sound.
 - As you slide your finger beneath the letter, ask the child to make the sound of each letter.
 - Repeat with additional letters for the week, one letter at a time.
4. If the practice sheet contains blended letters and sounds (gr, /gr/; br, /br/ etc.) complete Steps 2 and 3 for each letter in the blend, and then repeat Step 3 reading the entire blended sound.

Phonics/Word Structure

1. Underline the focus letters in each word. The focus letters are indicated in the lesson plan for the day.
2. Read each word out loud to demonstrate how the focus letters make the focus sound in the word.
3. Ask the student to describe where the focus sound is in the word (beginning, middle, end).
4. Ask the student to say the focus sound and then read the word. Provide correction and assistance as needed.
5. Say: “I’m going to say words for you to write. Listen carefully to each sound in the word I say.” Then say each word in the lesson plan.
6. Ask the student to repeat each word after you say it, and then write the word. Provide assistance and correction as needed.

Vocabulary Routines

The following routines help develop understanding of words and word meanings in both print and oral language. Learning new words and their meanings is important for understanding what is read or heard. All stories, for vocabulary practice, are read aloud to the student with the focus on learning vocabulary through listening.

Vocabulary Word Instruction

This routine helps students learn the pronunciation and meaning of new words. This instruction is done prior to the 'read aloud' that contains these words.

1. Say: "The word <read the word> means <read definition found in the lesson plan>."

Example: The word **ancient** means **very old**.

2. Ask: "What does the word <read the word> mean?"

Example: What does the word **ancient** mean?

3. The student should respond with the meaning. (Correct as needed using the correction procedure below.)

Correction Procedure: The word <read word> means <give definition>. What does it mean? (Student responds.)

Example: The word **ancient** means **very old**. What does it mean?

4. Say: "Let's make a gesture for our new word. The word is < say the word>." Example: "Let's make a gesture for our new word. The word is **ancient**. Say the word." (Student responds.) Decide together what the gesture will be.

Example: Pretend to pull on a long beard. "This will be the gesture to help us remember what **ancient** means."

5. Say: "As I read the story aloud to you, listen for the word **ancient** and we will make our gesture."

Reading Text

The following three routines help students practice reading phrases (or groups of words) and stories at a speed that is similar to natural speech. To practice, repeatedly read the phrases found in text, or read the decodable stories used during the week. Decodable stories contain high frequency words and words that are easily sounded out.

Phrase Reading Practice

1. Tell the student that you are going to practice reading a phrase that contains several words. Move your finger under each phrase as you read it aloud to the student.
2. Ask the student to listen and watch your finger as you read.
3. Ask the student to repeat each phrase 3 times. Make corrections immediately as needed.




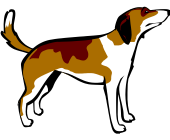
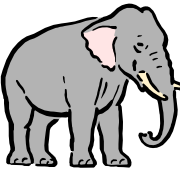
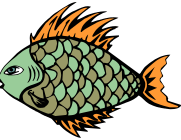

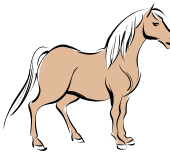


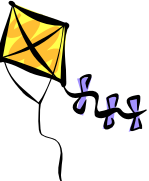




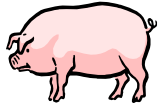


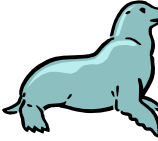




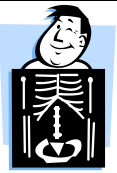


Read Aloud

1. Point to the title.
2. Say: The title of the story is <read title of story>.
Example: The title of the story is A Different Kind of Writing.
3. After each paragraph, pause and check to make sure that the student understood what they heard. You can do this by asking questions. (Who is this about? What is happening? What do you think might happen next? Where is this happening? When is this happening? Why did that happen? Why did they do that?)
4. Optional: Re-read the entire story without pausing, so students can hear it all at once.

Decodable Reading Practice

1. The student should place a finger to the left of the first word in the title.
2. Allow a couple of seconds to think about the first word, and then the student should read that word aloud. This procedure is repeated for each word until the child is able to read smoothly and fluently. Provide the student with corrections as needed. (See procedure in Step 5).
3. The student should practice reading the decodable story until it can be read without error.
4. Once the student finishes reading the story, ask him or her to tell you what it was about.
5. Correction Procedure: If student struggles with reading, help the child learn to read the first 6 sentences. Once the student can read those sentences without errors, add another 6 sentences. Continue this process until the student is able to read the entire decodable story. When a word is not known, ask the student questions such as: What would make sense? Does the word you just read make sense?

Alphabet Chart

								
Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii
								
Jj	Kk	Ll	Mm	Nn	Oo	Pp	Qq	Rr
								
Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz	

Sound Spelling Cards



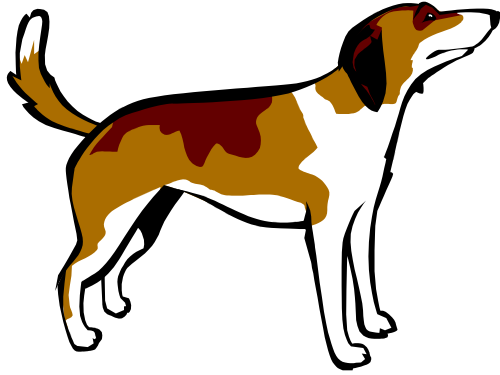
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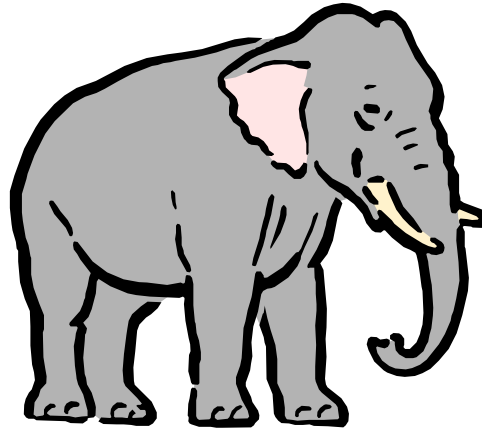
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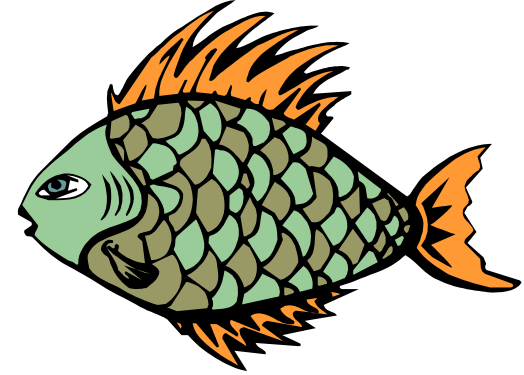
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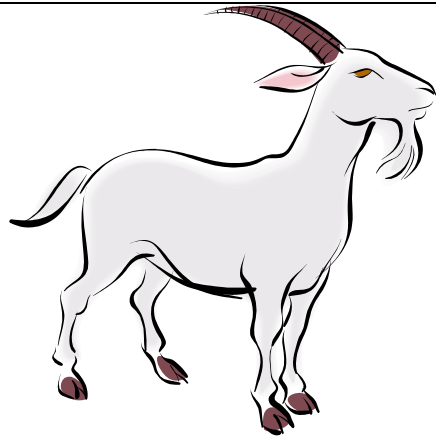
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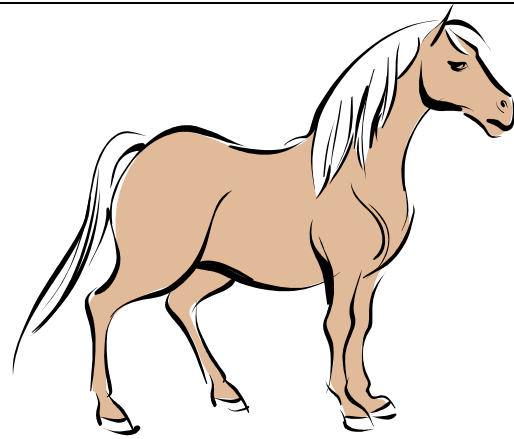
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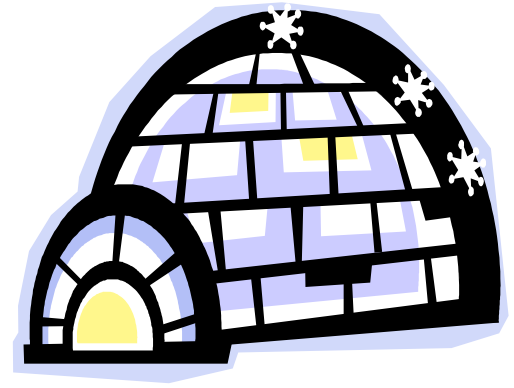
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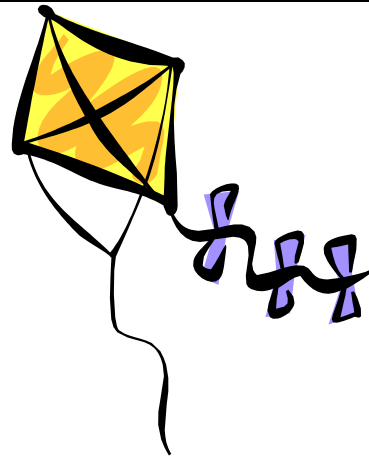
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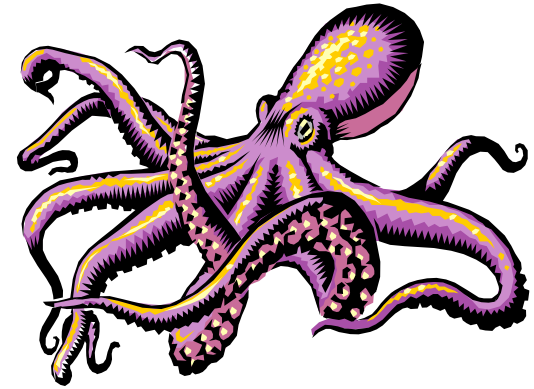
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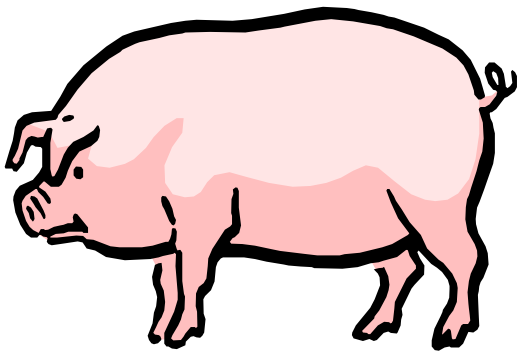
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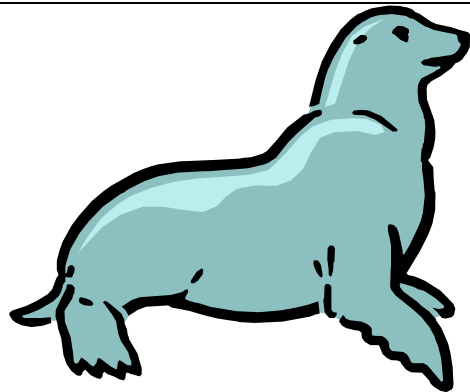
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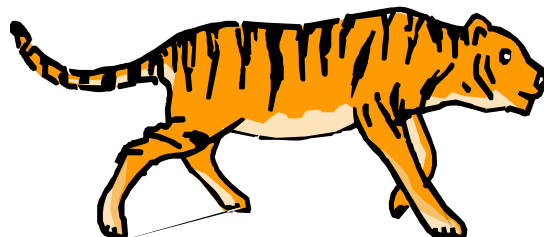
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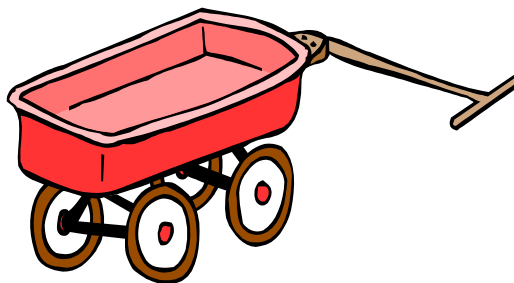
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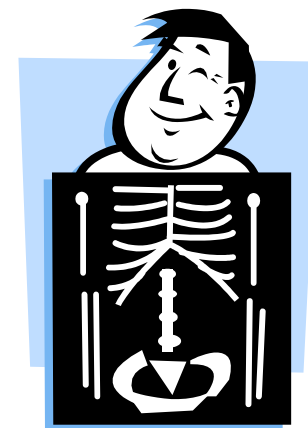
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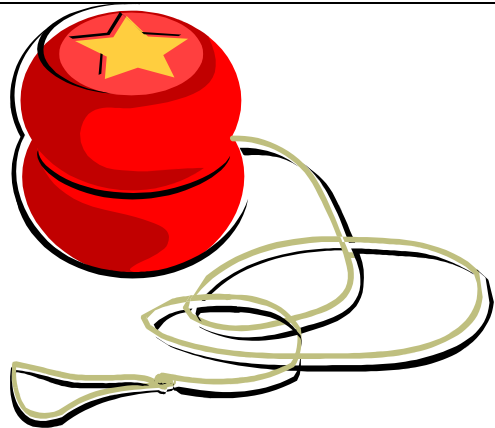
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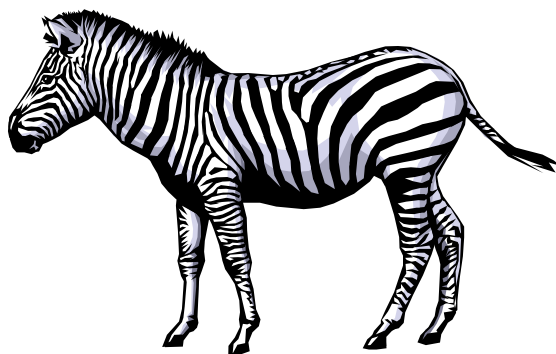
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Xx



Yy



Zz

Lesson Overview
Language Arts Grade 1

Week # 1	Day 1	Day 2	Day 3	Day 4	Day 5
Comprehension Strategy	<ul style="list-style-type: none"> • Story Structure 		Story Structure		
Comprehension Skills	<ul style="list-style-type: none"> • Main Idea and Details • “A Different Way of Writing” 	<ul style="list-style-type: none"> • Sequencing Events • “A Glad Pat” 	<ul style="list-style-type: none"> • Main Idea and Details • “A Different Way of Writing” 	<ul style="list-style-type: none"> • Sequencing Events • “A Glad Pat” 	
Phonemic Awareness	<ul style="list-style-type: none"> • Initial Sounds 	<ul style="list-style-type: none"> • Initial Sounds 	<ul style="list-style-type: none"> • Initial Sounds 	<ul style="list-style-type: none"> • Initial Sounds 	<ul style="list-style-type: none"> • Initial Sounds
Phonics/Word/Structure	<ul style="list-style-type: none"> • short a (ă) • short o (ō) 	<ul style="list-style-type: none"> • short a (ă) • short o (ō) 	<ul style="list-style-type: none"> • short a (ă) • short i (ĭ) • short o (ō) 	<ul style="list-style-type: none"> • short a (ă) • short i (ĭ) • short o (ō) 	<ul style="list-style-type: none"> • short a (ă) • short i (ĭ) • short o (ō)
High Frequency Words	<ul style="list-style-type: none"> • and, is, on, of, the 	<ul style="list-style-type: none"> • and, is, on, of, the 	<ul style="list-style-type: none"> • has, at, will 	<ul style="list-style-type: none"> • has, at, will 	<ul style="list-style-type: none"> • that, not, do
Vocabulary Read Aloud “A Different Way of Writing”	<ul style="list-style-type: none"> • ancient • Egypt • Egyptian • scribes • papyrus 		Topic and Detail Sheet		Response to Reading Fill-in
Writing Activity					
Decodable Books	A Glad Pat	A Glad Pat	Sid the Cat	Sid the Cat	Sid the Cat Extension: Blot

A Glad Pat

An ADE Language Arts Lesson

Week 1

Author	ADE Content Specialists
Grade Level	1 st Grade
Duration	Five sessions

Aligns To

Reading:

Strand 1: Reading Process

Concept 1: Print Concepts

PO 4. Identify the title of a book.

Concept 2: Phonemic Awareness

PO 4. Distinguish between initial, medial, and final sounds in single-syllable words.

Concept 3: Phonics

PO 4. Read words with common spelling patterns (e.g., -ite, -ill, -ate).

PO 5. Recognize high frequency words and irregular sight words.

PO 7. Use knowledge of word order (syntax) and context to confirm decoding.

Concept 4: Vocabulary

PO 2. Classify common words into conceptual categories.

Concept 5: Fluency

PO 1. Consistently read grade-level text with at least 90 percent accuracy.

PO 2. Read aloud with fluency in a manner that sounds like natural speech.

Strand 2: Comprehending Literary Text

Concept 1: Elements of Literature

PO 3. Sequence a series of events in a literary selection heard or read.

Strand 3: Comprehending Informational Text

Concept 1: Expository Text

PO 1. Identify the topic of expository text, heard or read.

PO 2. Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.

Connects To

Reading

Strand1: Reading Process

Concept 3: Phonics

PO 1. Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences, including the sounds represented by:

- Single letters (consonants and vowels)

This introductory lesson uses single syllable words to provide students practice as they master short vowel sounds. This lesson is a bridge to future lessons that will include multisyllabic words.

Social Studies

Strand 2: World History

Concept 2: Early Civilizations

PO 2. Recognize that settlement led to the development of farming techniques (e.g., Nile River flooding), government (e.g., pharaohs), art/architecture (e.g., pyramids), and writing (e.g., hieroglyphics) which contributed to the advancement of the Ancient Egyptian civilization.

Writing:**Strand 1: Writing Process****Concept 1: Prewriting**

PO 1. Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, writer's notebook, group discussion).

PO 3. Organize ideas using simple webs, maps, or lists.

Concept 2: Drafting

PO 1. Write a draft (e.g., story, caption, letter, observations, message).

Concept 3: Revising

PO 1. Reread original draft for clarity.

PO 2. Add additional details with prompting.

Concept 4: Editing

PO 1. Review the draft for errors in conventions, with prompting.

Concept 6: Conventions

PO 1. Incorporate conventions into own text, including:

- a. spacing between words
- b. spacing between lines
- c. consistent left-right and up-down orientation
- d. placement of title

PO 2. Use capital letters correctly for:

- a. the pronoun I
- b. the beginning of a sentence
- c. names

PO 3. Punctuate endings of sentences using:

- a. periods
- b. question marks
- c. exclamation points

Overview:

This lesson focuses on building phonemic awareness, developing phonics skills, learning vocabulary that is found in the reading materials, and comprehending information in text.

Purpose

These lessons help students develop 4 different types of skills each week:

- **Phonemic awareness** is the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words. Before children learn to read, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, also called phonemes.
- **Phonics** is the relationship between letters and sounds in a language. When children learn that the letter B has the sound of /b/ or that "tion" sounds like /shun/, they are learning phonics. Written language can be compared to a code, so knowing the sounds of letters and letter combinations will help children learn to read and spell.

- **Vocabulary** is the knowledge of words and word meanings in both print and oral language. Learning new words and their meanings is important for understanding what is read or heard.
- **Comprehension** is the process of understanding spoken language or text. It is not only important for children to be able to sound out and pronounce words, but they should also understand the meaning of the words they read.

Materials

- Grade 1 Routines handout
- Alphabet chart
- Student Practice Sheets
 - High Frequency Words By Sight Sheets
 - Phonics Fluency Practice Sheet
 - Read aloud passage “A Different Kind of Writing”
 - Decodable stories: “A Glad Pat”, “Sid the Cat”, and an Optional Extension decodable titled: “BLOT!”
 - Topic and Detail Worksheet
 - Writing: Putting on My Shoes Brainstorming and Sequencing
 - Writing: Sandwich Brainstorming and Sequencing
 - Writing Activity: Response to Reading
- Vocabulary words
- Notebook paper or note cards

Objectives

Students will:

- Distinguish initial phonemes (sounds) of one and two syllable words.
- Read with the short sounds of a, o, i, and e such as: cat, mop, sit, and let.
- Read regular and irregular high frequency words including: and, is, on, of, the, has, at, will, that, not, and do.
- Understand the following vocabulary words in context: ancient, Egypt, Egyptian, papyrus, scribes.
- Listen to a read aloud passage then restate facts and respond to questions about the text.
- Sequence events from the decodable story: “A Glad Pat”.
- Sequence lists for picture cues: Putting on My Shoes and Making a Sandwich.
- Write three new facts from the Listening Comprehension Story: “A Different Way of Writing”.

Lesson Components

DAY 1

PHONEMIC AWARENESS

Students will say the initial sound of each word.

See the Grade 1 Routines handout (Initial Sound Practice) for instructions on how to identify initial sounds in one syllable words. Follow the instructions for the routine using the words below:

- | | |
|----------------|----------------|
| • <u>g</u> o | • <u>m</u> at |
| • <u>m</u> et | • <u>r</u> ope |
| • <u>s</u> un | • <u>n</u> ame |
| • <u>r</u> at | • <u>m</u> op |
| • <u>f</u> ast | • <u>l</u> ike |

PHONICS

Alphabet Chart and Chant

See the Grade 1 Routines handout (Alphabet Chart and Chant) for instructions to practice learning the alphabet and the different sounds of the letters. In order to complete all 4 alphabet chart and chant activities, you will also need the alphabet chart handout and the alphabet sound cards found in the Week 1 folder.

Complete each of these routines:

- Alphabet Chart Warm-up using the whole alphabet.
- Alphabet Review.
- Alphabet Sound Practice and Review: Practice and review the letters and short sounds of a, e, i, and o (such as the short vowel sounds found in the words cat, met, in, and mop).
- Alphabet Chant using the entire alphabet.

High Frequency Words by Sight

High Frequency Words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 1 - Days 1 & 2.

Phonics Fluency Practice

Phonics fluency practice helps students learn to recognize the letter and its sound when they see them in a list or on a page (not in the alphabet chart or sound cards). These lists may have repeated letters or change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (Phonics Fluency Practice) for instructions.
- Practice the letters/sounds using the Student Practice Sheets – Phonics Fluency Practice – Week 1- Days 1 & 2.

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read A Glad Pat using the Student Practice Sheets – Decodable Story - Week 1- Days 1 & 2.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

VOCABULARY

Use the Grade 1 Routines for Vocabulary Word Instruction to review and practice the following words.

- **ancient** (adjective) very old
- **Egypt** (noun) a country in Africa
- **Egyptian** (noun) a person from the country of Egypt
- **scribes** (noun) people that had the job of writing down important information
- **papyrus** (noun) a very old kind of paper made from plants

COMPREHENSION

Use the text from the read aloud A Different Kind of Writing to help students work on the skills of understanding what they hear. (Student Practice Sheets–Read Aloud – Week 1- Days 1, 3, & 5).

Read Aloud: A Different Kind of Writing

- See the Grade 1 Routines handout (Read Aloud) for instructions.

After reading A Different Kind of Writing ask the following questions.

- What did the Ancient Egyptians' writing look like? (answer: they drew pictures)
- What were the people who wrote everything down called? (answer: scribes)
- Look at the picture of hieroglyphics at the end of the story. Draw a picture of hieroglyphics.

DAY 2

PHONEMIC AWARENESS

Students will say the initial sound of each word.

See the Grade 1 Routines handout (Initial Sound Practice) for instructions on how to identify initial sounds in one syllable words. Follow the instructions of the routine using the words below:

- no
- off
- pat
- sick
- ship
- up
- sip
- man
- land
- chunk

PHONICS

Alphabet Chart and Chant

See the Grade 1 Routines handout (Alphabet Chart and Chant) for instructions to practice learning the alphabet and the different sounds of the letters. In order to complete all 4 alphabet chart and chant activities, you will also need the alphabet chart handout and the alphabet sound cards.

Complete each of these routines:

- Alphabet Chart Warm-up using the whole alphabet.
- Alphabet Review.
- Alphabet Sound Practice and Review: Practice and review the letters and short sounds of a, e, i, and o (such as the short vowel sounds found in the words cat, met, in, and mop).
- Alphabet Chant using the entire alphabet.

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High Frequency Words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 1 - Days 1 & 2.

Phonics Fluency Practice

Phonics fluency practice helps students learn to recognize the letter and its sound when they see them in a list or on a page (not in the alphabet chart or sound cards). These lists may have repeated letters or change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (Phonics Fluency Practice) for instructions.
- Practice the letters/sounds using the Student Practice Sheets – Phonics Fluency Practice – Week 1- Days 1 & 2.

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read A Glad Pat using the Student Practice Sheets – Decodable Story - Week 1- Days 1 & 2.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

COMPREHENSION

Decodable: **A Glad Pat**

Sequencing Events

Comprehension questions for sequencing events from the decodable story.

Have the student read the decodable “A Glad Pat” out loud from the beginning to the end. After reading the decodable once, have the student read the decodable again but stop at the end of each line. When the student stops, ask the questions below.

- | | |
|--------------------|--|
| End of line one: | What happened first? (Dad and Pat go to the pond.) |
| End of line three: | What happened next? (Pat is lost.) |
| End of line four: | Then what happened? (Dad is sad.) |
| End of line five: | What happened next? (Dad sings for Pat.) |
| End of line seven: | How did the story end? (Pat and Dad are glad.) |

DAY 3

PHONEMIC AWARENESS

Students will say the initial sound of each word.

See the Grade 1 Routines handout (Initial Sound Practice) for instructions on how to identify initial sounds in one syllable words. Follow the instructions of the routine using the words below:

- big
- hit
- jog
- happy
- shop
- red
- belt
- nest
- smack
- thumb

PHONICS

High Frequency Words by Sight

High Frequency Words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 1 - Days 3 & 4.

Phonics Fluency Practice

Phonics fluency practice helps students learn to recognize the letter and its sound when they see them in a list or on a page (not in the alphabet chart or sound cards). These lists may have repeated letters or change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (Phonics Fluency Practice) for instructions.
- Practice the letters/sounds using the Student Practice Sheets – Phonics Fluency Practice – Week 1- Days 3, 4, & 5.

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read Sid the Cat using the Student Practice Sheets – Decodable Story - Week 1- Days 3, 4, & 5.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

COMPREHENSION

Use the text from the read aloud A Different Kind of Writing (Student Practice Sheets – Read Aloud - Week 1- Days 1, 3, & 5).

Read Aloud the story: A Different Kind of Writing

- See the Grade 1 Routines handout (Read Aloud) for instructions.

After hearing the story A Different Kind of Writing the student should complete the Topic and Detail worksheet (Student Practice Sheets - Topic and Detail Worksheet - Week 1 -Day 3). This worksheet will help the students use their new vocabulary words and classify them into categories.

Answers:

Topic: **Different Kinds of Writing**

Detail: Present Day	Detail: Ancient Times
paper	papyrus
alphabet	hieroglyphics
writers	scribes

DAY 4

PHONEMIC AWARENESS

Students will say the initial sound of each word.

See the Grade 1 Routines handout (Initial Sound Practice) for instructions on how to identify initial sound in one syllable words. Follow the instructions of the routine using the words below:

- toss
- slap
- green
- job
- throw
- point
- tree
- hill
- strap
- short

PHONICS

High Frequency Words by Sight

High Frequency Words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 1 - Days 3 & 4.

Phonics Fluency Practice

Phonics fluency practice helps students learn to recognize the letter and its sound when they see them in a list or on a page (not in the alphabet chart or sound cards). These lists may have repeated letters or change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (Phonics Fluency Practice) for instructions.
- Practice the letters/sounds using the Student Practice Sheets – Phonics Fluency Practice – Week 1- Days 3, 4, & 5.

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read Sid the Cat using the Student Practice Sheets – Decodable Story - Week 1- Days 3, 4, & 5.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

COMPREHENSION

Decodable: Sid the Cat Sequencing Events

Comprehension questions for **sequencing events** from the decodable story.

Have the student read the decodable “Sid the Cat” out loud from the beginning to the end. After reading the decodable once, have the student read the decodable again but stop at the end of each line. When the student stops, ask the following questions.

- End of line one: What happened first? (A cat is on the mat.)
End of line two: What happened next? (Sid has a fit.)
End of line four Then what happened? (The cat will hiss at Sid.)
End of line five: What happened next? (Sid is mad.)
End of line six : Then what happened? (The cat runs.)
End of line seven: How did the story end? (Sid is glad that the cat ran past him.)

WRITING

Sequencing Events

It is an expectation that First Grade students be able to sequence events.

- Review the following information with the student:
Punctuation Explanation Poster (Student Practice Sheets – Writing – Punctuation Explanation Poster - Week 1 – Day 4).
Good Writers Poster (Student Practice Sheets – Writing –Good Writer’s Checklist - Week 1 – Day 4).
- Share the example: *Putting On My Shoes* with the student, following the directions below.
- For this activity, the student will use Student Practice Sheets – Writing - Putting on My Shoes Brainstorming - Week 1 – Day 4.
- Write what the student dictates as the steps for putting on shoes.



Putting On My Shoes

Say: Look at the picture “Putting on My Shoes.” (Student Practice Sheets - Writing: Putting on My Shoes Brainstorming - Week 1 – Day 4)

Say: What do we have to do in order to put on our shoes? Let’s brainstorm the steps. I will write them down as you think of them.

Below are possible steps that may be listed. Notice they are not in the correct order. At this point the student is getting the ideas down. The next step will be to put them in the correct order.

Get my left shoe.
Tie each shoe.
Get my shoes out of the closet.
Place my left foot inside the left shoe.
Place my right foot inside the right shoe.
Pull the shoe laces tight.

Say: Let’s review the steps to make sure they are in correct order.

Get my shoes out of the closet.
Get my left shoe.
Place my left foot inside the left shoe.
Place my right foot inside the right shoe.
Pull the shoe laces tight.
Tie each shoe.

Now write the sequenced list in complete sentences using the terms, first, second, next, then, and last. This will model how to complete the next task independently.

EXAMPLE:

First, I get my shoes out of the closet.
Second, I put my left foot inside of my left shoe.
Next, I put my right foot inside of my right shoe.
Then, I pull my shoe laces tight.
Last, I tie each shoe.

Say: Let’s read our sequenced list aloud. We will check for capitalization, punctuation, spacing and spelling then make corrections as needed.

Say: Now it’s your turn to sequence a story. Look at the picture “Making a Sandwich”. (Student Practice Sheets - Writing Activity: Sandwich Brainstorming - Week 1 – Day 4)

Say: Think about the steps you might take to make the sandwich. Brainstorm and list the steps as you think of them.

Say: Review the steps to make sure they are in the correct order. Change the order of the steps as needed.

Say: Write the sequenced list in complete sentences using the terms, first, second, next, then, and last.

Say: Let's edit your list for capitalization, punctuation, spacing, and spelling and make corrections as we go along.

Say: Read your list aloud (with assistance if needed).

Possible answers:

First, I will take two slices of bread from the package.

Second, I will put mustard on one side of one slice of bread.

Next, I will put one slice of cheese, a tomato, and a leaf of lettuce on top of the mustard on one slice of bread.

Last, I will place the other slice of bread on top of the lettuce.

DAY 5

PHONEMIC AWARENESS

Students will say the initial sound of each word.

See the Grade 1 Routines handout (Initial Sound Practice) for instructions on how to identify initial sounds in one syllable words. Follow the instructions of the routine using the words below:

- self
- keep
- flask
- zipper
- kitchen
- plot
- rush
- brisk
- pocket
- bedroom

PHONICS

Alphabet Chart and Chant

See the Grade 1 Routines handout (Alphabet Chart and Chant) for instructions to practice learning the alphabet and the different sounds of the letters.

Complete each of these routines:

- Alphabet Chart Warm-up using the whole alphabet.
- Alphabet Chant using the whole alphabet.

High Frequency Words by Sight

High Frequency Words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 1 - Day 5.

Phonics Fluency Practice

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- See the Grade 1 Routines handout (Phonics Fluency Practice) for instructions.
- Practice the letters/sounds using the Student Practice Sheets – Phonics Fluency Practice – Week 1- Days 3, 4, & 5.

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read Sid the Cat using the Student Practice Sheets – Decodable Story - Week 1- Days 3, 4, & 5.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.
- The Optional Extension Decodable, BLOT! (Student Practice Sheets – Decodable Story: Optional Extension - Week 1- Day 5) may be used to provide additional fluency practice. The Grade 1 Routines handout (Decodable Reading Practice) should also be used with this decodable.

WRITING

Response to Reading

After reviewing the story A Different Kind of Writing the student should complete the Writing Activity – Student Practice Sheets – Writing Activity - Week 1- Day 5.

- Use the text from the read aloud A Different Kind of Writing (Student Practice Sheets – Read Aloud - Week 1- Days 1, 3, & 5) to review the story with the student. You may want to read the story again to the student. See the Grade 1 Routines handout (Read Aloud) for instructions.
- Ask questions such as:
 - What did the Ancient Egyptians' writing look like? (Answer: They drew pictures.)
 - What were the people who wrote everything down called? (Answer: scribes)
 - What did you like best about the story? (Answers will vary.)

Answer Key: The Ancient Egyptians were amazing.

I learned (answers may vary: that they used pictures called hieroglyphics.)

Papyrus is (answers may vary: a special kind of paper made from plants.)

Would you believe that (answers may vary: only scribes knew how to read and write?)

Assessment

Students should be able to read the decodable stories “A Glad Pat” at the end of Day 5 with fewer than 4 errors.

Extensions

Go to the website at http://www.fcr.org/Curriculum/pdf/GK-1/Archive/F_Final.pdf

- Select one of the activities to complete.

Sources

Beck, I.L., McKeown, M. G., & Kucan, L. (2002) *Bringing Words to Life: Robust Vocabulary Instruction*. Guilford. New York.

Carnine, D., Silbert, J., Kame'enui, E.J. (1990) *Direct Reading Instruction*. Second Edition. Prentice Hall. Columbus Ohio.

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A Glad Pat

Dad and Pat go to the pond.

The fog is on top of the pond.

Pat is lost.

Dad is sad.

Dad sings for Pat.

Pat hops on a flat log.

Dad spots Pat.

Pat is glad and so is Dad.

A Different Way of Writing

The Ancient Egyptians didn't write in the same way that we do. We write with letters, but the Ancient Egyptians wrote with special pictures.

When we speak, the words we say are made from different sounds. And the letters that we use to write those sounds form what we call "the alphabet." When the Ancient Egyptians spoke, they made sounds too, just like we do. But instead of using letters to write those sounds, they used pictures. Today, we call those Ancient Egyptian pictures **hieroglyphs**. **Hieroglyphics** is one of the very oldest forms of writing.

Very few people in Ancient Egypt knew how to read or write. One group of people who did know how to read and write was called **scribes**. Scribes wrote on a special kind of paper called **papyrus**. Papyrus is made from plants. Scribes were very special people in Ancient Egypt. They were the ones who wrote everything down for the Pharaoh and for all of the other important people.

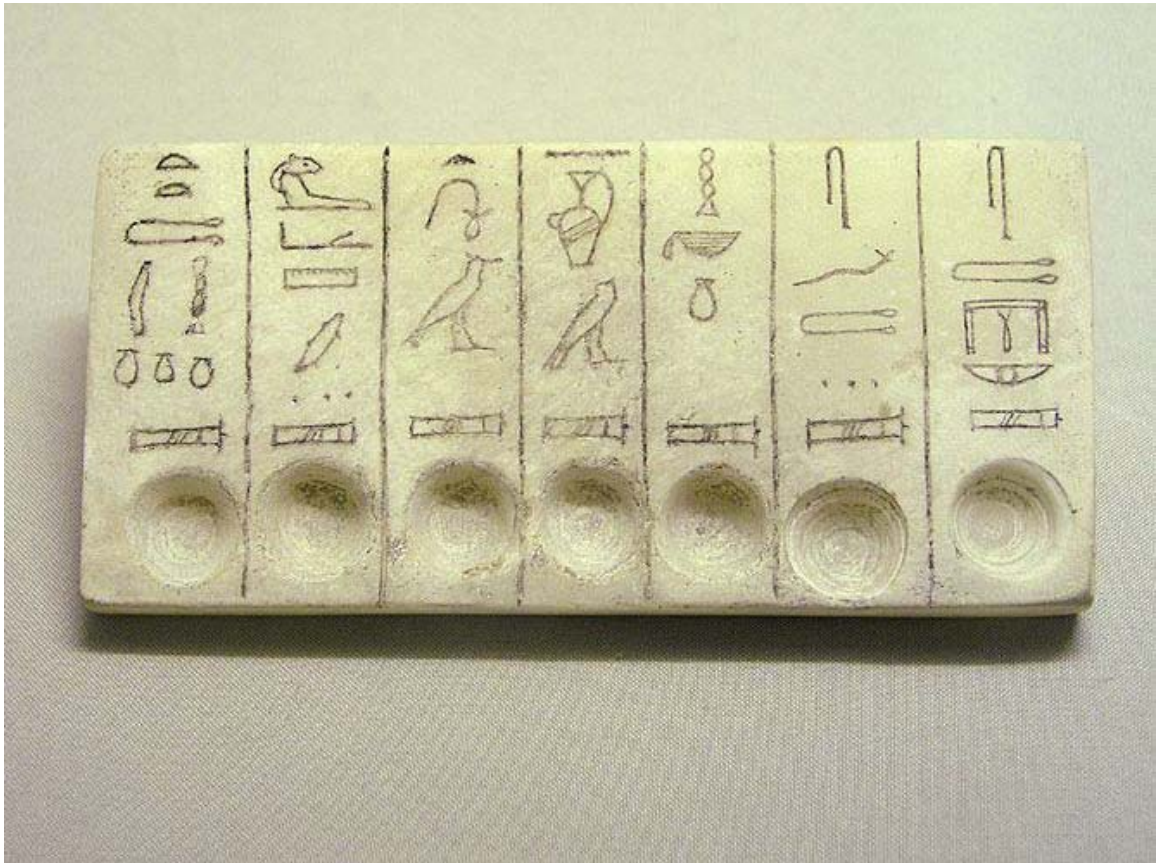


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The scribe in the picture is writing on a very large piece of papyrus. See how he sits on the floor with his legs crossed.

Hieroglyphics are very hard to read. Today, only a few people know how to read hieroglyphics.

Here are some hieroglyphics. Can you read them?



Standards Connections: Grade 1
Social Studies: Strand 2 Concept 2 PO 2
Reading: Strand 1 Concept 4, Strand 3 Concept 1

Has at the

Will has is

at on of

the at will

of will has

on at and

has will at

o a i a

i A O o

a O A i

i a O A

A a i O

Sid and the Cat

A cat is on the tan mat.

Sid spots the cat and has a fit.

A stand-off is at hand.

The cat will hiss at Sid.

Sid is mad.

The cat runs off the tan mat, fast!

Sid is glad that the cat ran past him.

Directions: Have the students use the words from the word bank at the bottom of the page to complete the topic and detail worksheet.

Topic: _____

Detail: Present Day

Detail: Ancient Times

--	--

paper	hieroglyphics	scribes	Different writings
alphabet	writers	papyrus	

This mark is called a period. A period is used at the end of a statement.
Example: The cat ran to the door.

?

This mark is called a question mark. A question mark is used at the end of a sentence that asks a question.
Example: Are you six years old?

!

This mark is called an exclamation mark. An exclamation mark is used in a sentence to show emphasis for excitement, fear, or anger.
Example: That car almost hit me!

“ “

These marks are called quotation marks. They are used to show that someone is talking in a story.
Example: Mary said, “I like to write stories.”

,

This mark is called a comma. A comma is used to separate items in a list, used after the date and before the year, and sometimes before quotation marks. It is also used after sequencing words, such as first, next, and last.

Example for lists: At the store I will buy milk, butter, and bread.

Example for dates: July 18, 2009

Example for quotation marks: Jim asked, “Will you be my friend?”

Example for sequencing words: First, I will call my mom.

Good Writers:



Hold a pencil correctly.



Write left to right and top to bottom.



Use finger spaces between words.



Start each sentence with a capital letter.



Use punctuation marks correctly.
(. , ? ! " ")



Use their best handwriting.



Use phonics to help them spell words.



Edit to correct spelling and punctuation mistakes.

Student Practice Sheets:

Writing: Putting on My Shoes Brainstorming

Week 1 – Day 4



Look at this picture. The boy has put on his shoes. He is now ready to tie the laces. Let's brainstorm and list all of steps you must complete to put on your shoes.

Student Practice Sheets:

Writing: Putting on My Shoes Sequencing Week 1 – Day 4

With help, write the steps listed from your brainstorming below in the correct order.

First, _____

Second, _____

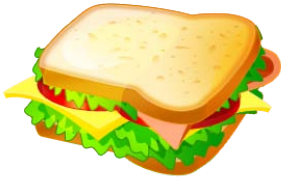
Next, _____

Then, _____

Last, _____

Student Practice Sheets:
Writing Activity: Sandwich Brainstorming

Week 1- Day 4



Word Bank:

bread	mustard	lettuce	cheese
tomato	meat	package	catsup

Look at the picture of the sandwich. Think about how you might make that sandwich. Brainstorm and list the steps below as you think of them. You may use some of the words from the word bank to help you make your list.

Will

on

is

at

has

of

that

at

do

of

that

has

at

on

do

not

will

at

BLOT!

The pot is hot.

I drop the pot on the rug.

What is that?

It's a big spot on the red rug.

Do not slip on the spot.

Do not get your socks wet.

We must blot up the spot.

We must blot a lot.

Mom will not like the spot.

Dad will not like the spot.

Grab one big rag.

Grab a big rag and blot the spot.

Get a mop.

Get a mop and mop the spot.

BLOT! BLOT! BLOT!

Put the rag on the top of the spot.

Do not stop.

It is a big spot on the red rug.

Blot, blot, and blot the big spot on
the red rug.

The big rag is wet.

Clap! Clap! Clap!

I will brag!

I do not see a spot on the red rug.

Mom will grin.

Dad will grin.

The Ancient Egyptians were amazing.

I learned _____

_____.

Papyrus is _____

_____.

Would you believe that _____

_____?

Lesson Overview
Language Arts Grade 1

Week # 2	Day 1	Day 2	Day 3	Day 4	Day 5
Comprehension Strategy	Story Structure	Story Structure	Story Structure	Story Structure	Story Structure
Comprehension Skills	Main ideas/details	Sequencing	Compare/contrast	Sequencing	
Phonemic Awareness	<ul style="list-style-type: none"> Final Sounds 	<ul style="list-style-type: none"> Final Sounds 	<ul style="list-style-type: none"> Final Sounds 	<ul style="list-style-type: none"> Final Sounds 	<ul style="list-style-type: none"> Final Sounds
Phonics/Word/Structure	<ul style="list-style-type: none"> ss, ll, ff, short vowels (a, e, i, o, u) 	<ul style="list-style-type: none"> ss, ll, ff, short vowels (a, e, i, o, u) 	<ul style="list-style-type: none"> verb ending: s 	<ul style="list-style-type: none"> verb ending: s 	<ul style="list-style-type: none"> ss, ll, ff, short vowels (a, e, i, o, u)
High Frequency Words	Review: of, will, on Week 2 Words: she, come, here, calls, friend	Review : that, of, do Week 2 Words: she, come, here, calls, friend, have, says, ball	Review : has, not, friend Week 2 Words: she, come, here, calls, have, says, ball, Miss, after	Review: Miss, after, have Week 2 Words: what, said, play, saw	Review: says, calls, here Week 2 Words: she, what, said, play, saw, went
Vocabulary Read Aloud “All Kinds of Pyramids”	<ul style="list-style-type: none"> festival pyramid mysterious 				
Writing Activity			Notes: Same and Different	Graphic Organizer Rough Draft	Report
Decodable Books	Miss Floss and Miss Lass	Miss Floss and Miss Lass	Attic	Attic	Attic Extension: Hippo Hut

Miss Floss and Miss Lass

An ADE Language Arts Lesson

Week 2

Author	ADE Content Specialists
Grade Level	1 st Grade
Duration	Five sessions

Aligns To

Reading:

Strand 1: Reading Process

Concept 1: Print Concepts

PO 4. Identify the title of a book.

Concept 2: Phonemic Awareness

PO 4. Distinguish between initial, medial, and final sounds in single-syllable words.

Concept 3: Phonics

PO 2. Use knowledge of inflectional endings (e.g., -s, -ed, -ing) to identify base words.

PO 4. Read words with common spelling patterns (e.g., -ite, -ill, -ate) to identify base words.

PO 5. Recognize high frequency words and irregular sight words.

PO 7. Use knowledge of word order (syntax) and context to confirm decoding.

Concept 4: Vocabulary

PO 1. Recognize base words and their inflections (e.g., *look, looks, looked, looking*).

Concept 5: Fluency

PO 1. Consistently read grade-level text with at least 90 percent accuracy.

PO 2. Read aloud with fluency in a manner that sounds like natural speech.

Strand 2: Comprehending Literary Text

PO 3. Sequence a series of events in a literary selection, heard or read.

Strand 3: Comprehending Informational Text

Concept 1: Expository Text

PO 1. Identify the topic of expository text, heard or read.

PO 2. Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.

Connects To

Social Studies

Strand 2: World History

Concept 2: Early Civilizations

PO 3. Recognize that civilizations in the Americas had similar characteristics to the Egyptians.

Writing:**Strand 2: Writing Elements****Concept 2: Organization**

PO 1. Demonstrate sequencing or patterning in written text or storyboards.

PO 3. Write multiple sentences in an order that supports a main idea or story.

Concept 5: Sentence Fluency

PO 1. Write simple sentences.

Strand 3: Writing Applications**Concept 2: Organization**

PO 1. Create expository texts (lists) through drawing and/or writing.

PO 2. Participate in creating simple summaries from informational texts, graphs, tables, or maps.

Concept 6: Research

PO 1. Write a simple report with a title and three facts, using informational sources.

Overview:

This lesson focuses on building phonemic awareness, developing phonics skills, learning vocabulary that is found in the reading materials, and comprehending information in text.

Purpose

These lessons help students develop 4 different types of skills each week:

- **Phonemic awareness** is the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words. Before children learn to read, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, also called phonemes.
- **Phonics** is the relationship between letters and sounds in a language. When children learn that the letter B has the sound of /b/ or that "tion" sounds like /shun/, they are learning phonics. Written language can be compared to a code, so knowing the sounds of letters and letter combinations will help children learn to read and spell.
- **Vocabulary** is the knowledge of words and word meanings in both print and oral language. Learning new words and their meanings is important for understanding what is read or heard.
- **Comprehension** is the process of understanding spoken language or text. It is not only important for children to be able to sound out and pronounce words, but they should also understand the meaning of the words they read.

Materials

- Grade 1 Routines handout
- Alphabet chart
- Student Practice Sheets
 - High Frequency Words By Sight Practice Sheets
 - Phonics Fluency Practice Sheets
 - Read aloud passage “All Kinds of Pyramids”
 - Read aloud passage “A Different Kind of Writing”
 - Decodable stories: “Miss Floss and Miss Lass”, “Attic”, and an Optional Extension titled: “Hippo Hut”
- Vocabulary words
- Notebook paper or note cards

Objectives

Students will:

- Distinguish final phonemes (sounds) of one syllable words.
- Read and write words, including those with short vowels a, e, i, o, u (such as: cat, met, sit, cot, and up) and verbs ending with –s.
- Read regular and irregular high frequency words including: of, will, on, she, come, here, calls, friend, that, of, do, have, says, ball, Miss, after, what, said, play, saw, and went.
- Understand the following vocabulary words in context: pyramid, mysterious, festival.
- Restate facts from listening to a read aloud passage and responding to questions about the text.
- Answer simple questions using who, what, when, where, and why in complete sentences.

Lesson Components

Prerequisite Skills: The student should know how to write a sentence, including starting with a capital letter and ending with punctuation marks.

DAY 1

PHONEMIC AWARENESS

Students will say the final sounds of each word.

See the Grade 1 Routines handout (Final Sound Practice) for instructions on how to identify final sound in one syllable words. Follow the instructions for the routine using the words below:

- | | |
|---------------|---------------|
| • <u>go</u> | • <u>mat</u> |
| • <u>met</u> | • <u>leaf</u> |
| • <u>sun</u> | • <u>ball</u> |
| • <u>rat</u> | • <u>mop</u> |
| • <u>fast</u> | • <u>jug</u> |

PHONICS

Alphabet Chart and Chant

See the Grade 1 Routines handout (Alphabet Chart and Chant) for instructions to practice learning the alphabet and the different sounds of the letters. In order to complete all 4 alphabet chart and chant activities, you will also need the alphabet chart handout and the alphabet sound cards.

Complete each of these routines:

- Alphabet Chart Warm-up using the whole alphabet.
- Alphabet Review
- Alphabet Sound Practice and Review: Alphabet Sound Practice and review the letters and short sounds of a, e, i, and o (such as the short vowel sounds found in the words cat, met, in, and mop).
- Alphabet Chant using the entire alphabet.

High Frequency Words by Sight

High Frequency Words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 2 – Day 1.

Phonics Fluency Practice

Phonics fluency practice helps students learn to recognize the letter and its sound when they see them in a list or on a page (not in the alphabet chart or sound cards). These lists may have repeated letters or change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (Phonics Fluency Practice) for instructions.
- Practice the letters/sounds using the Student Practice Sheets – Phonics Fluency Practice – Week 2- Days 1 & 2.

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read Miss Floss and Miss Lass using the Student Practice Sheets – Decodable Story - Week 2- Days 1 & 2.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

VOCABULARY

Use the Grade 1 Routines handout (Vocabulary Word Instruction) to review and practice the following words.

- **pyramid** (noun) a large triangle shaped stone building
- **mysterious** (adjective) secret or unknown
- **festival** (noun) celebration or party

COMPREHENSION

Use the text from the read aloud All Kinds of Pyramids to help students work on the skills of understanding what they hear. (Student Practice Sheets–Read Aloud – Week 2- Days 1, 3, & 5)

Read Aloud: All Kinds of Pyramids

- See the Grade 1 Routines handout (Read Aloud) for instructions.

After reading All Kinds of Pyramids ask the following questions.

- What is a pyramid? (A pyramid is a kind of building)
- Who built the pyramids? (Pyramids were built by ancient Egyptian, Mayans, Incas and Aztecs)
- Where were the pyramids built? (Egypt and Central and South America)

DAY 2

PHONEMIC AWARENESS

Students will say the final sounds of each word.

See the Grade 1 Routines handout (Final Sound Practice) for instructions on how to identify final sounds in one syllable words. Follow the instructions for the routine using the words below:

- | | |
|-----------------|------------------|
| • n <u>o</u> | • u <u>p</u> |
| • o <u>ff</u> | • j <u>o</u> b |
| • p <u>a</u> t | • m <u>a</u> n |
| • s <u>i</u> ck | • l <u>a</u> nd |
| • sh <u>i</u> p | • ch <u>u</u> nk |

PHONICS

Alphabet Chart and Chant

See the Grade 1 Routines handout (Alphabet Chart and Chant) for instructions to practice learning the alphabet and the different sounds of the letters. In order to complete all 4 alphabet chart and chant activities, you will also need the alphabet chart handout and the alphabet sound cards.

Complete each of these routines:

- Alphabet Chart Warm-up using the whole alphabet.
- Alphabet Review.
- Alphabet Sound Practice and Review: Practice and review the letters and short sounds of a, e, i, and o (such as the short vowel sounds found in the words cat, met, in, and mop).
- Alphabet Chant using the entire alphabet.

High Frequency Words by Sight

High Frequency Words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 2 – Day 2.

Phonics Fluency Practice

Phonics fluency practice helps students learn to recognize the letter and its sound when they see them in a list or on a page (not in the alphabet chart or sound cards). These lists may have repeated letters or change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (Phonics Fluency Practice) for instructions.
- Practice the letters/sounds using the Student Practice Sheets – Phonics Fluency Practice – Week 2- Days 1 & 2.

FLUENCY

Phrase reading practice

Phrase reading practice helps students practice reading phrases (or groups of words) and stories at a speed that is similar to natural speech.

- Write the groups of words or phrases listed below on a piece of paper.

Miss Floss

is a friend

Miss Lass is sad

and runs away

Miss Lass will pass

the red ball

to Miss Floss

- See the Grade 1 Routines handout (Phrase Reading Practice) for instructions.

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read Miss Floss and Miss Lass using the Student Practice Sheets – Decodable Story - Week 2- Days 1 & 2.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

COMPREHENSION

Decodable: **Miss Floss and Miss Lass**

Sequencing Events: Beginning, Middle, and End

Comprehension questions for sequencing events from the decodable story.

- Think about the beginning of the story Miss Floss and Miss Lass. What happened? (Answers may vary. Miss Floss called for her cat. She was petting the cat named Miss Lass. Check the decodable if necessary.)
- In the middle of the story, what were Miss Floss and her cat doing? (Answers may vary. Miss Floss was tossing the ball and playing with Miss Lass. Check the decodable if necessary.)
- The ending of the story was a little surprising. What happened? (Answers may vary. Miss Floss fell and got mad. And then Miss Lass sadly ran away. Check the decodable if necessary.)

Have the student complete the Student Practice Sheets – Comprehension Activity - Week 2- Day 2.

Review with the student the beginning, middle, and ending of the story Miss Floss and Miss Lass (See above).

Say: Let's pretend that you are going to draw the pictures for this story. What would you draw to show the readers what happened at the beginning of the story? (Miss Floss could be petting the cat.)

Say: Draw your picture in the box below the word Beginning.

Allow the student time to complete the picture.

Say: Tell me what happened in the middle of the story. What would you draw to show the readers what happened in the middle of the story? (Miss Floss could be tossing a ball and playing with Miss Lass.)

Say: Draw your next picture in the box below the word Middle.

Allow the student time to complete the picture.

Say: This story had an exciting ending. What would you draw to show the readers what happened at the end of the story? (Miss Floss has fallen. She looks mad. Miss Lass is walking away. She looks sad.)

Say: Draw your picture in the box below the word End.

Allow the student time to complete the picture.

Student will write a sentence that describes each picture. Space is provided below the boxes. Check spelling, spacing, capitalization and punctuation. Help the students revise, if needed.

DAY 3

PHONEMIC AWARENESS

Students will say the final sounds of each word.

See the Grade 1 Routines handout (Final Sound Practice) for instructions on how to identify final sounds in one syllable words. Follow the instructions of the routine using the words below:

- big
- hit
- jog
- yam
- shop
- red
- belt
- nest
- smack
- thee

PHONICS

Alphabet Chart and Chant

See the Grade 1 Routines handout (Alphabet Chart and Chant) for instructions to practice learning the alphabet and the different sounds of the letters. In order to complete all 4 alphabet chart and chant activities, you will also need the alphabet chart handout.

Complete each of these routines:

- Alphabet Chart Warm-up using the whole alphabet.
- Alphabet Chant using the entire alphabet.

High Frequency Words by Sight

High Frequency Words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 2 - Day 3.
- Practice using the sounds reviewed this week while reading whole words using the Student Practice Sheets-Phonics Fluency Practice with Whole Words – Week 2 – Days 3 & 4. This will give the student an additional opportunity to practice this week's sounds in words.

Phonics Word Structure: Verb Endings --s

The focus of this lesson is to learn to read verbs that end with the letter “s”

- Write the words listed below on a piece of paper.

stops
grins
pets

mops
digs

runs
gives

- Tell the student that all of the words are verbs. A verb is an action word.
- Ask the student to listen as you say each word.
- Ask the student to watch you underline each base word (stop, grin, pet, mop, dig, run, give)
- Ask the student to read the underlined portion of each word, providing assistance as needed.
- Tell the student that the underlined part of each word is called the base word. Explain that the “s” at the end is the ending of the word.
- Read the first two words - including their endings - to the student (stops, grins).
- Ask the student to read each of the words with their ending sound (stops, grins, pets, etc.)

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read Attic using the Student Practice Sheets – Decodable Story - Week 2- Days 3, 4, & 5.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

COMPREHENSION

Use the text from the read aloud All Kinds of Pyramids to help students work on the skills of understanding what they hear. (Student Practice Sheets–Read Aloud – Week 2- Days 1, 3, & 5)

Read Aloud: All Kinds of Pyramids

- See the Grade 1 Routines handout (Read Aloud) for instructions.

After reading All Kinds of Pyramids:

Say: Look closely at the pictures of the pyramids from today’s story. Can you tell me how the pyramids are alike or similar?

Help the students add notes to their Student Practice Sheet – Comprehension Activity – Week 2- Day 3. See the chart below for examples.

Alike (Similar)	Different
built with rock or stone	some have doors

You may need to help the child with the brainstorming process.

Say: Let me think...all of the pyramids seem to have a similar shape...built outside...large...built with rock...

Fill in one or two examples on the chart. Let the student add similarities to their chart before continuing.

The process is the same for filling in the “Different” column.

Say: Now look closely at the pictures of the pyramids. Can you tell me how the pyramids are different?

Help the student record observations in the “Different” column of the worksheet.

Save the student’s worksheet for the Day 5 activity.

DAY 4

PHONEMIC AWARENESS

Students will say the final sounds of each word.

See the Grade 1 Routines handout (Final Sound Practice) for instructions on how to identify final sounds in one syllable words. Follow the instructions of the routine using the words below:

- toss
- slap
- green
- job
- throw
- point
- tree
- hill
- scamp
- trunke

PHONICS

Alphabet Chart and Chant

- See Grade 1 Routines handout (Alphabet Chart and Chant) for instructions.
- Use this routine with the Alphabet Chart.

High Frequency Words by Sight

High Frequency Words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 2 – Day 4.
- Practice using the sounds reviewed this week while reading whole words using the Student Practice Sheets-Phonics Fluency Practice with Whole Words – Week 2 – Days 3 & 4. This will give the student an additional opportunity to practice this week's sounds in words.

Phonics Word Structure: Verb Endings --s

The focus of this lesson is to learn to read verbs that end with the letter “s”

- Write the words listed below on a piece of paper.

falls
comes
huffs

plays
gets

runs
pets

- Tell the student that all of the words are verbs. A verb is an action word.
- Ask the student to listen as you say each word.
- Ask the student to watch you underline each base word (fall, come, huff, play, get, run, pet)
- Ask the student to read the underlined portion of each word, providing assistance as needed.
- Tell the student that the underlined part of each word is called the base word. Explain that the “s” at the end is the ending of the word.
- Read the first two words – including their endings - to the student (falls, comes).
- Ask the student to read each of the words with their ending sound (falls, comes, huffs, etc.)

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read Attic using the Student Practice Sheets – Decodable Story - Week 2- Days 3, 4, & 5.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

COMPREHENSION

Student will use the Student Practice Sheets – Comprehension Activity - Week 2- Day 4 worksheet.

Prior to the lesson cut the sentences into 6 strips. The sentences are found in the Student Practice Sheets – Comprehension Activity – Week 2- Day 4 Worksheet. Shuffle the strips so they are not in the correct order. As a review of today’s decodable story, the student will be asked to read the strips and they put them back into the correct order. After the student, believes he or she has completed the task correctly ask him/her to read the strips in the order to see if changes need to be made.

Answers:

1. Ann asks mom, “What is the stuff in the attic?”
2. Mom says she hid the bag, ball, and bat from dad.
3. Ann asks dad to play ball with her.
4. Dad thinks that he doesn’t have a bat or ball.
5. Ann grins and tells dad they are in the attic.
6. Dad says, “Let’s play!”

WRITING

Writing a Simple Report

It is an expectation that First Grade students be able to write a simple report. The report should have a title followed by at least 3 facts. For this report, the student will use information from both read alouds – “A Different Kind of Writing” (Week 1) and “All Kinds of Pyramids”. They may also use their alike and different notes from Day 3. You may want to reread both stories to help students remember the facts.

To help children organize their thoughts teachers often use “webs” or other graphic organizers to get the students started. See Student Practice Sheets – Writing Activity – Week 2 – Day 4.

<h1>Ancient Egyptians</h1>			
Pyramids	Hieroglyphics	Papyrus	Scribes
<ul style="list-style-type: none">- beautiful- mysterious- built far from towns- used to bury pharaohs	<ul style="list-style-type: none">- old form of writing- look like pictures- hard to read	<ul style="list-style-type: none">- Paper made from plants	<ul style="list-style-type: none">- one of a few people in Egypt who could read and write- wrote everything for the pharaoh

This is one example of a graphic organizer with the topic Ancient Egyptians. For a blank copy of an organizer, find Student Practice Sheets – Writing Activity – Week 2 – Day 4.

Say: You will be writing a rough draft today for a report about the Ancient Egyptians. Before you begin, let’s think about how much you have learned during the past two weeks about that topic. We will use Student Practice Sheets – Writing Activity – Week 2 – Day 4 to help us remember all of our ideas.

Say: Write the topic Ancient Egyptians in the big box at the top of the page. (See example above.)

Make a sample of the graphic organizer to help the student. The student will need to copy the words “Ancient Egypt” from the sample.

Say: What do you remember about our topic?

The student may say suggestions such as: pyramids, Hieroglyphics, scribe, papyrus, etc., or may need prompting from you. Fill in the graphic organizer as your discussion flows. (See example above.) After you have filled in the facts about Ancient Egyptians, the student will be asked to write a rough draft. Student Practice Sheets – Writing Activity Report Rough Draft– Week 2 – Day 4) Encourage the student to use the graphic organizer and his or her notes to write the facts.

This is an example of what the student might write. (Answers will vary.)

Topic: Ancient Egyptians

Main Idea: Ancient Egyptians were an amazing and mysterious people.

Fact 1: They built beautiful pyramids from huge stones to bury their pharaohs.

Fact 2: The pyramids were always built far from the towns.

Fact 3: Scribes were the secretaries to pharaoh.

Fact 4: They were able to read and write on papyrus using Heiroglyphics.

Fact 5: Heiroglyphics are an old form of writing that looks like pictures.

Optional Ending: Wouldn't you love to visit Egypt?

Save the rough draft for “publishing” tomorrow.

DAY 5

PHONEMIC AWARENESS

Students will say the final sounds of each word.

See the Grade 1 Routines handout (Final Sound Practice) for instructions on how to identify final sounds in one syllable words. Follow the instructions of the routine using the words below:

- self
- keep
- flask
- zipper
- kitchen
- plot
- rush
- brisk
- pocket
- bedroom

PHONICS

Alphabet Chart and Chant

- See Grade 1 Routines handout (Alphabet Chart and Chant) for instructions.
- Use this routine with the Alphabet Chart.

High Frequency Words by Sight

High Frequency Words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 2 - Day 5.
- Practice using the sounds reviewed this week while reading whole words using the Student Practice Sheets-Phonics Fluency Practice with Whole Words – Week 2 – Day 5. This will give the student an additional opportunity to practice this week’s sounds in words.

Phonics Word Structure: Verb Endings --s

The focus of this lesson is to learn to read verbs that end with the letter “s”

- Write the words listed below on a piece of paper.

calls
jumps
puffs

stays
bets

runs
bats

- Tell the student that all of the words are verbs. A verb is an action word.
- Ask the student to listen as you say each word.
- Ask the student to watch you underline each base word (call, jump, puff, stay, bet, run, bat)
- Ask the student to read the underlined portion of each word, providing assistance as needed.

- Tell the student that the underlined part of each word is called the base word. Explain that the “s” at the end is the ending of the word.
- Read the first two words – including their endings - to the student (calls, jumps). Ask the student to read each of the words with their ending sound (calls, jumps, puffs, etc.)

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read Attic using the Student Practice Sheets – Decodable Story - Week 2- Days 3, 4, & 5.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.
- The Optional Extension Decodable, Hippo Hut (Student Practice Sheets – Decodable Story: Optional Extension - Week 2- Day 5) may be used to provide additional fluency practice. The Grade 1 Routine for Decodable Reading Practice should be used with this decodable.

WRITING

Writing a Simple Report

It is an expectation that First Grade students be able to write a simple report. The report should have a title followed by at least 3 facts. For this report, the student may use information from both read alouds – “A Different Kind of Writing” and “All Kinds of Pyramids” and their alike and different notes from Day 3. You may want to reread both stories to help students remember the facts.

Say: You will be writing a report today about the Ancient Egyptians. Before you begin, let’s look at our rough draft from yesterday. (Student Practice Sheets: Writing Activity: Report Rough Draft – Week 2 – Day 4).

Say: Please read the Topic, Main Ideas and Facts out loud.

Say: Did your sentences make sense? Do you need to make any changes? Check for capital letters and periods.

Say: Authors publish their stories and books. Today you are going to write your report in your very best handwriting and draw an illustration (picture) for the report. (Student Practice Sheets – Writing Activity Report– Week 2 – Day 5)

Say: Write the topic (title) from your rough draft on the top line. It should be centered in the middle of the page.

Say: Copy the main idea on the first indented line. Follow it with the facts from your rough draft.

Say: Please read your report out loud. Do you need to add or change anything? Did you leave spaces between your words? Did you remember to capitalize the first word of your sentences? Are there periods at the end of each sentence? Did you use your best handwriting?

Say: Now it is time for you to illustrate your report. In the box below your report, draw a picture that will help your reader understand your report.

Assessment

Students should be able to read the decodable story Miss Floss and Miss Lass at the end of Day 5 with fewer than 9 errors.

Extensions

Go to the website at http://www.fcrr.org/Curriculum/pdf/GK-1/Archive/P_Final_Part1.pdf

- Select one of the activities to complete.

Sources

Beck, I.L., McKeown, M. G., & Kucan, L. (2002) *Bringing Words to Life: Robust Vocabulary Instruction*. Guilford. New York.

Carnine, D., Silbert, J., Kame'enui, E.J. (1990) *Direct Reading Instruction*. Second Edition. Prentice Hall. Columbus Ohio.

She here calls

of she On

come will here

on Calls friend

Here she come

Will friend calls

of Come here

a ss O e

ff e ll E

U ff i A

ss a e o

ff u ll ss

Miss Floss and Miss Lass

Miss Floss is a friend.

Miss Floss has a fat cat.

She calls the fat cat Miss Lass.

Miss Floss calls for her cat.

“Come here, Miss Lass!”

Miss Lass comes to Miss Floss.

Miss Floss pets Miss Lass.

Miss Floss will toss the red ball to Miss Lass.

Miss Lass will pass the red ball to Miss Floss.

Miss Floss and Miss Lass run after the red ball.

Miss Floss falls and gets mad.

Miss Floss huffs and says, "I will not toss the ball."

Miss Lass is sad and runs away.

All Kinds of Pyramids

You may know that the **Ancient Egyptians** built many large **pyramids** long ago. Well, the Egyptians were not the only pyramid builders in the ancient world. The **Mayans**, the **Aztecs**, and the **Incas** from Central and South America also built pyramids in ancient times.

The pyramids of Ancient Egypt are older than the pyramids of Central and South America, but they are no less beautiful and mysterious. Probably the most famous of all the Mayan pyramids is the beautiful *El Castillo* or “the Castle” in the ancient city of Chichen Itza in what is now modern-day Mexico.



www.commons.wikimedia.org

The Castle Pyramid

Unlike the Ancient Egyptians who built their pyramids far away from the towns; the Mayans, the Aztecs, and the Incas built their pyramids right in the middle of town.

The Egyptians used their pyramids to bury their **pharaohs** or leaders; but the Mayans, the Aztecs, and the Incas used their pyramids to celebrate special holidays and festivals.



Egyptian Pyramids



Aztec Pyramid



Incan Pyramid



www.nasa.gov

Mayan Pyramid

Here are pyramids from Egypt, Central, and South America. Look at the pictures and find ways they are alike and ways they are different. Share your ideas with your classmates.

Standards Connections: Grade 1
Social Studies: Strand 2 Concept 2 PO3
Reading: Strand 1 Concept 4, Strand 3 Concept 1

do here calls

friend she ball

Come have here

says Calls of

Here she come

ball says calls

that friend here

Miss Floss and Miss Lass		
Beginning	Middle	End
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

has

have

calls

after

she

ball

Miss

Have

here

says

calls

not

Here

After

come

ball

says

friend

Miss

Come

here

get

gets

fall

falls

come

comes

run

runs

huff

huffs

pet

pets

Attic

“Mom, what is that stuff in the attic?”
Ann said.

“Stuff, what stuff?” said Mom.

“I saw a bag, a ball and a bat.”

Mom grinned. “That stuff. Well, the
bat, the bag and the ball I hid from
Dad.”

“Dad, can we play ball?” said Ann.

“I do not have a bat or a ball.” said
Dad.

Ann grinned, “In the attic, you do.”

Dad went to the attic and said, “I
do! Let’s play.”

Student Practice Sheets:
Comprehension Activity

Week 2 - Day 3



Egyptian Pyramids



Aztec Pyramid



Incan Pyramid



www.nasa.gov
Mayan Pyramid

Look at the pictures and find ways the pyramids are alike and ways they are different.

Alike	Different

What

have

said

after

Miss

play

saw

Have

what

said

play

Miss

what

After

saw

Miss

have

play

After

said

What

Ann grins and tells dad they are in the attic.

Mom says she hid the bag, ball, and bat from dad.

Dad thinks that he doesn't have a bat or ball.

Ann asks dad to play ball with her.

Dad says, "Let's play!"

Ann asks mom, "What is the stuff in the attic?"

A large, empty, light blue rounded rectangular box with a thin black border, intended for a student's main writing response.Four vertical, empty, light blue rounded rectangular boxes with thin black borders, arranged in a row. These are intended for students to write their names or other identifying information.

Student Practice Sheets:
Writing Activity: Report Rough Draft

Week 2 – Day 4

Topic: _____

Main Idea: Ancient Egyptians were an amazing and mysterious people.

Fact 1: _____

Fact 2: _____

Fact 3: _____

Fact 4: _____

What went said

calls Here play

saw said what

said play says

what went saw

here calls play

saw said What

get falls comes

fall runs huff

calls pets play

run huffs grins

gets plays call

come grin pet

Hippo Hut

Zack is living in a grass hut.

The hut is on a hill.

There is a cliff along the back.

Zack sits on the cliff.

A hippo passes by. A hippo?

Zack is glad.

A hut that lacks hippos is a dull hut!

Zack sings to the hippo.

The hippo stops.

She zigzags up the hill.

She hums along with Zack's song.

They hum and sing.

Zack grins.

Lesson Overview
Language Arts Grade 1

Week # 3	Day 1	Day 2	Day 3	Day 4	Day 5
Comprehension Strategy	Story Structure			Story Structure	
Comprehension Skills		<ul style="list-style-type: none"> prediction story elements details 	<ul style="list-style-type: none"> noting details realistic or fantasy 	<ul style="list-style-type: none"> realistic or fantasy relate to life experiences 	
Phonemic Awareness	<ul style="list-style-type: none"> medial sounds 	<ul style="list-style-type: none"> medial sounds 	<ul style="list-style-type: none"> medial sounds 	<ul style="list-style-type: none"> medial sounds 	<ul style="list-style-type: none"> medial sounds
Phonics/Word/Structure	<ul style="list-style-type: none"> Blends: sn, st, gr, sm, tr, pl 	<ul style="list-style-type: none"> Blends: sn, st, gr, sm, tr, pl 	<ul style="list-style-type: none"> Blends: sn, st, gr, sm, tr, pl 	<ul style="list-style-type: none"> Review: sn, st, gr, sm, tr, pl Blends: sp, dr 	<ul style="list-style-type: none"> Review Blends: sn, st, gr, sm, tr, sp, pl, dr
High Frequency Words	<p>Review: what, has, said</p> <p>Week 3 Words: he, up, to, her, his, see, loves</p>	<p>Review : what, has, said</p> <p>Week 3 Words: he, up, to, her, his, see, loves</p>	<p>Review : what, has, said</p> <p>Week 3 Words: he, up, to, her, his, see, loves</p>	<p>Review: what, went, has</p> <p>Week 3 Words: this, can, want, help</p>	<p>Review: what, went, has</p> <p>Week 3 Words: this, can, want, help</p>
Vocabulary Read Aloud "Objects in the Sky"	<ul style="list-style-type: none"> object space predict sundial shadow 	<ul style="list-style-type: none"> review vocabulary words 		<ul style="list-style-type: none"> graphic organizer with vocabulary words 	
Writing Activity				vocabulary: sentences and pictures	personal narrative: OOPS!
Decodable Books	The Nest	The Nest	The Nest	Milk Spill	Milk Spill Extension: Get a Tent

The Nest

An ADE Language Arts Lesson

Week 3

Author	ADE Content Specialists
Grade Level	1 st Grade
Duration	Five sessions

Aligns To

Reading:

Strand 1: Reading Process

Concept 1: Print Concepts

PO 4. Identify the title of a book.

Concept 2: Phonemic Awareness

PO 4. Distinguish between initial, medial, and final sounds in single-syllable words.

Concept 3: Phonics

PO 5. Recognize high frequency words and irregular sight words.

PO 7. Use knowledge of word order (syntax) and context to confirm decoding.

Concept 5: Fluency

PO 1. Consistently read grade-level text with at least 90 percent accuracy.

PO 2. Read aloud with fluency in a manner that sounds like natural speech.

Concept 6: Comprehension Strategies

PO 1. Predict what might happen next in a reading selection.

PO 2. Relate information and events in a reading selection to life experiences and life experiences to the text.

Strand 2: Comprehending Literary Text

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

PO 1. Identify the plot of a literary selection, heard or read.

PO 4. Determine whether a literary selection, heard or read, is realistic or fantasy.

Strand 3: Comprehending Informational Text

Concept 1: Expository Text

PO 1. Identify the topic of expository text, heard or read.

Connects To

Reading:

Strand 1: Reading Process

Concept 3: Phonics

PO 1. Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences, including the sounds represented by:

- Consonant blends (e.g., bl, st, tr)

This introductory lesson uses single syllable words to provide students practice as they master consonant blends. This lesson is a bridge to future lessons that will include multisyllabic words.

Science:

Strand 6: Earth and Space Science

Concept 2: Objects in the Sky

PO 2. Compare celestial objects (e.g., Sun, Moon, stars) and transient objects in the sky (e.g., clouds, birds, airplanes, contrails).

PO 2. Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.

Writing:

Strand 2: Writing Elements

Concept 2: Organization

PO 1. Demonstrate sequencing or patterning in written text or storyboards.

PO 3. Write multiple sentences in an order that supports a main idea or story.

Concept 5: Sentence Fluency

PO 1. Write simple sentences.

Strand 3: Writing Applications

Concept 1: Expressive

PO 1. Write a narrative that includes:

- a. a main idea based on real or imagined events
- b. character(s)
- c. a sequence of events

Overview

This lesson focuses on building phonemic awareness, developing phonics skills, learning vocabulary that is found in the reading materials, and comprehending information in text.

Purpose

These lessons help students develop 4 different types of skills each week:

- **Phonemic awareness** is the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words. Before children learn to read, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, also called phonemes.
- **Phonics** is the relationship between letters and sounds in a language. When children learn that the letter B has the sound of /b/ or that "tion" sounds like /shun/, they are learning phonics. Written language can be compared to a code, so knowing the sounds of letters and letter combinations will help children learn to read and spell.
- **Vocabulary** is the knowledge of words and word meanings in both print and oral language. Learning new words and their meanings is important for understanding what is read or heard.
- **Comprehension** is the process of understanding spoken language or text. It is not only important for children to be able to sound out and pronounce words, but they should also understand the meaning of the words they read.

Materials

- Grade 1 Routines handout
- Student Practice Sheets
 - High Frequency Word By Sight Practice Sheets
 - Phonics Fluency Practice Sheets
 - Read aloud passage Objects in the Sky
 - Decodable stories: The Nest, Milk Spill, Optional Extension Get a Tent
- Vocabulary words
- Notebook paper or note cards
- Pencil, pen and/or markers

Objectives

Students will:

- Distinguish medial sounds in one-syllable words.
- Read and write words with sn, st, gr, sm, tr, sp, pl, dr.
- Read regular and irregular high frequency words including: he, up, to, her, his, see, loves, this, can, want, help.
- Understand the following vocabulary words in context: object, predict, space, sundial, shadow.
- Listen to a read aloud passage then restate facts and respond to questions about the text.
- Make predictions about the decodable story: The Nest.
- Read the decodable stories The Nest and Milk Spill and cite evidence to determine whether the selections are realistic or fantasy stories.
- Relate the decodable stories to own experiences.
- Write a personal narrative.
- Write and illustrate sentences using the vocabulary words from the Listening Comprehension Story: Objects in the Sky.

Lesson Components

Prerequisite Skills: The student should know how to write a sentence, including starting with a capital letter and ending with punctuation marks.

DAY 1

PHONEMIC AWARENESS

Students will say the medial sounds of each word below.

See the Grade 1 Routines handout (Medial Sound Practice) for instructions on how to identify medial sounds in one-syllable words. Follow the routine instructions using the words below:

- | | |
|-----------------|-------------------|
| • <u>g</u> oat | • b <u>r</u> ight |
| • m <u>e</u> t | • d <u>a</u> d |
| • s <u>u</u> n | • m <u>o</u> p |
| • j <u>e</u> ep | • l <u>i</u> ke |
| • f <u>i</u> st | • b <u>o</u> ok |

PHONICS

High Frequency Words by Sight

High frequency words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 3 - Days 1-3.

Phonics Fluency Practice

Phonics fluency practice helps students learn to recognize the letter and its sound when they see them in a list or on a page (not in the alphabet chart or sound cards). These lists may have repeated letters or change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (Phonics Fluency Practice) for instructions.
- Practice the letters/sounds using the Student Practice Sheets – Phonics Fluency Practice – Week 3 - Days 1-3.

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Use the decodable story The Nest using the Student Practice Sheets – Decodable Story - Week 3 - Days 1-3.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

VOCABULARY

Use the Grade 1 Routines handout (Vocabulary Word Instruction) to review and practice the following words:

- **object** (noun) a thing that you can hold, touch, or see
- **predict** (verb) use what you know to say what will happen in the future
- **space** (noun) the sky between the Earth, stars, and planets
- **sundial** (noun) a tool that was used in the past for telling time
- **shadow** (noun) the dark shape caused by an object that blocks sunlight

COMPREHENSION

Use the text from the read aloud Objects in the Sky to help students work on the skills of understanding what they hear. (Student Practice Sheets–Read Aloud – Week 3 - Day 1)

Read Aloud: Objects in the Sky

- See the Grade 1 Routines handout (Read Aloud) for instructions.

After reading Objects in the Sky ask the following questions.

- What are some objects in space? (answer: Sun, Moon, stars)
- What are objects that are close to Earth? (answer: birds, airplanes, clouds)
- When are stars in the sky? (answer: always)
- When can you see the stars the best? (answer: at night)
- Which is easier to predict: where the Sun will be tomorrow or where a bird will be? (answer: Sun)
- Why did people make sundials? (answer: so they could tell time)
- What is the topic of this story? (answer: objects in the sky)

DAY 2

PHONEMIC AWARENESS

Students will say the medial sounds of each word below.

See the Grade 1 Routines handout (Medial Sound Practice) for instructions on how to identify the medial sound in one-syllable words. Follow the routine instructions using the words below:

- | | |
|--------------------------|------------------|
| • <u>n</u> ight | • j <u>u</u> mp |
| • p <u>a</u> t | • c <u>l</u> ock |
| • s <u>t</u> ick | • m <u>a</u> in |
| • z <u>o</u> om | • d <u>r</u> ess |
| • s <u>t</u> ee <u>p</u> | • ch <u>u</u> nk |

PHONICS

High Frequency Words by Sight

High frequency words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 3 - Days 1-3.

Phonics Fluency Practice

Phonics fluency practice helps students learn to recognize the letter and its sound when they see them in a list or on a page (not in the alphabet chart or sound cards). These lists may have repeated letters or change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (Phonics Fluency Practice) for instructions.
- Practice the letters/sounds using the Student Practice Sheets – Phonics Fluency Practice – Week 3 - Days 1-3.

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Use the decodable story The Nest using the Student Practice Sheets – Decodable Story - Week 3 - Days 1-3.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

COMPREHENSION

Use the text from the decodable story The Nest, Student Practice Sheets – Decodable Story - Week 3 - Days 1-3, to help students work on the skills of understanding what they read.

Before reading, explain that stories contain the following parts:

- main idea – this is the topic of the story or what the story is about
- setting – this is where the story takes place
- characters – this is who the story is about
- the problem – this is something that went wrong or needs to be fixed in the story
- the solution – this is how the problem is fixed

During reading, ask the student to stop reading at the bottom of the second page of the story (page 4 of the Student Practice Sheets). After the student reads “Snap has a plan”, ask the student pause for a moment. Ask the student to predict what Snap’s plan might be and explain why he or she thinks that might happen?

After reading The Nest ask the following questions.

- Where does the story take place? (answer: students can come up with different answers, outside in the grass)
- Who is the story about? (answer: Bess’s cat Snap)
- What problem happened during the story? (answer: Snap spotted the bird in the nest and plans to get the bird)
- What happened at the end of the story? (answer: Snap steps away from the nest when Bess says “Stop, Snap, stop!”)

DAY 3

PHONEMIC AWARENESS

Students will say the medial sounds of each word below.

See the Grade 1 Routines handout (Medial Sound Practice) for instructions on how to identify Medial sound in one-syllable words. Follow the routine instructions using the words below:

- bright
- scent
- drain
- yam
- shop
- reef
- blast
- phone
- smack
- fruit

PHONICS

High Frequency Words by Sight

High frequency words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 3 - Days 1-3.

Phonics Fluency Practice

Phonics fluency practice helps students learn to recognize the letter and its sound when they see them in a list or on a page (not in the alphabet chart or sound cards). These lists may have repeated letters or change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (Phonics Fluency Practice) for instructions.
- Practice the letters/sounds using the Student Practice Sheets – Phonics Fluency Practice – Week 3 - Days 1-3.

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Use the decodable story The Nest using the Student Practice Sheets – Decodable Story - Week 3 - Days 1-3.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

COMPREHENSION

- Use the text from the decodable story The Nest, Student Practice Sheets – Decodable Story - Week 3 - Days 1-3, to help students work on the skills of understanding what they read.
- Review the questions from Comprehension Day 2.
Say: Today we are going to talk about 2 different kinds of stories: realistic stories and fantasy stories. A realistic story is one that could really happen in real life. For example, you might read a story about a family that goes out to dinner, eats a chicken dinner, and then drives home. That could really happen, couldn't it? That would be a realistic story. Can you think of a story that might really happen, a realistic story?

Say: Some stories are called fantasy stories. These stories are often filled with amazing things that couldn't really happen in real life. For example, you might read a story about a kitten driving a car to the store, buying a taco, and then flying a rocket into space. That couldn't really happen, could it? Can you think of a story that couldn't really happen, a fantasy?

Say: You have been reading a story about Bess and her cat. Let's decide whether it is a realistic story or a fantasy. Remember that realistic stories could happen in real life.

Ask: What happened in the story that might happen in real life?

Ask: Did anything happen in the story that couldn't happen in real life, something that would make it a fantasy?

Ask: Do you think the decodable story, The Nest, could happen in real life or do you believe it is a fantasy? (answer: It could happen in real life. It is realistic.)

- Use the worksheets (Student Practice Sheets – Comprehension Activity: Sheets A and B - Week 3 - Day 3.) to decide whether a statement would be realistic or fantasy. The student should cut the strips apart on Sheet B then glue them in the appropriate column on Sheet A.

Answers:

Realistic	Fantasy
Boys fly kites.	Dogs drive trucks.
Ann can jump.	Tables can talk.
Cats purr.	The cat is reading a book.
Miss Floss is mad.	Bess can fly.
I am eating a banana	The Sun is waving at me.
My dog is eating pizza.	The apple is crying.
The baby wants food.	The tree ran away.

DAY 4

PHONEMIC AWARENESS

Students will say the medial sounds of each word.

See the Grade 1 Routines handout (Medial Sound Practice) for instructions on how to identify the medial sounds in one-syllable words. Follow the instructions of the routine using the words below.

- toss
- strain
- green
- born
- thrown
- point
- treat
- sharp
- scamp
- trunk

PHONICS

High Frequency Words by Sight

High frequency words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 3 - Days 4 & 5.

Phonics Fluency Practice

Phonics fluency practice helps students learn to recognize the letter and its sound when they see them in a list or on a page (not in the alphabet chart or sound cards). These lists may have repeated letters or change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (Phonics Fluency Practice) for instructions.
- Practice the letters/sounds using the Student Practice Sheets – Phonics Fluency Practice – Week 3 - Day 4.

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Use the decodable story Milk Spill using the Student Practice Sheets – Decodable Story - Week 3 - Days 4 & 5.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

COMPREHENSION

Use the text from the decodable story Milk Spill, Student Practice Sheets – Decodable Story - Week 3 - Days 4 & 5, to work on the skills of understanding what the student read.

Before reading, explain that stories contain the following parts:

- main idea – this is the topic of the story or what the story is about
- setting – this is where the story takes place
- characters – this is who the story is about
- the problem – this is something that went wrong or needs to be fixed in the story
- the solution – this is how the problem is fixed

During reading, ask the student to stop reading at the bottom of the first page of the story (page 13 of the Student Practice Sheets). After the student reads ‘Sis sits’, ask the student pause for a moment. Ask the student to predict what Sis might do next and to explain why he or she thinks that might happen.

After reading Milk Spill ask the following questions.

- What is the story about? (answer: a milk spill)
- Where do you think the story might take place? (answer: students can come up with different answers, probably in the kitchen)
- What problem happened during the story? (answer: Sis did not want help so she spilled the milk)
- What happened at the end of the story? (answer: Sis called for her dad to come and help her.)
- Is this a realistic or fantasy story? (answer: realistic) Why do you think that the story is realistic? (answer: because a kid could decide to get their own milk and it could spill, then they would call for help.)
- Have you ever spilled anything? What happened?

VOCABULARY

Use the Grade 1 Routines for Vocabulary Word Instruction to review and practice the following words.

- **object** (noun) a thing that you can hold, touch, or see
- **predict** (verb) use what you know to say what will happen in the future
- **space** (noun) the sky between the Earth, stars, and planets
- **sundial** (noun) a tool that was used in the past for telling time
- **shadow** (noun) the dark shape caused by an object that blocks sunlight

Use the worksheet (Practice Sheets: Vocabulary Week 3 Day 4) to review the vocabulary from the read aloud story Objects in the Sky.

Say: We have listened to a story about objects in the sky and learned some new vocabulary words. In the first box, put your finger on the vocabulary word “space”. Close your eyes. Think of the word space. What picture comes to mind?

Say: Draw a picture to show the word space in the box under the word “space”.

Give the student time to draw the picture. (Note: the word space has multiple meanings. The picture should represent how space is defined in the vocabulary words and used in the story.)

Say: Write a sentence using the word “space” in the box below your picture. Remember to capitalize the first word of your sentence and put a period at the end.

As the child writes, monitor spelling and spacing, capitals and periods.

Say: Please read your sentence aloud.

Continue this procedure with the vocabulary words: sundial, object, and shadow.

DAY 5

PHONEMIC AWARENESS

Students will say the medial sounds of each word.

See the Grade 1 Routines handout (Medial Sound Practice) for instructions on how to identify the medial sounds in one-syllable words. Follow the instructions of the routine using the words below.

- self
- creep
- flask
- sound
- steep
- grove
- crunch
- bread
- choice
- queen

PHONICS

High Frequency Words by Sight

High frequency words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 3 - Days 4 & 5.
- Practice using the sounds practiced this week while reading whole words using the Student Practice Sheets-Phonics Fluency Practice with Whole Words – Week 3 – Day 5. This will give the student an additional opportunity to practice this week’s sounds in words.

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Use the decodable story Milk Spill using the Student Practice Sheets – Decodable Story - Week 3- Days 4 & 5.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.
- The Optional Extension Decodable, Get a Tent Student Practice Sheets – Decodable Reading: Optional Extension – Week 3 Day 5 may be used to provide additional fluency practice. The Grade 1 Routine for Decodable Reading Practice should be used with this decodable.

WRITING

Personal Narrative

Say: Today's story was about Sis and her problem. She spilled her milk. Let's list some times that you or someone you know spilled something.

On a piece of paper, list the events for the student.

Say: Pick one idea from the list that you would like to write about.

You may need to guide the child to choose a topic that has enough details to write about. Students will use the rough draft worksheet (Student Practice Sheets: Writing Personal Narratives: Rough Draft - Week 3 – Day 5).

Say: Write your choice on the top line next to the word Topic. (example: I accidentally spilled pancake syrup all over the kitchen floor.)

Allow the student time to write the topic on the first line. As the child writes, monitor spelling and spacing, capitals and periods.

Say: Please read your sentence aloud.

Say: Can you tell me about your spill? What happened first?

Say: Write that next to the word first.

Allow the student time to write.

Say: Please read your sentence aloud.

Continue this procedure with Next, Then, and Finally.

Read the rough draft aloud with the student.

Say: Are there any changes, corrections or additions you would like to make?

The student should use the OOPS! Worksheet (Student Practice Sheets: Writing Personal Narratives: My Story - Week 3 – Day 5) to copy the rough draft. This is an important step called publishing. The story should be rewritten in the student's best handwriting and look like a finished product. As the child writes, monitor spelling and spacing, capitals and periods.

Assessment

Students should be able to read the decodable story The Nest at the end of Day 5 with fewer than 15 errors.

Extensions

Go to the website at http://www.fcrr.org/Curriculum/pdf/GK-1/Archive/P_Final_Part1.pdf

- Select one of the activities to complete.

Sources

Beck, I.L., McKeown, M. G., & Kucan, L. (2002) *Bringing Words to Life: Robust Vocabulary Instruction*. Guilford. New York.

Carnine, D., Silbert, J., Kame'enui, E.J. (1990) *Direct Reading Instruction*. Second Edition. Prentice Hall. Columbus Ohio.

what

Has

said

He

up

to

her

his

loves

said

up

What

to

See

He

her

loves

has

see

to

up

sm st sn gr

tr gr pl st

sn St tr sm

gr sn st Gr

Tr Sm pl Sn

THE NEST

Snap is Bess's cat.

He is her pet.

Bess rubs his fur.

Bess loves her cat.

Snap purrs.

Snap runs in the grass.

Snap runs to the wall.

Snap looks up.

“Snap,” said Bess. “What do you see?”

Snap purrs and looks up.

“It’s a nest,” said Bess.

“I spotted a nest to the west of the steps.”

A bird is in the nest.

The bird has eggs in the nest.

Snap spots the bird in the nest.

Snap scans the nest up on the wall.

Snap has a plan.

Snap's plan is to trap the bird.

She's a smart bird.

This bird has the best nest.

Snap jumps up on the wall.

Bess spots Snap.

Bess said, "Stop, Snap, stop!"

She stops his plan.

Snap steps away from the nest.

Snap's plan was not the best.

Bess grins.

She stopped his plan.

Objects in the Sky

Some objects in the sky are close to Earth. Other objects in the sky are very far away. They are in **space**. How do you know which objects are in space?

The Sun, Moon and stars are all objects in space. They are very far away from the Earth. You can **predict** when you will see objects in space. The Sun is in the sky every day. Stars are always in the sky. You can see them best at night.



Objects in space

You can predict where you will see objects in space. The sun is in one part of the sky in the morning. It is in a different place in the afternoon. Look at where the Sun is today at lunch time. It will be in almost the same place tomorrow at lunch time.



People can use the Sun to tell the time of day. Before people had clocks, they used a **sundial** to tell time. When the sun shines on the pointer, it makes a **shadow**. You can tell what time it is by looking at where the shadow points.



Sundial

Some objects in the sky are not in space. Birds, airplanes, and clouds are not in space. They are close to the Earth.

It is hard to predict when you will see these objects. You might see a bird today but not tomorrow. There might be ten birds today, and two birds tomorrow. You might see an airplane during the day or you might see one at night.



Birds

It is hard to predict where you will see objects that are close to the Earth. One day an airplane might look close. A different day it might look far away. At lunch, an airplane might fly over your school. Some days clouds move slowly. Other days they move quickly.



Airplane

Adapted from:

http://www.sciencenetlinks.com/lessons_printable.cfm?DocID=155

Standards Connections: Grade 1

Science: Strand 6 Concept 2 PO2

Reading: Strand 1 Concept 4 and Strand 3 Concept 1

	Realistic
	Fantasy

what Has went

This can help

want what has

Can want this

help went What

want has Help

see to up

sp

st

sn

gr

tr

gr

sp

dr

pl

St

tr

sp

sp

sn

dr

Gr

dr

Sm

pl

Sp

Milk Spill

Splat, splat splat drips the milk.

Sis has a problem.

Sis went to get a drink.

She did not want help.

Sis did not ask for help.

Splat, splat splat drips the milk.

Sis has a spill.

Splat, splat splat drips the milk.

Sis sits.

Splat, splat splat drips the milk.

Sis thinks.

Splat, splat splat drips the milk.

Who can help with this problem?

“DAD!”

Illustrate the following vocabulary words. Then use the word in a sentence.	
space	sundial
object	shadow

snag

splat

green

smog

tree

rest

spill

plan

grin

drip



Topic: _____

First _____

Next _____

Then _____

Finally _____

Get a Tent

“Mom, can we sell stuff to get a tent?” asked Ben.

“What stuff?” asked mom.

“I will fill the wagon and sis can fill the basket,” said Ben.

“But what stuff? What will you put in the wagon and the basket?” Mom asked.

“Well, sis will trap a sunset and I will take a kiss. What do you think? Will we sell that stuff?” asked Ben.

“If sis traps a sunset, and you take a kiss, I will get you a tent.” said Mom.

Lesson Overview

Language Arts Grade 1

Week # 4	Day 1	Day 2	Day 3	Day 4	Day 5
Comprehension Strategy	Story Structure	Story Structure	Story Structure	Story Structure	Story Structure
Comprehension Skills	<ul style="list-style-type: none"> main ideas and details realistic and fantasy 	<ul style="list-style-type: none"> main ideas and details realistic and fantasy 	<ul style="list-style-type: none"> main ideas and details realistic and fantasy 	<ul style="list-style-type: none"> main ideas and details realistic and fantasy 	<ul style="list-style-type: none"> main ideas and details realistic and fantasy
Phonemic Awareness	<ul style="list-style-type: none"> initial, medial, final sounds 	<ul style="list-style-type: none"> initial, medial, final sounds 	<ul style="list-style-type: none"> initial, medial, final sounds 	<ul style="list-style-type: none"> initial, medial, final sounds 	<ul style="list-style-type: none"> initial, medial, final sounds
Phonics/Word/Structure	<ul style="list-style-type: none"> consonant digraphs: sh, ck inflectional endings: ed, ing 	<ul style="list-style-type: none"> consonant digraphs: sh, ck inflectional endings: ed, ing 	<ul style="list-style-type: none"> consonant digraphs: sh, ck inflectional endings: ed, ing 	<ul style="list-style-type: none"> Review: consonant digraphs: sh, ck inflectional endings: ed, ing 	<ul style="list-style-type: none"> Review: consonant digraphs: sh, ck inflectional endings: ed, ing
High Frequency Words	Review: said Week 4 Words: wind, river, were, across, swell, was	Review : said Week 4 Words: wind, river, were, across, swell, was	Review : said Week 4 Words: wind, river, were, across, swell, was	Review: will Week 4 Words: then, travel, else, you, as, splendid	Review: will Week 4 Words: then, travel, else, you, as, splendid
Vocabulary Read Aloud “Rocks”	<ul style="list-style-type: none"> texture minerals pebble 				
Writing Activity			Note Writing	Create a Book Cover	
Decodable Books	River Splash	River Splash	River Splash	Sid’s Rocket Plan	Sid’s Rocket Plan Extension: Hank’s Trip

River Splash

An ADE Language Arts Lesson

Week 4

Author	ADE Content Specialists
Grade Level	1 st Grade
Duration	Five sessions

Aligns To

Reading:

Strand 1: Reading Process

Concept 1: Print Concepts

PO 4. Identify the title of a book.

Concept 2: Phonemic Awareness

PO 4. Distinguish between initial, medial, and final sounds in single-syllable words. mark each phoneme).

Concept 3: Phonics

PO 1. Decode regularly spelled two-syllable words fluently by applying the most common letter-sound correspondences, including the sounds represented by:

- Consonant digraphs (sh, ck)

PO 2. Use knowledge of inflectional endings (e.g., -s, -ed).

PO 5. Recognize high frequency words and irregular sight words.

PO 7. Use knowledge of word order (syntax) and context to confirm decoding.

Concept 4: Vocabulary

PO 1. Recognize base words and their inflections (e.g., *look, looks, looked, looking*).

Concept 5: Fluency

PO 1. Consistently read grade-level text with at least 90 percent accuracy.

PO 2. Read aloud with fluency in a manner that sounds like natural speech.

Concept 6: Comprehension Strategies

PO 1. Predict what might happen next in a reading selection.

PO 2. Relate information and events in a reading selection to life experiences and life experiences to the text.

Strand 2: Comprehending Literary Text

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

Connects To

Science:

Strand 6: Earth and Space Science

Concept 1: Properties of Earth materials

PO 1. Describe the following basic Earth materials:

- rocks

PO 4. Determine whether a literary selection, heard or read, is realistic or fantasy.

Writing:

Strand 2: Writing Elements

Concept 2: Organization

PO 3. Write multiple sentences in an order that supports a main idea or story.

Concept 3: Voice

PO 1. Create pictures and text that is expressive, individualist, engaging, and lively

Concept 5

PO 1. Write simple sentences.

Strand 3: Writing Applications

Concept 3: Functional

PO 1. Write a variety of functional text e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables).

Overview

This lesson focuses on building phonemic awareness, developing phonics skills, learning vocabulary that is found in the reading materials, and comprehending information in text.

Purpose

These lessons help students develop 4 different types of skills each week:

- **Phonemic awareness** is the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words. Before children learn to read, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, also called phonemes.
- **Phonics** is the relationship between letters and sounds in a language. When children learn that the letter B has the sound of /b/ or that "tion" sounds like /shun/, they are learning phonics. Written language can be compared to a code, so knowing the sounds of letters and letter combinations will help children learn to read and spell.
- **Vocabulary** is the knowledge of words and word meanings in both print and oral language. Learning new words and their meanings is important for understanding what is read or heard.
- **Comprehension** is the process of understanding spoken language or text. It is not only important for children to be able to sound out and pronounce words, but they should also understand the meaning of the words they read.

Materials

- Grade 1 Routines handout
- Student Practice Sheets
 - High Frequency Words By Sight Practice Sheets
 - Phonics Fluency Practice Sheets
 - Comprehension Activities
 - Read aloud passage Rocks
 - Decodable stories River Splash, Sid's Rocket Plan, Optional Extension Hank's Trip
- Vocabulary words
- Notebook paper or note cards
- Pencil, pen and/or markers

Objectives

Students will:

- Distinguish initial, medial and final phonemes (sounds) of one syllable words.
- Read and write words, including those with sh, ck, -ed, and -ing.
- Read regular and irregular high frequency words including: said, wind, river, were, across, swell, was, will, then, travel, else, you, as, splendid.
- Read phrases to build fluency.
- Understand the following vocabulary words in context: texture, minerals, pebble.
- Restate facts from listening to a read aloud passage and responding to questions about the text.
- Answer simple questions using who, what, when, where, and why in complete sentences.
- Write words from the decodable story River Splash that describe the actions of the river, the fish and the wind.
- Write a note /message telling something they learned about rocks.
- Create a book cover for the story Sid's Rocket Plan.

Lesson Components

Prerequisite Skills: The student should know how to write a sentence, including starting with a capital letter and ending with punctuation marks.

DAY 1

PHONEMIC AWARENESS

Students will say either the initial, medial, or final phonemes (sounds) for each word. See the Grade 1 Routines handout (Initial/Medial/Final Sound Practice) for instructions. The target phoneme (sound) is underlined in the words below.

- | | |
|-----------------|------------------|
| • <u>g</u> o | • <u>b</u> at |
| • <u>m</u> et | • r <u>o</u> pe |
| • s <u>u</u> n | • b <u>l</u> ack |
| • r <u>a</u> ft | • m <u>o</u> ist |
| • f <u>a</u> st | • l <u>i</u> ke |

PHONICS

High Frequency Words by Sight

High frequency words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 4 – Days 1-3.
- Practice using the sounds practiced this week while reading whole words using the Student Practice Sheets-Phonics Fluency Practice with Whole Words – Week 4 – Days 1 & 2. This will give the student an additional opportunity to practice this week’s sounds in words.

Phonics Fluency Practice

Phonics fluency practice helps students learn to recognize the letter and its sound when they see them in a list or on a page (not in the alphabet chart or sound cards). These lists may have repeated letters or change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (Phonics Fluency Practice) for instructions.
- Practice the sounds using the Student Practice Sheets – Phonics Fluency Practice – Week 4- Days 1-5.

Phonics/Word Structure: Focus letters/sounds: sh, ck, -ing, -ed

The focus of this lesson is to learn to read words that have letter combinations with sh, ck, -ing, -ed. Write the words listed below on a piece of paper.

- See the Grade 1 Routines handout (Phonics/Word Structure) for instructions.

fish	fishing	fished
wish	wishing	wished
rush	rushing	rushed
lack	lacking	lacked
truck	trucking	trucked

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read River Splash using the Student Practice Sheets – Decodable Story - Week 4- Days 1-3.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

VOCABULARY

Use the Grade 1 Routines handout (Vocabulary Word Instruction) to review and practice the following words:

- **texture** (noun) the way the outside of an object looks and feels (rough, smooth, bumpy)
- **minerals** (noun) natural materials in the ground that were never alive; rocks are made out of minerals
- **pebble** (noun) a small rounded stone

COMPREHENSION

Use the text from the read aloud Rocks to help students work on the skills of understanding what they hear. (Student Practice Sheets–Read Aloud – Week 4- Days 1 & 3)

Read Aloud: Rocks

- See the Grade 1 Routines handout (Read Aloud) for instructions.

After reading Rocks ask the following questions.

- Have you ever played with rocks? What kind of rocks have you seen? (Answers will vary.)
- Some rocks are very, very large. What do we call those big rocks? (answer: mountains)
- Some rocks are very, very small. What do we call the very smallest rocks? (answer: sand)
- Rocks have interesting textures and sizes. Describe some rocks that you have seen or touched. How did they feel? (answer will vary but might include: rough, smooth, big, tiny.)
- What gives rocks their color? (answer: minerals)

DAY 2

PHONEMIC AWARENESS

Students will say either the initial, medial or final phonemes (sounds) for each word.

See the Grade 1 Routines handout (Initial/Medial/Final Sound Practice) for instructions. The target phoneme (sound) is underlined in the words below.

- know
- bluff
- plate
- street
- shrimp
- clean
- slept
- mall
- bark
- chunk

PHONICS

High Frequency Words by Sight

High frequency words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 4 - Days 1-3.
- Practice using the sounds practiced this week while reading whole words using the Student Practice Sheets-Phonics Fluency Practice with Whole Words – Week 4 – Days 1 & 2. This will give the student an additional opportunity to practice this week’s sounds in words.
- Practice using the sounds practiced this week while reading whole words using the Student Practice Sheets-Phonics Fluency Practice with Whole Words – Week 4 - Day 2. This will give the student an additional opportunity to practice this week’s sounds in words.

Phonics Fluency Practice

Phonics fluency practice helps students learn to recognize the letter and its sound when they see them in a list or on a page (not in the alphabet chart or sound cards). These lists may have repeated letters or change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (Phonics Fluency Practice) for instructions.
- Practice the sounds using the Student Practice Sheets – Phonics Fluency Practice – Week 4- Days 1-5.

Phrase Reading Practice

Phrase reading practice helps students practice reading phrases (or groups of words) and stories at a speed that is similar to natural speech.

- Write the groups of words or phrases listed below on a piece of paper.

across the river

in a flash

and the wind did

a mad fish dash

in a rush

- See the Grade 1 Routines handout (Phrase Reading Practice) for instructions.

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read River Splash using the Student Practice Sheets – Decodable Story - Week 4- Days 1-3.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

River Splash will give the student an opportunity to read and hear some great sounding descriptive words. The student will complete page 12 of the Student Practice Sheets – Comprehension Activity - Week 4- Day 2 with your assistance. Encourage the student to check the story for the words that describe the river, the fish, and the wind.

Say: River Splash was a story filled with great words. Let's think about the words the author used to help us see how the river looked that day. The author used the word crush, the river was crushing. Can you show me how the word crushing might look if you acted it out?

Say: Write the words crush and crushing in your chart. Those words described the river.

Say: Can you think of another word that described the river? (crash, crashing; splash, splashing; swish, swishing; swell, swelling)

The student should fill in the chart with words from the story that described the river and act out the words if possible.

Say: Would this river be a safe place to swim? Why or why not? Read the words that describe the river.

The River

<i>crush</i>	<i>crushing</i>
<i>crash</i>	<i>crashing</i>
<i>splash</i>	<i>splashing</i>
<i>swish</i>	<i>swishing</i>
<i>swell</i>	<i>swelling</i>

Continue filling in the chart as above. Find words that describe fish and the wind.

The Fish

<i>rush</i>	<i>rushing</i>
<i>dash</i>	<i>dashing</i>

The Wind

<i>blast</i>	<i>blasting</i>
<i>blast</i>	<i>blasted</i>

Say: Complete the sentence at the bottom of the page.

The sun said _____ (hush) _____.

Say: Let's read all of the words one more time.

DAY 3

PHONEMIC AWARENESS

Students will say either the initial, medial or final phonemes (sounds) for each word. See the Grade 1 Routines handout (Initial/Medial/Final Sound Practice) for instructions. The target phoneme (sound) is underlined in the words below.

- spark
- hit
- jump
- hand
- shop
- real
- craft
- snake
- smack
- thumb

PHONICS

High Frequency Words by Sight

High frequency words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 4 – Days 1 - 3.
- Practice using the sounds practiced this week while reading whole words using the Student Practice Sheets-Phonics Fluency Practice with Whole Words – Week 4 – Day 3. This will give the student an additional opportunity to practice this week’s sounds in words.

Phonics Fluency Practice

- Phonics fluency practice helps students learn to recognize letters, words, and their sounds. See the Grade 1 Routines handout (Phonics/Word Structure) for instructions. The focus letter combinations for this week are: sh, ck, -ed, -ing.
- Use this routine with the Student Practice Sheets for Week 4: Days 1-5.

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read River Splash using the Student Practice Sheets – Decodable Story - Week 4- Days 1-3.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

COMPREHENSION

Use the text from the read aloud Rocks to help students work on the skills of understanding what they hear. (Student Practice Sheets–Read Aloud – Week 4- Days 1 & 3)

Read Aloud: Rocks

- See the Grade 1 Routines handout (Read Aloud) for instructions.

WRITING

Writing a Friendly Note

Say: We have learned a lot about rocks. Let's list some of the facts you have learned about rocks. I will write them on my paper.

List the facts given by the student. You may need to give them the first one to get them started.

Say: Today you are going to write a note to a friend or family member telling something you know about rocks.

Say: First let's look at a note. (Student Practice Sheets–Comprehension Activity Note Sample – Week 4- Day 3) Let's read the note together.

Read the note together and then answer the questions below the note with the student. The student will fill in the blanks with your assistance.

Say: Now it is your turn to write a note (see Student Practice Sheets–Comprehension Activity Note – Week 4- Day 3). All notes should have a greeting like Dear Mom, Dear Bob, or Dear Grandma. Put your finger on the line where you will write your greeting. Write your greeting and put a comma at the end just like the sample.

Say: Look at the sample note page. Read your first fact out loud. Put your finger on the line where you will write the first fact.

Allow the student time to write the fact on the worksheet. As the child writes, monitor spelling and spacing, capitalization, and periods.

Continue copying the information from the draft (Student Practice Sheets–Comprehension Activity Note – Week 4- Day 3) to the final copy. Encourage the student to draw a picture or decorate the note.

DAY 4

PHONEMIC AWARENESS

Students will say either the initial, medial, or final phonemes (sounds) for each word. See the Grade 1 Routines handout (Initial/Medial/Final Sound Practice) for instructions. The target phoneme (sound) is underlined in the words below.

- toss
- slapl
- green
- job
- think
- point
- crash
- hill
- swim
- west

PHONICS

High Frequency Words by Sight

High frequency words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 4 – Days 4 & 5.
- Practice using the sounds practiced this week while reading whole words using the Student Practice Sheets-Phonics Fluency Practice with Whole Words – Week 4 – Day 4. This will give the student an additional opportunity to practice this week's sounds in words.

Phonics/Word Structure: Focus letters/sounds: sh, ck, -ing, -ed

Phonics fluency practice helps students learn to recognize letters, words, and their sounds. See the Grade 1 Routines handout (Phonics/Word Structure) for instructions.

The focus letter combinations for this week are: sh, ck, -ed, -ing.

- Use this routine with the Student Practice Sheets for Week 4: Days 1-5.

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read Sid's Rocket Plan using the Student Practice Sheets – Decodable Story - Week 4- Days 4 & 5.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

COMPREHENSION

- Use the text from the decodable story Sid's Rocket Plan, Student Practice Sheets – Decodable Story - Week 4 - Days 3 & 4 to help students work on the skills of understanding what they read.

After reading Sid's Rocket Plan ask the following questions.

- What is the story about? (answer: Sid wants to travel on a rocket to a sunny spot.)
- Where does the story take place? (answer: The student might say: outside in the grass, in Sid's backyard, at the park. Answers will vary.)
- Who are the characters in this story? (answer: Sid and Ellen)
- What happened during the story? (answer: Sid and Ellen are talking about rocket travel.)
- What happened at the end of the story? (answer: Sid asks Ellen if she has a rocket.)
- Do you think either of the children had a rocket? (answer: probably not, no)
- Is this story realistic, could it really have happened? Why? (answer: Yes, because two kids could sit in the backyard and talk about traveling on a rocket.)

WRITING

Creating a Book Cover

It is expected that a first grade student would be able to create expressive and engaging pictures. Today, the student will create a book cover for the story "Sid's Rocket Plan". To complete the task they will need a paper, pencil and crayons or markers.

Say: Children's book covers usually have wonderful pictures drawn by illustrators. Illustrators are people who draw the pictures in books. The book cover will also have the title of the book or story and the name of the author. Today you are going to be an Illustrator, a person who draws pictures and make a book cover for the story Sid's Rocket Plan. What do you think you might draw for the book cover?

The cover should show a setting (for example, outside in the backyard). The characters (Sid and Ellen) should be included in the setting. They might be thinking about rockets.

The title should be on the cover. Each word in the title Sid's Rocket Plan should be capitalized.

The author is Benjamin Thomas. The student should capitalize the name correctly.

- See the sample book cover: Student Practice Sheets – Sample Book Cover - Week 4-Day 4.

DAY 5

PHONEMIC AWARENESS

Students will say either the initial, medial, or final phonemes (sounds) for each word. See the Grade 1 Routines handout (Initial/Medial/Final Sound Practice) for instructions. The target phoneme (sound) is underlined in the words below.

- shelf
- keep
- flask
- steak
- chease
- plot
- rush
- brisk
- please
- church

PHONICS

High Frequency Words by Sight

High frequency words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 4 – Days 4 & 5.
- Practice using the sounds practiced this week while reading whole words using the Student Practice Sheets-Phonics Fluency Practice with Whole Words – Week 4 – Day 5. This will give the student an additional opportunity to practice this week’s sounds in words.

Phonics Fluency Practice

Phonics fluency practice helps students learn to recognize letters, words, and their sounds. See the Grade 1 Routines handout (Phonics/Word Structure) for instructions. **The focus letter combinations for this week are: sh, ck, -ed, -ing.**

- Use this routine with the Student Practice Sheets for Week 4: Days 1-5.

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read Sid’s Rocket Plan using the Student Practice Sheets – Decodable Story - Week 4- Days 4 & 5.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice
- The Optional Extension decodable story Hank’s Trip (See Student Practice Sheets – Decodable Reading: Optional Extension – Week 4 – Day 5) will provide extra practice on the skills of the week. When the student reads, the words should flow and sound natural like spoken language.

COMPREHENSION

- Use the text from the decodable story Sid's Rocket Plan, Student Practice Sheets – Decodable Story - Week 4 - Days 3 & 4 to help students work on the skills of understanding what they read.

After reading Sid's Rocket Plan ask the following questions.

- At the end of the story, Sid asks Ellen, “Do you have a rocket?” Because this story is realistic and could probably happen in real life, we thought Ellen would answer, “No.”
- What if Ellen had said, “Yes, Sid, I do have a rocket. Would you like to go on a trip with me?” If Sid and Ellen flew away on a rocket would the story be a realistic or a fantasy story?
- Finish the story, taking Ellen and Sid on a rocket adventure. I will write the story down for you.
- Write the story as the student dictates.
- When the student finishes, reread the story together.
- The student may illustrate the story.

Assessment

Students should be able to read the decodable story River Splash at the end of Day 5 with fewer than 6 errors.

Extensions

Go to the website at http://www.fcrr.org/Curriculum/pdf/GK-1/Archive/P_Final_Part1.pdf

- Select one of the activities to complete.

Sources

Beck, I.L., McKeown, M. G., & Kucan, L. (2002) *Bringing Words to Life: Robust Vocabulary Instruction*. Guilford. New York.

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said

wind

river

were

Across

swell

was

river

were

swell

said

across

Said

Was

river

Were

Across

swell

was

river

said

crush

crash

splash

swish

crashing

rush

fish

flash

rushing

hush

sh

ck

ing

Sh

sh

ing

ck

sh

ing

ck

River Splash

Crush. Crash. Crashing.

The river was splash, splashing.

The wind was wicked.

It blasted across the river.

Swish. Swishing. Swell.

The river was full and the fish were in
a rush.

It was a mad fish dash.

But this was not to last.

In a flash, the Sun said, "Hush!" and
the wind did.

Rocks

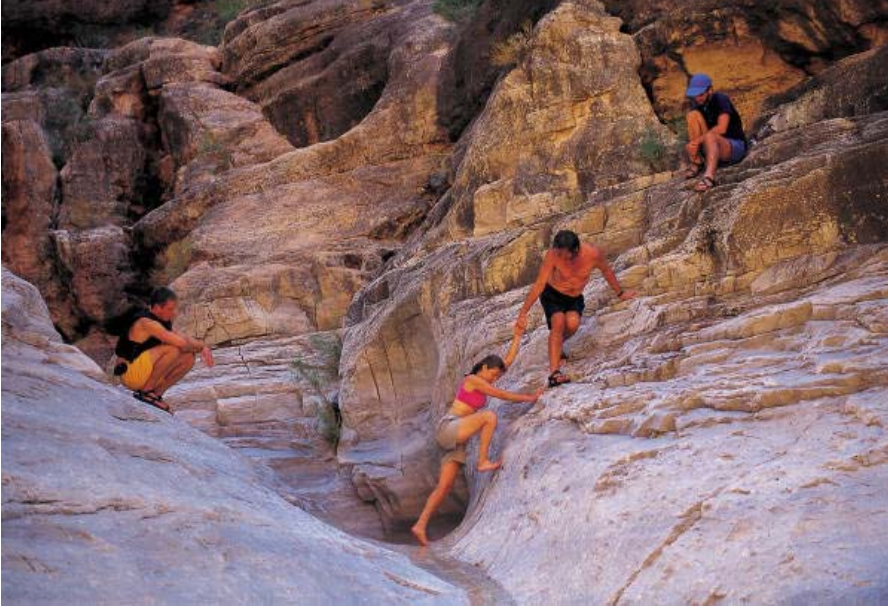
When you look at rocks you will recognize they come in every color, shape, **texture**, and size.



Rocks are
as big as a
mountain



or as small
as sand.



You can
climb on
rocks



or hold
them in
your hand.



Some rocks are round and smooth and flat.



Some have sharp corners and are rough and fat.

All rocks are made of much smaller parts.
The parts are called **minerals**. That's where it all starts.



Minerals give rocks their colors



and make them dull or bright.



They add stripes
and swirls



and glitter in the
light.



Next time you go outside with friends or alone



take a closer look at that mountain, sand, pebble, or stone.

crush

blasted

wicked

splash

crashing

swish

crushed

truck

rushing

swished

The River

<i>crush</i>	<i>crushing</i>

The Fish

The Wind

The Sun said

_____.

fish fished fishing

crash crashing

dash dashed

swell swelling

hush hushed

Dear Dave,

I am learning about rocks at school. Did you know that mountains are big, big rocks? I like the rocks with smooth textures. What kinds of rocks do you like?



See you soon,
Sam

This is a note. Can you tell who wrote the note? _____

Who did Sam write the note to? _____

What is the note about? _____

Who will you write your note to? Dear _____

Your first fact: I have learned that _____.

Ask a question: _____?

Write another fact: _____

Choose a closing: _____

Write your name: _____

A large rectangular box with a purple border, containing eight vertical lines of varying heights. The lines are arranged in a row from left to right, with the first two being the shortest, the next four being of medium height, and the last one being the tallest. This is a template for a comprehension activity note sample.

Student Practice Sheets:

High Frequency Words By Sight Practice

Week 4 – Days 4 & 5

will

then

travel

else

you

as

splendid

then

You

Will

else

travel

splendid

As

you

Then

will

as

you

splendid

else

rocket

truck

wished

sham

brush

block

kicked

wishing

trucking

fished

Sid's Rocket Plan

"I will sit with you on the rocket, and we will travel to a sunny spot," said Sid.

You cannot sit on a rocket. You sit in a rocket," said Ellen.

"Then we will sit in the rocket," said Sid.

"And you cannot travel as if it were a truck," said Ellen. "You travel up, up, up, in a rocket."

"Yes," said Sid. "Then we will travel up. What else?"

"That is it," said Ellen.

"Splendid," said Sid. "Do you have a rocket?"

Kara's Day at the Fair



Marcy Keanes

wicked

fish

lashing

trick

rush

wished

flashing

rushing

crashed

black

Hank's Trip

Hank has an atlas.

Hank has a map.

Hank has a jacket.

Hank has a cap.

Hank is now rested.

Hank had his nap.

Hank has a rocket. It has a red tip.

Hank has to travel, himself, on this
ship.

Hank will kiss Mom and then go on his trip.

Hank is in his rocket, he has a blast.

At last Hank will blastoff for his trip.

Lesson Overview
Language Arts Grade 1

Week # 5	Day 1	Day 2	Day 3	Day 4	Day 5
Comprehension Strategy	<ul style="list-style-type: none"> monitor/clarify 				
Comprehension Skills	<ul style="list-style-type: none"> Compare and contrast sequence 	<ul style="list-style-type: none"> sequence prediction 	<ul style="list-style-type: none"> sequence 	<ul style="list-style-type: none"> sequence prediction 	<ul style="list-style-type: none"> sequence prediction realistic/fantasy
Phonemic Awareness	<ul style="list-style-type: none"> segment phonemes 	<ul style="list-style-type: none"> segment phonemes 	<ul style="list-style-type: none"> segment phonemes 	<ul style="list-style-type: none"> segment phonemes 	<ul style="list-style-type: none"> segment phonemes
Phonics/Word/Structure	<ul style="list-style-type: none"> silent letter: wr 	<ul style="list-style-type: none"> igh 	<ul style="list-style-type: none"> igh 	<ul style="list-style-type: none"> str, scr, spl 	<ul style="list-style-type: none"> str, scr, spl
High Frequency Words	<p>Review:</p> <p>Week 5 Words: doctor, with, dark, visits, nothing</p>	<p>Review: dark, with, nothing</p> <p>Week 5 Words: don't, sky, just, giving</p>	<p>Review: dark, with, nothing</p> <p>Week 5 Words: don't, sky, just, giving</p>	<p>Review: just, splendid</p> <p>Week 5 Words: picks, dragon, pulls, until</p>	<p>Review: just, splendid</p> <p>Week 5 Words: picks, dragon, pulls, until</p>
<p>Vocabulary</p> <p>Read Aloud: "I Love My Family"</p>	<ul style="list-style-type: none"> wrestle stress sigh wrap 				
Writing Activity			Friendly Letter		
Decodable Books	Mitch's Wrist	A Sight at Night	A Sight at Night	Endless String	Endless String

Mitch's Wrist

An ADE Language Arts Lesson

Week 5

Author	ADE Content Specialists
Grade Level	1 st Grade
Duration	Five sessions

Aligns To	Connects To
<p>Reading: Strand 1: Reading Process Concept 1: Print Concepts PO 3. Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation). Concept 2: Phonemic Awareness PO 7. Blend spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs (e.g., /f/i/n/d/ = find; /fl/a/t/ = flat). PO 8. Segment spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds (e.g., splat = /s / p / l / a / t / using manipulatives to mark each phoneme). Concept 3: Phonics PO 1. Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences, including the sounds represented by:</p> <ul style="list-style-type: none">• Single letters (consonants and vowels),• Consonant blends (e.g., bl, st, tr) <p>PO 5. Recognize high frequency words and irregular sight words. PO 7. Use knowledge of word order (syntax) and context to confirm decoding. Concept 5: Fluency PO 1. Consistently read grade-level text with at least 90 percent accuracy. PO 2. Read aloud with fluency in a manner that sounds like natural speech. Concept 6: Comprehension Strategies PO 1. Predict what might happen next in a reading selection. PO 2. Relate information and events in a reading selection to life experiences and life experiences to the text.</p>	

Strand 2: Comprehending Literary Text

Concept 1: Elements of Literature

PO 3. Sequence a series of events in a literary selection, heard or read.

PO 4. Determine whether a literary selection, heard or read, is realistic or fantasy.

Strand 3: Comprehending Informational Text

Concept 1: Expository Text

PO 2. Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.

Writing:

Strand 1: Writing Process

Concept 1: Prewriting

PO 3. Organize ideas using simple webs, maps or lists.

PO 4. Discuss the purpose for a writing piece.

PO 5. Discuss who the intended audience of a writing piece will be.

Concept 2: Drafting

PO 1. Write a draft (e.g., story, caption, letter, observations, message).

Strand 2: Writing Elements

Concept 1: Ideas and Content

PO 1. Write a stand-alone text that expresses a clear message.

Concept 2: Organization

PO 1. Demonstrate sequencing or patterning in written text or story boards.

Concept 3: Voice

PO 1. Create pictures and text that is expressive, individualistic, engaging, and lively.

Concept 5: Sentence Fluency

PO 1. Write simple sentences.

Concept 6: Conventions

PO 1. Incorporate conventions into own text, including:

- a. spacing between words
- b. spacing between lines
- c. consistent left-right and up-down orientation
- d. placement of title

PO 2. Use capital letters for:

- a. the pronoun I
- b. the beginning of a sentence
- c. names

PO 3. Punctuate the endings of sentences using:

- a. periods
- b. question marks
- c. exclamation points

Strand 3: Writing Applications

Concept 3: Functional

PO 1. Write a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables).

PO 2. Participate in writing communications with teacher as scribe, including

- a. friendly letters
- b. thank-you notes

Overview

This lesson focuses on building phonemic awareness, developing phonics skills, learning vocabulary that is found in the reading materials, and comprehending information in text.

Purpose

These lessons help students develop 4 different types of skills each week:

- **Phonemic awareness** is the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words. Before children learn to read, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, also called phonemes.
- **Phonics** is the relationship between letters and sounds in a language. When children learn that the letter B has the sound of /b/ or that "tion" sounds like /shun/, they are learning phonics. Written language can be compared to a code, so knowing the sounds of letters and letter combinations will help children learn to read and spell.
- **Vocabulary** is the knowledge of words and word meanings in both print and oral language. Learning new words and their meanings is important for understanding what is read or heard.
- **Comprehension** is the process of understanding spoken language or text. It is not only important for children to be able to sound out and pronounce words, but they should also understand the meaning of the words they read.

Materials

- Grade 1 Routines handout
- Student Practice Sheets
 - High Frequency Words by Sight Practice Sheet
 - Decodable stories Mitch's Wrist, A Sight at Night, Endless String
 - Comprehension Activities
 - Read aloud passage I Love My Family
 - Phonics Fluency Practice Sheets
 - Writing Activities
- Vocabulary words
- Notebook paper or note cards

Objectives

Students will:

- Segment spoken phonemes (sounds) contained in one-syllable words.
- Read and write words, including those with spr, str, scr, igh, wr.
- Read regular and irregular high frequency words including: doctor, dark, visits, nothing, with, what, that, don't, just, picks, dragon, pulls, until, puts, splendid.
- Understand and use the following vocabulary words in context: wrestle, stress, sigh, wrap.
- Restate facts from listening to a read aloud text and responding to questions about the text.
- Answer simple questions using who, what, when, where, and why in complete sentences.
- Sequence a story using pictures.
- Use sequenced pictures to retell the original story.
- Write a friendly letter.
- Make predictions throughout the story Endless String.
- Tell how families are alike and different.
- Use information from a story to determine whether it is a fantasy or realistic story.

Lesson Components

Prerequisite Skills: The student should know how to write a sentence, including starting with a capital letter and ending with punctuation marks.

DAY 1

PHONEMIC AWARENESS

Students will segment words.

See the Grade 1 Routines handout (Phonemic Awareness Blending and Segmenting Practice) for instructions on how to segment words. Follow the instructions for the routine using the words below:

- stop s-t-o-p
- stomp s-t-o-m-p
- strap s-t-r-a-p
- stamp s-t-a-m-p
- smell s-m-e-l-l
- spin s-p-i-n
- stray s-t-r-ay
- must m-u-s-t
- past p-a-s-t
- best b-e-s-t

PHONICS

High Frequency Words by Sight

High frequency words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 5 – Day 1.

PHONEMIC AWARENESS

See Grade 1 Routines for instructions on Phonemic Awareness Blending and Segmenting Practice.

- wrist wr-i-s-t
- wrench wr-e-n-ch
- write wr-i-te
- wrap wr-a-p
- wrestle wr-e-s-tle

Phonics/Word Structure: Focus letters/sound: wr

The focus of this lesson is to learn to read words that have the letter combination –wr. Write the words listed below on a piece of paper.

write wrap wrist wren wrench

- See the Grade 1 Routines handout (Phonics/Word Structure) for instructions.

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read Mitch's Wrist using the Student Practice Sheets – Decodable Story - Week 5 - Day 1.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

COMPREHENSION

Student will use the Student Practice Sheets – Comprehension Activity - Week 5 - Day 1 worksheet.

Prior to the lesson cut the sentences found in the Student Practice Sheets – Comprehension Activity – Week 2 - Day 4 Worksheet into 6 strips. Shuffle the strips so they are not in the correct order. As a review of today's decodable story, the student will be asked to read the strips and they put them back into the correct order. After the student believes he or she has completed the task correctly, ask him/her to read the strips in the order to see if changes need to be made.

VOCABULARY

Use the Grade 1 Routines handout (Vocabulary Word Instruction) to review and practice the following words:

- **wrestle** (verb) playing a game where one person tries to press another person to the ground
- **stress** (verb) worrying about something
- **sigh** (verb) to let out a long loud breath
- **wrap** (verb) to hold someone close with your arms

COMPREHENSION

Use the text from the read aloud I Love My Family to help students work on the skills of understanding what they hear. (Student Practice Sheets–Read Aloud – Week 5 - Days 1 & 3)

Read Aloud: I Love My Family

- See the Grade 1 Routines handout (Read Aloud) for instructions.

After reading I Love My Family ask the following questions.

- Who do you think is telling this story? (the little boy)
- What is this story about? (It is about a family. The boy tells how he feels about his family and what they do together.)
- What is a family? (A family is usually a group of people who live together and are usually related.)

COMPARE and CONTRAST

Compare and contrast your family to the one in our story.

Questions for Compare and Contrast:

- How is your family like the one in the story? (Answers will vary.)
- How is your family different than the one in the story? (Answers will vary.)

DAY 2

PHONEMIC AWARENESS

Students will blend the words below into whole words.

See the Grade 1 Routines handout (Phonemic Awareness Blending and Segmenting Practice) for instructions on how to segment words. Follow the instructions for the routine using the words below:

- m-u-d
- m-u-s-t
- r-u-n
- p-u-ff
- s-t-u-ff

PHONICS

High Frequency Words by Sight

High frequency words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 5 – Days 2 & 3.
- Practice using the sounds reviewed this week while reading whole words using the Student Practice Sheets-Phonics Fluency Practice with Whole Words – Week 5 – Days 2 & 3. This will give the student an additional opportunity to practice this week's sounds in words.

Phonics/Word Structure: Focus letters/sound: igh

The focus of this lesson is to learn to read words that have the letter combination –igh. Write the words listed below on a piece of paper.

sigh fright tight night bright

light sight fight might right

- See the Grade 1 Routines handout (Phonics/Word Structure) for instructions.

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read A Sight at Night using the Student Practice Sheets – Decodable Story - Week 5 - Days 2 & 3.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

VOCABULARY

Use the Grade 1 Routines handout (Vocabulary Word Instruction) to review and practice the following words.

- **wrestle** (verb) playing a game where one person tries to press another person to the ground
- **stress** (verb) worrying about something
- **sigh** (verb) to let out a long loud breath
- **wrap** (verb) to hold someone close with your arms

COMPREHENSION

Decodable: A Sight at Night

Comprehension questions for sequencing events from the decodable story.

- Think about the beginning of the story A Sight at Night.
What happened? (Answers may vary. The boys saw something in the sky at night. Check the decodable if necessary.)
- Who are the characters in the story? (Fritz and Mark)
- Why might Fritz be afraid? (Answers will vary.)
- Have you ever seen a bright light at night? How did you feel? (Answers will vary.)
- Use Student Practice Sheets – Comprehension Activity - Week 5 - Day 2. Ask the student to complete the activity by drawing a picture of what he or she thinks the bright light might be, and then write a sentence about the picture.
- As the child writes, monitor spelling and spacing, capitals and periods.

DAY 3

PHONEMIC AWARENESS

Students will segment the following words.

See the Grade 1 Routines handout (Final Sound Practice) for instructions. Follow the instructions of the routine using the words below:

- might m-igh-t
- sight s-igh-t
- stripe s-t-r-i-pe
- high h-igh
- fright f-r-igh-t

PHONICS

High Frequency Words by Sight

High frequency words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 5 – Days 2 & 3.
- Practice using the sounds reviewed this week while reading whole words using the Student Practice Sheets-Phonics Fluency Practice with Whole Words – Week 5 – Days 2 & 3. This will give the student an additional opportunity to practice this week’s sounds in words.

Phonics/Word Structure: Focus letters/sound: igh

The focus of this lesson is to learn to read words that have the letter combination –igh. Write the words listed below on a piece of paper.

sigh	fright	tight	night	bright
light	sight	fight	might	right

- See the Grade 1 Routines handout (Phonics/Word Structure) for instructions.

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read A Sight at Night using the Student Practice Sheets – Decodable Story - Week 5 - Days 2 & 3.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

COMPREHENSION

Sequence

Say: Today you will sequence events from the story A Sight at Night.

When you sequence, you tell the events or details of the story. You say them in the order they happened. You will use your own words. Use the words first, next, and last as you tell the events in order.

Possible Questions:

- What happened first?
- What happened next?
- What happened last?

VOCABULARY

Use the Grade 1 Routines handout (Vocabulary Word Instruction) to review and practice the following words.

- **wrestle** (verb) playing a game where one person tries to press another person to the ground
- **stress** (verb) worrying about something
- **sigh** (verb) to let out a long loud breath
- **wrap** (verb) to hold someone close with your arms

COMPREHENSION

Use the text from the read aloud I Love My Family to help students work on the skills of understanding what they hear. (Student Practice Sheets–Read Aloud – Week 5 - Days 1 & 3)

Read Aloud: I Love My Family

- See the Grade 1 Routines handout (Read Aloud) for instructions.

It is an expectation that First Grade students be able to write a friendly letter.

This letter should include all of the elements of a friendly letter. To demonstrate the correct Friendly Letter form use the following:

- Student Practice Sheets - Writing Activity: Friendly Letter Poster - Week 5 - Day 3.
- Student Practice Sheets - Writing Activity: Good Writer’s Checklist – Week 5 – Day 3
- Student Practice Sheets - Writing Activity: Letter Rough Draft – Week 5 – Day 3
- Student Practice Sheets - Writing Activity: Lined Paper – Week 5 – Day 3

Encourage the students to use words found in the word box on the Friendly Letter poster.

Say:

- We enjoyed hearing the story I Love My Family. You shared ways that your family was alike and different from the one in the story. Today you will write a letter to someone in your family sharing why you care so much about him or her.
- Look at the Friendly Letter Poster (Student Practice Sheets - Writing Activity: Friendly Letter Poster - Week 5 - Day 3). Let’s read the letter together. Jim is writing to thank his mom for the snacks she puts in his lunchbox.
- Every friendly letter has five parts. The first part is the heading; it is at the top, just like your head. The heading is the date. Can you find the heading in our sample letter? Please point to it. The heading is the date: July 18, 2009.
- The next part is called the greeting. It includes the name of the person you are writing. Who did Jim write to in his letter? Can you point to the greeting? Remember there is always a comma after the greeting. Point to the comma in Jim’s greeting.
- The body of the letter is the main part. It is where we write sentences telling our reader something or asking questions. How many sentences did Jim write in his letter?

- The closing is the ending of the letter. You are saying good-bye. Sometimes we close our letters with Love or Your friend. Point to the closing in Jim's letter. What word did he use to close his letter? Remember there is always a comma after the closing. Point to the comma in Jim's closing.
- The last part of the letter is the signature. That is where you write your name. This is really important. You are letting the person know who sent the letter.
- Let's begin the rough draft of your friendly letter (Student Practice Sheets - Writing Activity: Letter Rough Draft - Week 5 - Day 3). Assist the student as the rough draft is completed. As the child writes, monitor spelling and spacing, capitals and periods.

Read through the rough draft together.

Ask the student to copy the letter onto the lined paper provided. (Student Practice Sheets - Writing Activity: Lined Paper - Week 5 - Day 3) As the child writes, monitor spelling and spacing, capitals and periods. Read the final copy together.

DAY 4

PHONICS

Phonics/Word Structure: Focus letters/sounds: **str, scr, spl**

The focus of this lesson is to learn to read words that have the letter combinations –**str, scr, spl**. Write the words listed below on a piece of paper:

string	street	strike	stray	strode	stress
scrape	scribe	scratch	screen	scream	screech
splash	splendid	spleen	splotch		

- See the Grade 1 Routines handout (Phonics/Word Structure) for instructions.

PHONICS

High Frequency Words by Sight

High frequency words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 5 – Days 4 & 5.
- Practice using the sounds reviewed this week while reading whole words using the Student Practice Sheets-Phonics Fluency Practice with Whole Words – Week 5 – Days 4 & 5. This will give the student an additional opportunity to practice this week's sounds in words.

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read Endless String using the Student Practice Sheets – Decodable Story - Week 5 - Days 4, & 5.
- Ask the student to pause after the following parts of the story and ask the questions below:
 - Pause after the words: *He pulls and pulls.*
Ask: What do you think might be on the end of the string? (Answers will vary.)
 - Pause after the words: *Then he pulls on the string.*
Ask: Do you think something else may be stuck to the string? What could it be? (Answers will vary.)
 - Pause after the words: *Then he pulls and pulls.*
Ask: What do you think might be stuck to the string now? (Answers will vary.)
 - Pause after the words: *Danny pulls and pulls.*
Ask: What might be next on the string? (Answers will vary.)
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

COMPREHENSION

Story Retell and Sequencing

- Cut apart the pictures on Student Practice Sheets – Comprehension Activity - Week 5 - Day 4.
- The student will take the pictures from the Endless String and put them in the correct order. (string, hat, bag of candy, penny, dragon.)
- Ask the student to retell the story using the pictures to help remember the important parts.

DAY 5

PHONEMIC AWARENESS

Students will segment each word below.

See the Grade 1 Routines handout (Blending and Segmenting Practice) for instructions. Follow the instructions of the routine using the words below:

might	m-igh-t
sight	s-igh-t
high	h-igh
fright	f-r-igh-t
bright	b-r-igh-t
right	r-igh-t
night	n-igh-t
sigh	s-igh

PHONICS

High Frequency Words by Sight

High frequency words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 5 – Days 4 & 5.
- Practice using the sounds reviewed this week while reading whole words using the Student Practice Sheets-Phonics Fluency Practice with Whole Words – Week 5 – Days 4 & 5. This will give the student an additional opportunity to practice this week’s sounds in words.

PHONICS

Phonics/Word Structure: Focus letters/sounds: **str, scr, spl**

The focus of this lesson is to learn to read words that have the letter combinations **str, scr, spl**. Write the words listed below on a piece of paper.

string	street	strike	stray	strode	stress
scrape	scribe	scratch	screen	scream	screech
splash	splendid	spleen	splotch		

- See the Grade 1 Routines handout (Phonics/Word Structure) for instructions.

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read the decodable story, Endless String, using the Student Practice Sheets – Decodable Story - Week 5 - Days 4, & 5.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

COMPREHENSION

Say:

- This was such a fun story to read. What was your favorite part of the story?
- We have talked about realistic stories. Those are stories that could really happen in real life. Can you remember what we call the stories that could not happen in real life? (answer: fantasy)
- Is the story Endless String a realistic story or a fantasy? (answer: fantasy)
- This story is a fantasy. What part or parts could never happen in real life? (answer: Talking dragons do not exist.)

Assessment

Students should be able to read the decodable stories A Sight at Night at the end of Day 5 with fewer than 5 errors.

Extensions

Go to the website at http://www.fcrr.org/Curriculum/PDF/GK-1/Archive/C_Final.pdf

- Select one of the activities to complete.

Sources

Beck, I.L., McKeown, M. G., & Kucan, L. (2002) *Bringing Words to Life: Robust Vocabulary Instruction*. Guilford. New York.

Carnine, D., Silbert, J., Kame'enui, E.J. (1990) *Direct Reading Instruction*. Second Edition. Prentice Hall. Columbus Ohio.

Decodable letter combination passages (Mitch's Wrist, A Sight At Night, and Rick and Buzz). [http://www.free-reading.net/index.php?title=Decodable letter combination passages](http://www.free-reading.net/index.php?title=Decodable_letter_combination_passages). Accessed 10/1/2009.

doctor dark visits

nothing with dark

visits doctor with

nothing dark doctor

visits with dark

doctor visits nothing

dark doctor with

MITCH'S WRIST

Mitch bumps his wrist.

His wrist turns dark.

He visits a doctor.

A doctor sees the bump.

He wraps Mitch's wrist in a splint.

The doctor tells Mitch, "Wait a week.

Then there will be nothing wrong
with your wrist."

The doctor wraps Mitch's wrist in a splint.

Mitch bumps his wrist.

His wrist turns dark.

The doctor told Mitch to wait a week.

Then there will be nothing wrong with his wrist.

A doctor sees the bump.

I Love My Family

I love my family.
I love my father.
I love my mother.
I love my sister.



My father and I wrestle.
We might wrestle every day.
We can wrestle all night.

I wrap my arms around him.
Then I throw him to the ground.
I win every time. I am very strong.

My mother is very bright.
She helps me write and read.
I sigh when I get stuck.
I don't want to do it wrong.



My mother tells me not to stress.
When she helps me I get it right.



My sister is strange and fun.
In the spring we fly a kite.
We need a long string so it can go high.

In the summer we play with the hose.
We spray each other with water.
I love my sister. I don't fight with her.

I love the three people in my family.
I hope you love your family as much as I love mine.

with

dark

what

nothing

that

don't

just

with

that

nothing

don't

What

dark

that

just

with

what

That

don't

Just

dark

high

night

sight

bright

light

fright

night

bright

high

sight

sigh

plight

A Sight at Night

“Look!” yelled Fritz.

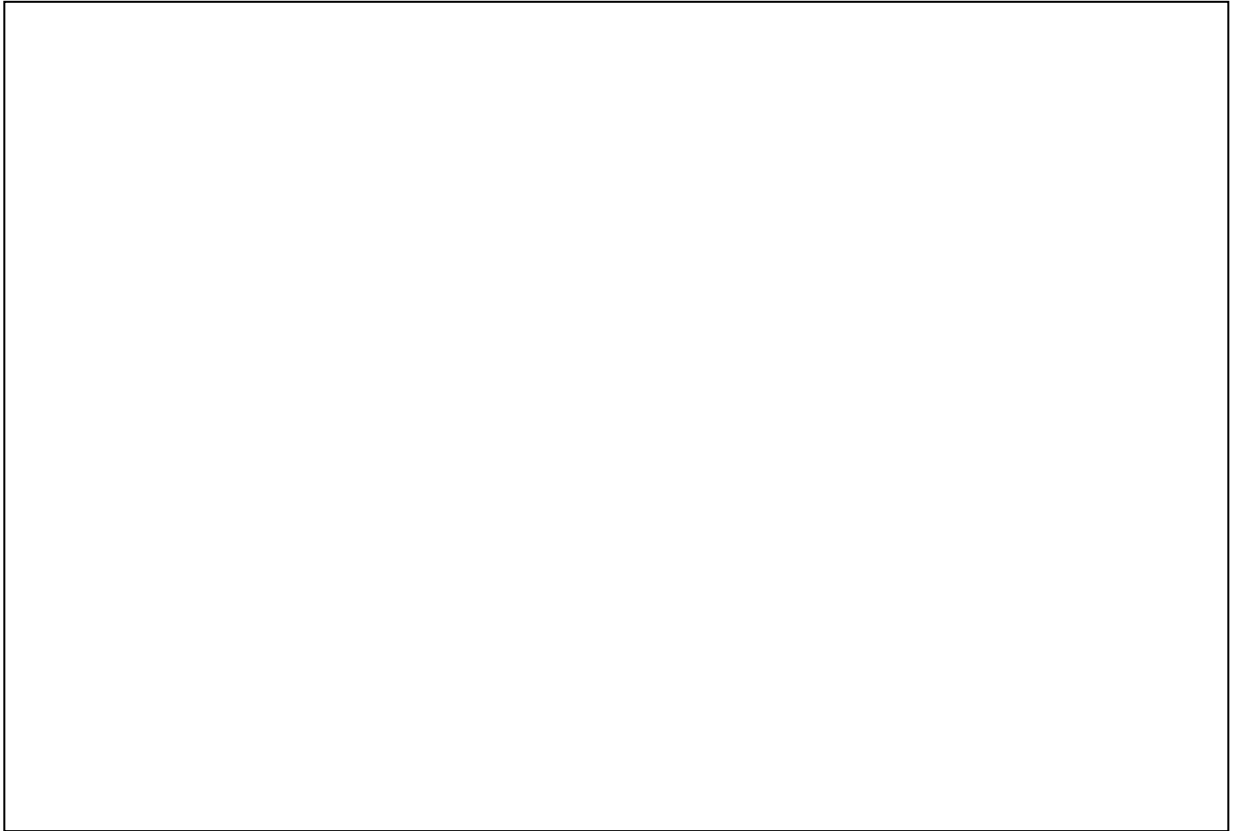
“What is that sight?”

Do you see the bright light in the night sky?”

It is giving me a fright!”

Mark said, “No, don’t have a fright.

It is just a bright light! I like this sight!”



Word Bank:
think bright fright sight light

July 18, 2009

Dear Mom,

Thank you for the snacks you put in my lunchbox. They are delicious. My favorite snacks are the slices of apples and bananas. I am so happy that you are my mom.

Love,

Jim

The Five Parts of a Friendly Letter

Heading: Date

Greeting: Dear _____,
(The greeting is always followed by a comma.)

Body: At least 3 sentences

Closing: Sincerely, Yours truly, Love,
(The closing is always followed by a comma.)

Signature: Your name

Word Bank:

Dear	family	happy	always
lucky	truly	enjoy	kind
Sincerely	yours	thank	nice

Good Writers:



Hold a pencil correctly.



Write left to right and top to bottom.



Use finger spaces between words.



Start each sentence with a capital letter.



Use punctuation marks correctly.

(. , ? ! " ")



Use their best handwriting.



Use phonics to help them spell words.



Edit to correct spelling and punctuation mistakes.

Student Practice Sheets:
Writing Activity: Letter Rough Draft

Week 5 - Day 3

Fill in the parts below:

Heading: Today's Date _____

Greeting: Dear _____,

Body: At least three sentences telling why you care for this person. Thank them for all they do for you.

1. _____

2. _____

3. _____

Closing: Love, Sincerely, Your friend,

Signature: Sign your name

Student Practice Sheets:
Writing Activity: Lined Paper

Week 5 - Day 3

splendid just picks

dragon pulls until

puts picks pulls

splendid until just

picks puts dragon

just pulls until

picks Just puts

string

spleen

scribe

street

scream

splot

splash

string

strike

screen

splat

scrap

Endless String

Dan spots a string in the grass.
He picks it up. There is not an end.
He pulls on the string.
Still the end is not there.
He pulls and pulls.

There is a hat stuck to the string.
Danny pulls until the hat is in his
hands.
What a splendid hat!
Danny puts it on.
Then he pulls the string.

A bag is stuck to the string.
Danny pulls until the bag is in his
hands.
It is full of marbles. Fun!
Danny plays with the marbles.
Then he pulls and pulls.

There is a penny stuck to the string.
Danny pulls until the penny is in his
hand.

He puts it in his pocket.

Still there is no end to that string.

It must be endless!

Danny pulls and pulls.

It gets harder and harder to pull the
string.

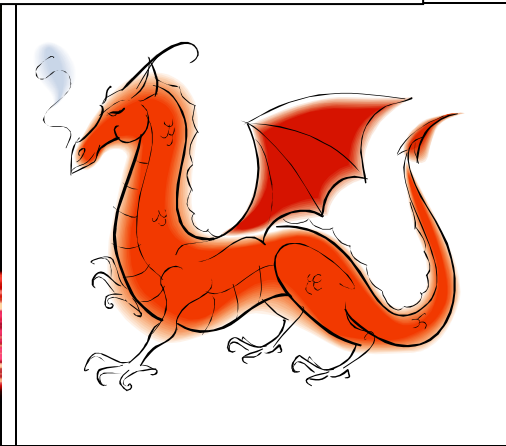
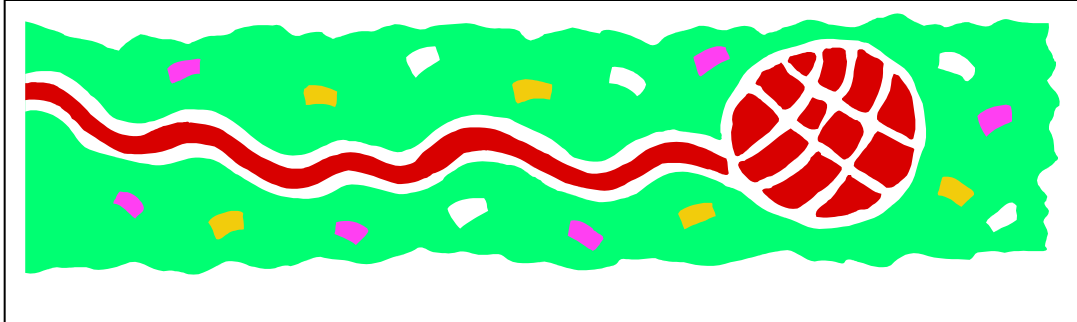
Danny pulls extra strong.

There is the end.

It's in the grip of a dragon!

"Scram!" yells the dragon.

Danny runs away.



Lesson Overview
Language Arts Grade 1

Week # 6	Day 1	Day 2	Day 3	Day 4	Day 5
Comprehension Strategy	story structure and elements	story elements and structure	story elements and structure	story elements and structure	story elements and structure
Comprehension Skills	<ul style="list-style-type: none"> • details • relate to life experiences 	<ul style="list-style-type: none"> • sequence • relate to life experiences 	<ul style="list-style-type: none"> • sequence 	<ul style="list-style-type: none"> • relate to real life experiences 	
Phonemic Awareness	<ul style="list-style-type: none"> • substitute phonemes 	<ul style="list-style-type: none"> • substitute phonemes 	<ul style="list-style-type: none"> • substitute phonemes 	<ul style="list-style-type: none"> • delete phonemes 	<ul style="list-style-type: none"> • substitute phonemes
Phonics/Word/Structure	<ul style="list-style-type: none"> • long a 	<ul style="list-style-type: none"> • long a 	<ul style="list-style-type: none"> • Review: igh • long a • long e 	<ul style="list-style-type: none"> • long a 	<ul style="list-style-type: none"> • long i
High Frequency Words	Review: put, help, soon, fresh Week 6 Words: asked, give, kitten	Review: that, splendid Week 6 Words: ugly, lost, fun, get	Week 6 Words: parrot, delight, sing, smart, arm, might	Review: fun, get, travel Week 6 Words: still, bare, rocks	Review: stuff, pond, swim, else Week 6 Words: truck, grin, funny
Vocabulary Read Aloud “When I am an Astronaut”	<ul style="list-style-type: none"> • countdown • astronaut • rocket • tuck 	<ul style="list-style-type: none"> • countdown • astronaut • rocket • tuck 	<ul style="list-style-type: none"> • countdown • astronaut • rocket • tuck 	<ul style="list-style-type: none"> • countdown • astronaut • rocket • tuck 	<ul style="list-style-type: none"> • countdown • astronaut • rocket • tuck
Writing Activity				Astronaut Book	Simple Narrative Story
Decodable Book	The Cake	Don’t Hate the Hat	Bing the Parrot	Don’t Swim - Wade	Wide Stuff

The Cake

An ADE Language Arts Lesson

Week 6

Author	ADE Content Specialists
Grade Level	Grade 1
Duration	Five sessions

Aligns To	Connects To
<p>Reading: Strand 1: Reading Process Concept 1: Print Concepts PO 3. Recognize the distinguishing features of a sentence. PO 4. Identify the title of a book. Concept 2: Phonemic Awareness PO 3. Recognize the new spoken word when a specified phoneme is added, changed or removed (e.g., change <i>cow</i> to <i>how</i>, <i>pan</i> to <i>an</i>). Concept 3: Phonics PO 1. Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences. PO 5. Recognize high frequency words and irregular sight words. PO 7. Use knowledge of word order (syntax) and context to confirm decoding. Concept 4: Vocabulary PO 1. Recognize base words and their inflections (e.g., <i>look</i>, <i>looks</i>, <i>looked</i>, <i>looking</i>). PO 2. Classify common words into conceptual categories. Concept 5: Fluency PO 1. Consistently read grade-level text with at least 90 percent accuracy. PO 2. Read aloud with fluency in a manner that sounds like natural speech. Concept 6: Comprehension Strategies PO 2. Relate information and events in a reading selection to life experiences and life experiences to the text.</p> <p>Strand 2: Comprehending Literary Text Concept 1: Elements of Literature PO 2. Describe characters within a literary selection, heard or read.</p>	

PO 3. Sequence a series of events in a literary selection, heard or read.

Writing:

Strand 1: Writing Process

Concept 1: Print Concepts

PO 1. Generate ideas through prewriting activities.

PO 2. Draw a picture or storyboard about ideas generated.

PO 3. Organize ideas using simple webs, maps, or lists.

Concept 2: Drafting

PO 1. Write a draft.

Concept 3: Revising

PO 1. Reread original draft for clarity.

PO 2. Add additional details with prompting.

Strand 2: Writing Elements

Concept 1: Ideas and Content

PO 1. Write stand-alone text that expresses a clear message.

PO 2. Incorporate details in pictures and text.

Concept 2: Organization

PO 1. Demonstrate sequencing or patterning in written text or story boards.

PO 3. Write multiple sentences in an order that supports a main idea or story.

Concept 3: Voice

PO 1. Create pictures and text that is expressive, individualistic, engaging, and lively.

Concept 4: Word Choice

PO 1. Use expressive or descriptive phrases and short sentences, beyond one- or two-word labels.

Concept 5: Sentence Fluency

PO 1. Write simple sentences.

Concept 6: Conventions

PO 1. Incorporate conventions into own text, including:

a. spacing between words.

PO 2. Use capital letters correctly for the beginning of a sentence.

PO 3. Punctuate endings of sentences using:

a. periods

b. question marks

c. exclamation points

PO 9. Use the following parts of speech correctly in simple sentences:

a. nouns

PO 10. Use own name on personal work.

Strand 3: Writing Applications

Concept 1: Expressive

PO 1. Write a narrative that includes:

- a. a main idea based on real or imagined events
- b. characters
- c. a sequence of events

Overview:

This lesson focuses on building phonemic awareness, developing phonics skills, learning vocabulary that is found in the reading materials, and comprehending information in text.

Purpose

These lessons help students develop 4 different types of skills each week:

- **Phonemic awareness** is the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words. Before children learn to read, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, also called phonemes.
- **Phonics** is the relationship between letters and sounds in a language. When children learn that the letter B has the sound of /b/ or that "tion" sounds like /shun/, they are learning phonics. Written language can be compared to a code, so knowing the sounds of letters and letter combinations will help children learn to read and spell.
- **Vocabulary** is the knowledge of words and word meanings in both print and oral language. Learning new words and their meanings is important for understanding what is read or heard.
- **Comprehension** is the process of understanding spoken language or text. It is not only important for children to be able to sound out and pronounce words, but they should also understand the meaning of the words they read.

Materials

- Grade 1 Routines handout
- Alphabet chart
- Student Practice Sheets
 - High Frequency Words Practice Sheets
 - Decodable stories The Cake, Don't Hate the Hat!, Bing the Parrot, Don't Swim. Wade!, Wide Stuff
 - Read aloud passage When I am an Astronaut
 - Comprehension Activities
 - Phonics Fluency Practice Sheet
 - Writing Activities
- Vocabulary words
- Notebook paper or note cards

Objectives

Students will:

- Substitute phonemes (sounds) to make new words.
- Delete phonemes (sounds) to make new words.
- Read and write words, including those with long a, long e, and long i.
- Read regular and irregular high frequency words including: put, help, soon, fresh, asked, give, kitten, that, splendid, ugly, lost, fun, get, parrot, delight, sing, smart, arm, might, fun, get, travel, still, bare, rocks, stuff, pond, swim, else, truck, grin, funny.
- Understand the following vocabulary words in context: countdown, astronaut, rocket ship, tuck, space.
- Restate facts from listening to a read aloud text and responding to questions about the text.
- Answer simple questions using who, what, when, where, and why in complete sentences.
- Describe a picture using a list of adjectives.
- Write simple sentences using adjectives.
- Read words containing the week's focus letters/sounds.
- Identify the beginning, middle, and ending of a decodable story and write a sentence describing each part.
- Write a book titled: If I were an Astronaut.
- Sort pictures into noun categories: People/animals, Places, and Things.
- Write a simple narrative story using picture prompts.

Lesson Components

Prerequisite Skills: The student should know how to write a sentence, including starting with a capital letter and ending with punctuation marks.

DAY 1

PHONEMIC AWARENESS

Say the following:

- Listen carefully to the following instructions.
- We are going to change the first sound of the word I say.
- I will do the first one.
- map
- I'm going to change the /m/ to /t/.
- The new word is tap.
- Here's another word, mart.
- I'm going to change /m/ to /p/.
- The new word is part.
- Use this procedure with the following words:

Word	Change	to	New Word
but	/b/	/r/	rut
cane	/c/	/p/	pane
sane	/s/	/m/	mane
fine	/f/	/p/	pine
gash	/g/	/c/	cash

High Frequency Words by Sight

High frequency words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 6 – Day 1.

Phonics Word Structure: Focus letters/sounds: long a (a_e)

The focus of this lesson is to learn to read words with the long a sound. These words have the letter combinations of a_e as found in the words take, mane, and base. Write the words listed below on a piece of paper.

made	case	take	came	name	blame	frame
page	cage	mane	base	cake	snake	sale

- See the Grade 1 Routines handout (Phonics/Word Structure) for instructions.

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read The Cake using the Student Practice Sheets – Decodable Story - Week 6 - Day 1.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

VOCABULARY

Use the Grade 1 Routines handout (Vocabulary Word Instruction) to review and practice the following words:

- **countdown** (noun) the amount of time remaining before launching a rocket (10 -9 -8...)
- **astronaut** (noun) someone who travels to space
- **rocket (ship)** (noun) an object that carries people or things into space
- **tuck** (verb) to cover, by pushing in the loose ends of the sheets and blankets
- **space** (noun) the place beyond the Earth's atmosphere

COMPREHENSION

Use the text from the read aloud When I am an Astronaut to help students work on the skills of understanding what they hear. (Student Practice Sheets–Read Aloud – Week 6 - Days 1 & 4)

Read Aloud: When I am an Astronaut

- See the Grade 1 Routines handout (Read Aloud) for instructions.

Ask the following questions:

- This was a great story, wasn't it? The person telling the story was imagining that someday he would have a special job. What was the special job? (Answer: astronaut)
- What happened first in the story? (Answer: There was a countdown and the rocket ship blasted off into space.)
- Where did the astronaut go in his rocket ship? (Answer: He went past the moon and the farthest stars.)
- Why did the astronaut tuck in his blanket? (Answer: So he would not slide out of bed when he goes to sleep.)
- Why did the astronaut come back home? (Answer: He didn't want to get stuck in space.)
- Would you like to be an astronaut when you grow up?
- Where would you like to go in a rocket ship?

DAY 2

PHONEMIC AWARENESS

Say the following:

- Listen carefully to the following instructions.
- We are going to change the first sound of the word I say.
- I will do the first one.
- shop
- I'm going to change the /sh/ to /t/.
- The new word is top.
- Here's another word, short.
- I'm going to change /sh/ to /p/.
- The new word is port.

Use this procedure with the following words:

Word	Change	to	New Word
lame	/m/	/k/	lake
lake	/k/	/t/	late
late	/t/	/n/	lane
jade	/d/	/k/	Jake
Jake	/k/	/n/	Jane

PHONICS

High Frequency Words by Sight

High frequency words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 6 – Day 2.

Phonics Word Structure: Focus letters/sounds: Long a (a_e)

The focus of this lesson is to learn to read words with the long a sound.

These words have the letter combinations of a_e as found in the words take, mane, and base.

Write the words listed below on a piece of paper.

make name came made page blame frame
date slave mane trade cake cave sale

- See the Grade 1 Routines handout (Phonics/Word Structure) for instructions.

VOCABULARY

Use the Grade 1 Routines handout (Vocabulary Word Instruction) to review and practice the following words:

- **countdown** (noun) the amount of time remaining before launching a rocket (10 -9 -8...)
- **astronaut** (noun) someone who travels to space
- **rocket (ship)** (noun) an object that carries people or things into space
- **tuck** (verb) to cover, by pushing in the loose ends of the sheets and blankets
- **space** (noun) the place beyond the Earth's atmosphere

FLUENCY

Phrase reading practice

Phrase reading practice helps students practice reading phrases (or groups of words) and stories at a speed that is similar to natural speech.

- Write the groups of words or phrases listed below on a piece of paper.

Don't hate the hat.

with a cape

on a dull trip

with a big bill

for ball games

just get one

that is fun

- See the Grade 1 Routines handout (Phrase Reading Practice) for instructions.

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read Don't Hate the Hat using the Student Practice Sheets – Decodable Story - Week 6 – Day 2.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

COMPREHENSION

Decodable: Don't Hate the Hat

Identifying and Using Descriptive Words

Say: What was today's story mainly about? (Answer: hats.)

Say: The author used a lot of words to describe hats. These words are called adjectives. One adjective the author used to describe a hat was the word silly. Silly tells us what kind of hat he had. What might a silly hat look like? (Answers will vary.)

Say: Let's list the adjectives, the words that describe hats on my piece of paper. A hat might be...ugly, funny, silly.

The student should complete Student Practice Sheets – Comprehension Activity - Week 6 - Day 2 with your assistance.

DAY 3

PHONEMIC AWARENESS

Say the following:

- Listen carefully to the following instructions.
- We are going to change the first sound of the word I say.
- I will do the first one.
- cape
- I'm going to change the /c/ to /t/.
- The new word is tape.
- Here's another word. mane.
- I'm going to change /m/ to /p/.
- The new word is pane.

Use this procedure with the following words:

Word	Change	to	New Word
bake	/b/	/m/	make
make/	m/	/r/	rake
rake	/r/	/c/	cake
like	/l/	/m/	mike
mine	/m/	/f/	fine

PHONICS

High Frequency Words by Sight

High frequency words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 6 - Day 3.
- Practice using the sounds reviewed this week while reading whole words using the Student Practice Sheets-Phonics Fluency Practice with Whole Words – Week 6 – Days 3 & 4. This will give the student an additional opportunity to practice this week’s sounds in words.

Phonics/Word Structure: Focus letters/sound: igh

The focus of this lesson is to learn to read words that have the letter combination –igh. Write the words listed below on a piece of paper.

sigh fright tight night bright
light sight fight might right

- See the Grade 1 Routines handout (Phonics/Word Structure) for instructions.

Phonics Word Structure: Focus letters/sounds: long e (ee, ea)

The focus of this lesson is to learn to read words with the long e sound. These words have the letter combinations of ee (as found in the words beet, reed, and deer) and ea (as found in the words seal, meat, and clean). Write the words listed below on a piece of paper.

beak green team seam lean steam
deer mean reed seed steel seem

- See the Grade 1 Routines handout (Phonics/Word Structure) for instructions.

VOCABULARY

Use the Grade 1 Routines handout (Vocabulary Word Instruction) to review and practice the following words:

- **countdown** (noun) the amount of time remaining before launching a rocket (10 -9 -8...)
- **astronaut** (noun) someone who travels to space
- **rocket (ship)** (noun) an object that carries people or things into space
- **tuck** (verb) to cover, by pushing in the loose ends of the sheets and blankets
- **space** (noun) the place beyond the Earth’s atmosphere

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read Bing the Parrot using the Student Practice Sheets – Decodable Story - Week 6 – Day 3.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

COMPREHENSION

Decodable: Bing the Parrot

Sequencing Events: Beginning, Middle, and End

Comprehension questions for sequencing events from the decodable story.

- Think about the beginning of the story Bing the Parrot.
What happened? (Answers may vary. Pam went to buy a parrot. The clerk told her about Bing.)
- In the middle of the story, what happened? (Answers may vary. Pam asked Bing if he would sing at night. Bing jumped to Pam's arm.)
- I liked the ending of this story. What happened? (Answers may vary. Pam bought Bing and took him home.)

Have the student complete the Student Practice Sheets – Comprehension Activity - Week 6 - Day 3.

Review with the student the beginning, middle, and ending of the story Bing the Parrot (See comprehension questions above).

Say:

- Let's pretend that you are going to draw the pictures for this story. What would you draw to show the readers what happened at the beginning of the story? (The clerk could be showing Bing the parrot to Pam.)
- Draw your picture in the box below the word 'Beginning'.
[Allow the student time to draw the picture.]
- Tell me what happened in the middle of the story. What would you draw to show the readers what happened in the middle of the story? (Pam is talking to Bing. He is sitting on her arm.)
- Draw your next picture in the box below the word 'Middle'.
[Allow the student time to draw the picture.]
- What would you draw to show the readers what happened at the end of the story? (Pam could be taking Bing out of the shop.)
- Draw your picture in the box below the word 'End'.
[Allow the student time to draw the picture.]

Have the student write a sentence that describes each picture. Space is provided below the boxes. Check spelling, spacing, capitalization and punctuation. Help the student revise, if necessary.

DAY 4

PHONEMIC AWARENESS

Say the following:

- Listen carefully to the following instructions.
- We are going to delete (take away) the first phoneme or sound of the word I say.
- I will do the first one: tram
- I'm going to delete the /tr/.
- The new word is am.
- Here's another word: throw.
- I'm going to delete the /th/.
- The new word is row.

Use this procedure with the following words:

Word	Delete (Take Away)	New Word
share	/sh/	air*
style	/s/	tile
crime	/c/	rhyme
blame	/b/	lame
train	/t/	rain

*Remember in Phonemic Awareness you are **listening** to sounds and are not looking at spellings. The purpose of this activity is to be able to hear the sounds.

PHONICS

High Frequency Words by Sight

High frequency words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 6 – Day 4.
- Practice using the sounds reviewed this week while reading whole words using the Student Practice Sheets-Phonics Fluency Practice with Whole Words – Week 6 – Days 3 & 4. This will give the student an additional opportunity to practice this week's sounds in words.

Phonics Word Structure: Focus letters/sounds: Long a (a_e)

The focus of this lesson is to learn to read words with the long a sound. These words have the letter combinations of a_e as found in the words take, mane, and base. Write the words listed below on a piece of paper.

came hate gate late name same date
face trace came made spade blame lake

- See the Grade 1 Routines handout (Phonics/Word Structure) for instructions.

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read Don't Swim. Wade! using the Student Practice Sheets – Decodable Story - Week 6 – Day 4.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

VOCABULARY

Use the Grade 1 Routines handout (Vocabulary Word Instruction) to review and practice the following words:

- **countdown** (noun) the amount of time remaining before launching a rocket (10 -9 -8...)
- **astronaut** (noun) someone who travels to space
- **rocket (ship)** (noun) an object that carries people or things into space
- **tuck** (verb) to cover, by pushing in the loose ends of the sheets and blankets
- **space** (noun) the place beyond the Earth's atmosphere

COMPREHENSION

Use the text from the read aloud When I am an Astronaut to help students work on the skills of understanding what they hear. (Student Practice Sheets–Read Aloud – Week 6 - Days 1 & 4)

Read Aloud: When I am an Astronaut

- See the Grade 1 Routines handout (Read Aloud) for instructions.

Say: On the last page of the story, the astronaut asked us what we would do if we were astronauts. Let's think about that for minute. List some things that you might like to do and see if you were an astronaut.

Use the Student Practice Sheets – Comprehension: List Activity - Week 6 – Day 4.

Allow the student time complete the list. Assist the student as needed with ideas, suggestions, and spelling.

Say: You will write your own book. The first page is the cover of your book. Design and illustrate the cover. Don't forget to write your name on the cover. You are the author of this book.

Page 1: Choose an idea from your list. Draw a picture and write a sentence.

(Example: First, I would take off in my bright pink rocket ship. Countdown 10-9-8-7-6-5-4-3-2-1...BLASTOFF! The picture should correspond to the sentence.)

Follow this procedure page by page. Monitor spelling, spacing, capitalization and punctuation as the student works. Help the student revise, if necessary. When the student is finished with all of the pages, cut them out and staple or tape them together to make the book.

Read the story aloud together.

DAY 5

PHONEMIC AWARENESS

Say the following:

- Listen carefully to the following instructions.
- We are going to change a sound in the word I say.
- I will do the first one: shop.
- I'm going to change the /sh/ to /t/.
- The new word is top.
- Here's another word: shape.
- I'm going to change /p/ to /m/.
- The new word is shame.

Use this procedure with the following words:

Word	Change	to	New Word
lame	/m/	/k/	lake
lake	/k/	/t/	late
like	/k/	/m/	lime

High Frequency Words by Sight

High frequency words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 6 - Day 5.

Phonics Word Structure: Focus letters/sounds: long i (i_e)

The focus of this lesson is to learn to read words with the long i sound. These words have the letter combinations of i_e as found in the words bike, dine, and ride. Write the words listed below on a piece of paper.

lime	time	fine	pine	mine	Mike	line
white	kite	pile	while	file	dive	life

- See the Grade 1 Routines handout (Phonics/Word Structure) for instructions.

VOCABULARY

Use the Grade 1 Routines handout (Vocabulary Word Instruction) to review and practice the following words:

- **countdown** (noun) the amount of time remaining before launching a rocket (10 -9 -8...)
- **astronaut** (noun) someone who travels to space
- **rocket (ship)** (noun) an object that carries people or things into space
- **tuck** (verb) to cover, by pushing in the loose ends of the sheets and blankets
- **space** (noun) the place beyond the Earth's atmosphere

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read Wide Stuff using the Student Practice Sheets – Decodable Story - Week 6 – Day 5.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

WRITING

Writing a Simple Narrative Story

It is an expectation that first grade students be able to use nouns and verbs correctly in simple sentences and are able to write a simple narrative story based on real or imagined events.

Say: Look at the pictures in the Noun Sort.

(Use the Student Practice Sheets – Writing: Noun Sort - Week 6 – Day 5).

Say:

- A noun is a word that represents a person, animal, place or thing.
- Cut the pictures apart.
- Divide the pictures into the following 3 noun categories, and make a pile for each category:
 - Person/Animal
 - Place
 - Thing
- Chose one picture from each of the noun categories (person/animal, place, and thing).
- Use what you know about common spelling patterns and high frequency words to help you write a story using the pictures that you have chosen. For example, you might choose the cat from the person/animal pile, the house from the place pile, and the guitar from the thing pile. Your story would be about a cat playing a guitar at home.

The story should consist of at least 6 sentences. See Student Practice Sheets – Writing: Graphic Organizer - Week 6 – Day 5) to help organize thoughts and ideas.

Use Student Practice Sheets – Writing: Noun Story - Week 6 – Day 5) to write and publish the story.

Glue the pictures to the top of the page.

Say: I will help you spell any words that you do not know. Remember, every sentence will begin with a capital letter and end with a punctuation mark.

Once the story is completed, the student will read it aloud.

Assessment

Students should be able to read the decodable stories The Cake, Don't Hate the Hat, Bing the Parrot, Don't Swim. Wade!, and Wide Stuff at the end of Day 5 with fewer than three errors on each story.

Extensions

Go to the website at http://www.fcr.org/Curriculum/PDF/GK-1/Archive/C_Final.pdf

- Select one of the activities to complete.

Sources

Beck, I.L., McKeown, M. G., & Kucan, L. (2002) *Bringing Words to Life: Robust Vocabulary Instruction*. Guilford. New York.

Carnine, D., Silbert, J., Kame'enui, E.J. (1990) *Direct Reading Instruction*. Second Edition. Prentice Hall. Columbus Ohio.

Decodable letter combination passages (Don't Hate the Hat, Bing the Parrot, The Cat's Cake, Are Rocks Alive?, and Wide Stuff).

[http://www.free-reading.net/index.php?title=Decodable letter combination passages](http://www.free-reading.net/index.php?title=Decodable_letter_combination_passages).

Accessed 10/1/2009.

put

help

soon

fresh

asked

give

kitten

put

fresh

help

soon

asked

give

fresh

help

asked

put

soon

fresh

give

kitten

The Cake

If you help bake the cake, I will put it on a plate.

Soon we will take the fresh cake to the bake sale.

A man came to the bake sale. He had a red cape had a cane.

He asked for the cake.

I will give you a flag and a cat for the cake.

The big cat with the mane was as tame as a kitten.

The man took the cake home.

When I am an Astronaut

Start the
countdown.

Five.

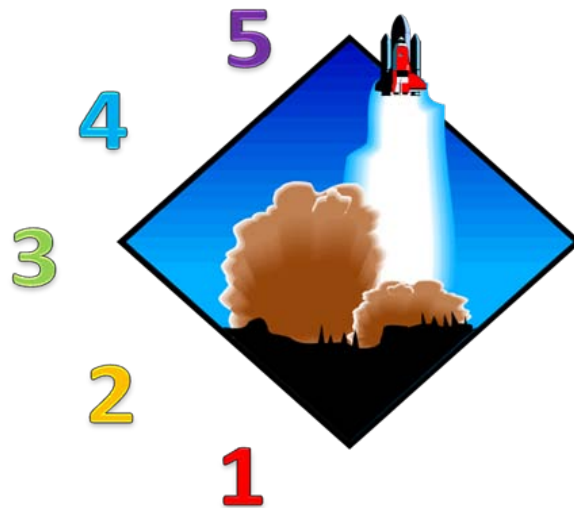
Four.

Three.

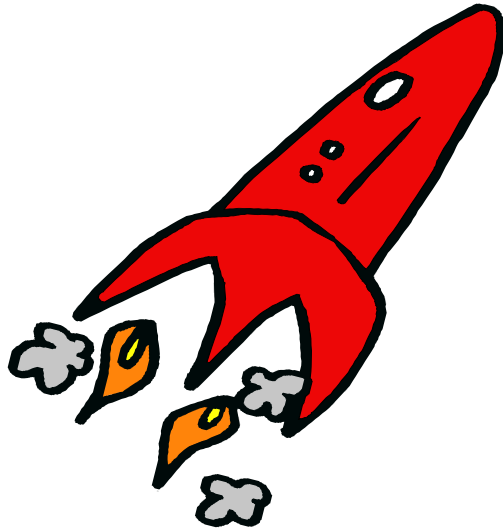
Two.

One.

Blast off!



I will fly into space when I am an astronaut.
I will have a red rocket. I will go far away.



My rocket will go past the moon.
It will go past the farthest stars.
I will be in space for a long time.



My rocket will have a bed so I can rest if I get tired.



I must tuck in the blanket.

I do not want to slide out when I sleep.

When I get far, far away, I will go back home.

I do not want to get stuck in space.



That's what I will do when I am an astronaut.



that ugly splendid

lost fun get

splendid lost ugly

fun that lost

ugly get fun

lost fun splendid

that ugly get

DON'T HATE THE HAT!

Do you hate to put a hat on?

Hats can be ugly.

Hats can get lost.

But hats can be fun, as well.

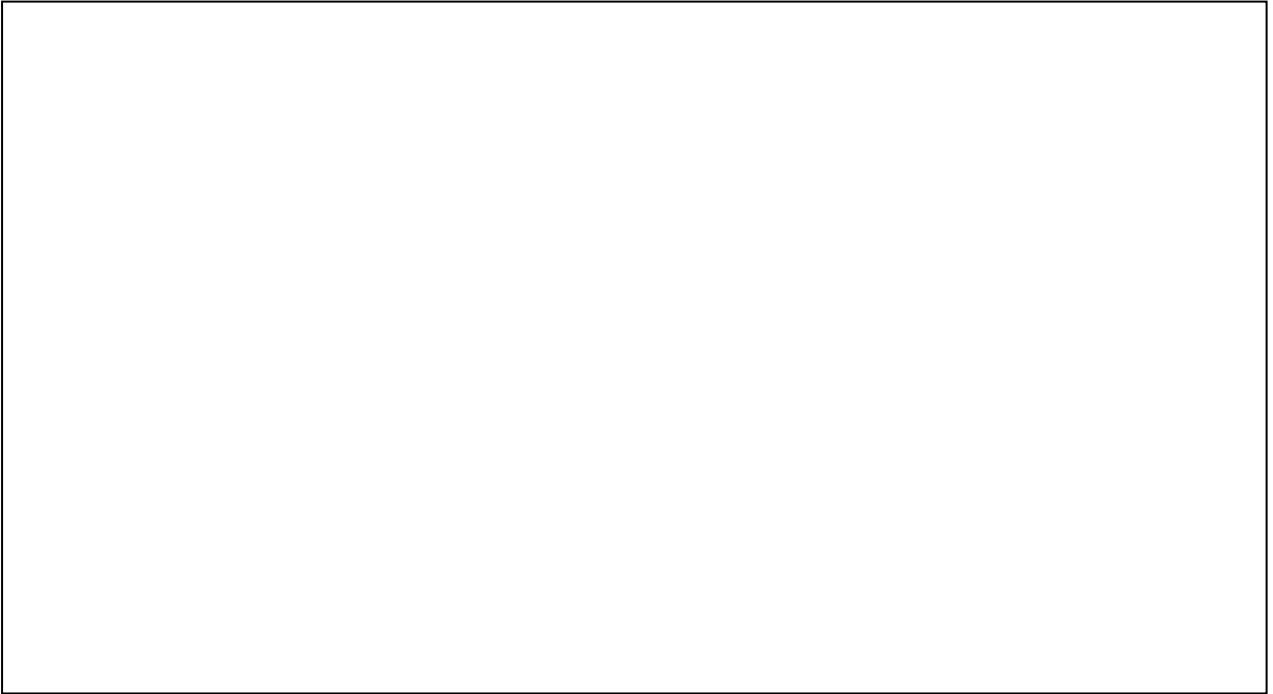
A top hat is splendid with a cape.

And a silly hat is fun on a dull trip.

You can get a cap with a big bill for ball games.

Do not hate the hat--just get one that is fun!

Draw a picture of your hat.



Write 3 words below that describe your hat.

1. _____

2. _____

3. _____

Write a sentence describing your hat.

parrot

delight

sing

smart

arm

might

sing

smart

parrot

delight

might

arm

might

sing

delight

parrot

arm

sing

might

delight

smart

made

case

sale

mane

take

name

snake

cave

lane

late

BING THE PARROT

Pam wants to buy a parrot.

The clerk says, “Bing the parrot is a delight. His tail is bright green. His beak is red. Bing can sing and say the alphabet.”

“What a smart bird,” says Pam. “Will you sing at night?”

Bing jumps to Pam’s arm, and he says, “I might!”

Pam buys Bing the parrot and takes him home.

Bing the Parrot		
Beginning	Middle	End
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		

travel

fun

get

still

bare

rocks

get

still

travel

rocks

fun

bare

fun

still

rocks

bare

travel

get

rocks

bare

still

DON'T SWIM. WADE!

If you are at the lake and you cannot swim, you can still have fun. You can wade! You will not get as wet.

Stand in the sand. The lake will lap at bare legs.

Travel along the rim. Pick up rocks. You can skip the rocks that are flat.

Then travel back to the spot you came in.

It is fun to wade!



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Student Practice Sheets:
Comprehension: Book Writing Activity

Week 6 - Day 4

You are going to write your own book titled: If I were an Astronaut. Use your list to help you.

If I were an Astronaut...

By:

If I were an Astronaut...

Page 1

If I were an Astronaut...

Page 2

If I were an Astronaut...

Page 3

If I were an Astronaut...

Page 4

If I were an Astronaut...

Page 5

stuff

pond

swim

else

truck

grin

funny

stuff

pond

swim

else

truck

grin

funny

stuff

pond

swim

else

truck

grin

funny

WIDE STUFF

Wide stuff is big, but just from side to side.

A wide truck must drive in a wide spot.

A wide man puts on wide pants. A wide pig must have a wide pen.

A wide pond can have a lot of fun spots to swim.

What if I have a wide grin? Then you must be funny!

What else is wide?

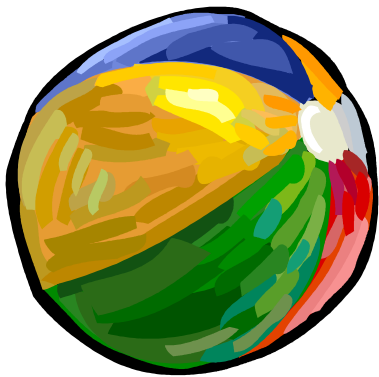
Noun

A noun is a person, animal, place or thing.



Noun

A noun is a person, animal, place or thing.



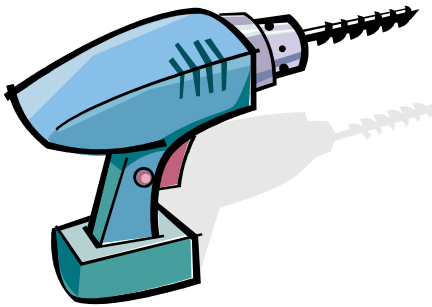
Noun

A noun is a person, animal, place or thing.



Noun

A noun is a person, animal, place or thing.



My noun pictures:

Who or what did I choose from the person/animal picture pile?

What place did I choose from the picture pile?

What thing did I choose from the picture pile?

What will your story be about?

My story will be about _____

First, _____

Next, _____

Then, _____

Finally, _____

Copy and publish your story on the next page.

Glue Pictures Here

Lesson Overview
Language Arts Grade 1

Week # 7	Day 1	Day 2	Day 3	Day 4	Day 5
Comprehension Strategy	<ul style="list-style-type: none"> Monitor/Clarify Story Elements 	<ul style="list-style-type: none"> Monitor/Clarify Story Elements 	<ul style="list-style-type: none"> Monitor/Clarify Story Elements 	<ul style="list-style-type: none"> Monitor/Clarify Story Elements 	<ul style="list-style-type: none"> Monitor/Clarify Story Elements
Comprehension Skills	<ul style="list-style-type: none"> sequence 	<ul style="list-style-type: none"> story structure retell 	<ul style="list-style-type: none"> story structure sequence 	<ul style="list-style-type: none"> story structure 	<ul style="list-style-type: none"> story structure
Phonemic Awareness	<ul style="list-style-type: none"> delete phonemes 	<ul style="list-style-type: none"> substitute phonemes 	<ul style="list-style-type: none"> substitute phonemes 	<ul style="list-style-type: none"> delete phonemes 	<ul style="list-style-type: none"> substitute phonemes
Phonics/Word/Structure	<ul style="list-style-type: none"> long o Review: long a	<ul style="list-style-type: none"> final ng, nk, nd 	<ul style="list-style-type: none"> long o & u 	<ul style="list-style-type: none"> final ng, nk, nd 	<ul style="list-style-type: none"> long o long e Review: long a
High Frequency Words	Review: help(s), play(ing), arm Week 7 Words: long, nurse, hurt, friend, over, away	Review: help(s), play(ing), arm Week 7 Words: long, nurse, hurt, friend, over, away	Review: nurse, away, over Week 7 Words: fish, best, need, off, long	Review: nurse, away, over Week 7 Words: fish, best, need, off, long	Review: want, Week 7 Words: toy, blue, didn't, ready, job
Vocabulary Read Aloud "Neil Armstrong"	<ul style="list-style-type: none"> leap surface astronaut 		<ul style="list-style-type: none"> leap surface astronaut 	<ul style="list-style-type: none"> leap surface astronaut 	
Writing Activity	<ul style="list-style-type: none"> citing facts from informational text 	<ul style="list-style-type: none"> listing main events from story 	<ul style="list-style-type: none"> writing a journal entry 	<ul style="list-style-type: none"> drawing a picture and writing a report 	<ul style="list-style-type: none"> All-About-Me personal narrative
Decodable Book	<ul style="list-style-type: none"> Kate, Dale, Jade, Mike and Zane 	Kate, Dale, Jade, Mike and Zane	Kate, Dale, Jade, Mike and Zane	Kate, Dale, Jade, Mike and Zane	Paint the Boat

Kate, Dale, Jade, Mike, and Zane

An ADE Language Arts Lesson

Week 7

Author	ADE Content Specialists
Grade Level	Grade 1
Duration	Five sessions

Aligns To

Reading:

Strand 1: Reading Process

Concept 1: Print Concepts

PO 3. Recognize the distinguishing features of a sentence.

PO 4. Identify the title of a book.

Concept 2: Phonemic Awareness

PO 3. Recognize the new spoken word when a specified phoneme is added, changed or removed (e.g., change *cow* to *how*, *pan* to *an*).

Concept 3: Phonics

PO 1. Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences.

PO 4. Read words with common spelling patterns.

PO 5. Recognize high frequency words and irregular sight words.

PO 7. Use knowledge of word order (syntax) and context to confirm decoding.

Concept 4: Vocabulary

PO 1. Recognize base words and their inflections (e.g., *look*, *looks*, *looked*, *looking*).

Concept 5: Fluency

PO 1. Consistently read grade-level text with at least 90 percent accuracy.

PO 2. Read aloud with fluency in a manner that sounds like natural speech.

Concept 6: Comprehension Strategies

PO 2. Relate information and events in a reading selection to life experiences and life experiences to the text.

Strand 2: Comprehending Literary Text

Concept 1: Elements of Literature

PO 1. Identify the plot of a literary selection, heard or read.

Connects To

PO 2. Describe characters within a literary selection, heard or read.

PO 3. Sequence a series of events in a literary selection, heard or read.

Strand 3: Comprehending Informational Text

Concept 1: Expository Text

PO 1. Identify the topic of expository text, heard or read.

PO 2. Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.

Writing

Strand 1: Writing Process

Concept 1: Print Concepts

PO 1: Generate ideas through prewriting activities (e.g., brainstorming)

PO 2. Draw a picture or storyboard about ideas generated.

PO 3. Organize ideas using simple webs, maps, or lists.

Concept 2: Drafting

PO 1. Write a draft (e.g., story).

Concept 3: Revising

PO 1. Reread original draft for clarity.

PO 2. Add additional details with prompting.

Concept 4: Editing

PO 1. Review the draft for errors in conventions, with prompting.

Concept 5: Publishing

PO 1. Rewrite and illustrate selected pieces of writing for sharing with intended audience.

PO 2. Write legibly.

Strand 2: Writing Elements

Concept 1: Ideas and Content

PO 1. Write stand-alone text that expresses a clear message.

PO 2. Incorporate details in pictures and text.

Concept 2: Organization

PO 1. Demonstrate sequencing or patterning in written text or story boards.

PO 2. Show a sense of beginning.

PO 3. Write multiple sentences in an order that supports a main idea or story.

Concept 3: Voice

PO 1. Create pictures and text that is expressive, individualistic, engaging, and lively.

Concept 4: Word Choice

PO 1. Use expressive or descriptive phrases and short sentences, beyond one- or two-word labels.

Concept 5: Sentence Fluency

PO 1. Write simple sentences.

Concept 6: Conventions

PO 1. Incorporate conventions into own text, including:

- a) spacing between words
- d) placement of title

PO 2. Use capital letters correctly for the beginning of a sentence.

PO 3. Punctuate endings of sentences using:

- a. periods
- b. question marks
- c. exclamation points

Strand 3: Writing Applications**Concept 1: Expressive**

PO 1. Write a narrative that includes:

- a. a main idea based on real or imagined events
- b. characters
- c. a sequence of event

Concept 2: Expository

PO 1. Create expository texts (e.g., journals) through drawing and/or writing.

PO 2. Participate in creating simple summaries from informational texts, graphs, tables, or maps.

Concept 6: Research

PO 1. Write a simple report with a title and three facts, using information sources.

Overview:

This lesson focuses on building phonemic awareness, developing phonics skills, learning vocabulary that is found in the reading materials, and comprehending information in text.

Purpose

These lessons help students develop 4 different types of skills each week:

- **Phonemic awareness** is the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words. Before children learn to read, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, also called phonemes.
- **Phonics** is the relationship between letters and sounds in a language. When children learn that the letter B has the sound of /b/ or that "tion" sounds like /shun/, they are learning phonics. Written language can be compared to a code, so knowing the sounds of letters and letter combinations will help children learn to read and spell.

- **Vocabulary** is the knowledge of words and word meanings in both print and oral language. Learning new words and their meanings is important for understanding what is read or heard.
- **Comprehension** is the process of understanding spoken language or text. It is not only important for children to be able to sound out and pronounce words, but they should also understand the meaning of the words they read.

Materials

- Grade 1 Routines handout
- Alphabet chart
- Student Practice Sheets
 - High Frequency Words By Sight Practice Sheets
 - Decodable stories Kate, Dale, Jade, Mike, and Zane, Paint the Boat
 - Read aloud passage Neil Armstrong
 - Comprehension Activities
 - Writing Activities
- Vocabulary words
- Notebook paper or note cards
- Pencil, pens and/or markers
- Optional Computer access http://www.org/Curriculum/pdf/GK-1/Archive/V_Final.pdf

Objectives

Students will:

- Delete and substitute phonemes (sounds) to make new words.
- Read and write words with long a, long e, long o, long u, and ng, nk, nd endings.
- Read regular and irregular high frequency words including: helps, playing, arm, long, nurse, hurt, friend, over, away, fish, best, need, off, long, want, toy, blue, didn't, ready, job.
- Understand the following vocabulary words in context: leap, surface, astronaut.
- Restate facts from listening to a read aloud text and responding to questions about the text.
- Answer simple questions using who, what, when, where, and why in complete sentences.
- List facts from an informational article.
- List main events from a decodable text.
- Retell a story from decodable text.
- Write a journal entry.
- Write a report, using listed facts from informational article.
- Draw an engaging picture to accompany the report.
- Write a personal narrative.

Lesson Components

Prerequisite Skills: The student should know how to write a sentence, including starting with a capital letter and ending with punctuation marks.

DAY 1

PHONEMIC AWARENESS

Say the following:

- Listen carefully to the following instructions.
- We are going to delete the first sound of the word I say.
- I will do the first one, tram.
- I'm going to delete the /tr/.
- The new word is am.
- Here's another word, throw.
- I'm going to delete the /th/.
- The new word is row.

Use the words below for student practice.

Word	Take Away (Delete)	New Word
hit	/h/	it
chat	/ch/	at
man	/m/	an
sat	/s/	at
chair	/ch/	air

PHONICS

High Frequency Words by Sight

High Frequency Words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 7 – Days 1 & 2.

Phonics/Word Structure: Focus letters/sounds: long o

The focus of this lesson is to learn to read words with the long o sound. These words have the letter combinations of o_e as found in the words vote, smoke, and note. Write the words listed below on a piece of paper.

note wrote lone robe stole vote

- See the Grade 1 Routines handout (Phonics/Word Structure) for instructions.

FLUENCY

Phrase Reading Practice

Phrase reading practice helps students practice reading phrases (or groups of words) and stories at a speed that is similar to natural speech.

- Write the groups of words or phrases listed below on a piece of paper.
on a wide mile

on the note

close to the lake

at the lake

with a flute

in a band

with his hand
- See the Grade 1 Routines handout (Phrase Reading Practice) for instructions.

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read Kate, Dale, Jade, Mike, and Zane using the Student Practice Sheets – Decodable Story - Week 7 - Days 1, 2, 3, & 4.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

COMPREHENSION

- Use the text from the decodable story Kate, Dale, Jade, Mike, and Zane, to help students work on the skills of understanding what they read.

Before reading, explain that stories contain the following parts:

- main idea – This is the topic of the story or what the story is about.
- setting – This is where the story takes place.
- characters – This is who the story is about.
- the problem – This is something that went wrong or needs to be fixed in the story.
- the solution – This is how the problem is fixed.

After reading Kate, Dale, Jade, Mike, and Zane ask the following questions.

- What is the story about? (answer: Kate, Dale, Jade, Mike, and Zane)
- Where does the story take place? (answer: camp)
- What problem happened during the story? (answer: Mike is stung by a bug.)
- What happened at the end of the story? (answer: Mike is fine and the children sing a song.)

VOCABULARY

Use the Grade 1 Routines handout (Vocabulary Word Instruction) to review and practice the following words.

- **leap** (verb) to jump high into the air, or to jump to land in a different place
- **surface** (noun) the top layer of land or water
- **astronaut** (noun) someone who travels to space

COMPREHENSION

Use the text from the read aloud Neil Armstrong to help students work on the skills of understanding what they hear. (Student Practice Sheets–Read Aloud – Week 7- Days 1 & 4)

Read Aloud: Neil Armstrong

- See the Grade 1 Routines handout (Read Aloud) for instructions.

Say: The text you just heard gave us a lot of information about the moon landing. Write down some of the facts you remember on Student Practice Sheet – Comprehension Activity – Week 7- Day 1.

You may reread the story or parts of it to enable the child to pick out relevant facts. Monitor and assist the child with spelling, spacing, capitalization, and punctuation. Save the fact page for Day 4.

DAY 2

PHONEMIC AWARENESS

Say the following

- Listen carefully to the following instructions.
- We are going to replace a sound in a word to make a new word. I will do the first one.
- The next word is came.
- Take away the /m/ and replace it with a /k/ and the word is cake.
- Here's another word, tale.
- Take away the /l/ and replace it with /k/ and the word is take.

Use the words below for student practice.

Word	Substitute (replace)	New Word
cute	/m/ for the /k/	mute
barn	/ur/ for the /ar/	burn
tight	/f/ for the /t/	fight
meet	/oa/ for the /ee/	moat
man	/e/ for the /a/	men
toe	/j/ for the /t/	Joe

PHONICS

High Frequency Words by Sight

High Frequency Words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 7 – Days 1 & 2.

Phonics Word Structure: Focus letters/sounds: Final ng, nk, nd

The focus of this lesson is to learn to read words with final ng, nk, and nd. These words have the letter combinations as found in the words hang, mink, and band. Write the words listed below on a piece of paper.

land ring sink think sting swing mink frank mind

- See the Grade 1 Routines handout (Phonics/Word Structure) for instructions.

FLUENCY

Phrase Reading Practice

Phrase reading practice helps students practice reading phrases (or groups of words) and stories at a speed that is similar to natural speech.

- Write the groups of words or phrases listed below on a piece of paper.
tells her mom

skates at the rink

close to the lake

swings by the lake

with a flute

at the lake

waves with both arms
- See the Grade 1 Routines handout (Phrase Reading Practice) for instructions.

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read Kate, Dale, Jade, Mike, and Zane using the Student Practice Sheets – Decodable Story - Week 7 - Days 1, 2, 3 & 4.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

COMPREHENSION

Story Retell

Say: Many children and adults like to keep a diary or journal of their special days, trips, and vacations. In a journal, the writer tells about his day and what he may be thinking or feeling. Sometimes the author will include photos or draw pictures in the journal.

Say: You will be writing a journal entry about the children's day at camp. Let's think for a moment about what happened today in the story. (Ask the student to share some of the events. Encourage the student to look back in the story. Help the student brainstorm if necessary.)

Say: Write down your ideas (use the Student Practice Sheets – Comprehension: Retell - Week 7 – Day 2).

When the student finishes, read through the list together. Assist the student with spelling, spacing, capitalization and punctuation. Ask if anything needs to be added to the list or changed. Edit together.

Save the list for Day 3.

DAY 3

PHONEMIC AWARENESS

Say the following

- Listen carefully to the following instructions.
- We are going to substitute a sound in the middle of a word.
- I will do the first one, fake.
- Take away the /k/ and replace it with a /m/ and the word is fame.
- The next word is fame.
- Take away the /m/ and replace it with /s/ and the word is face.

Use the words below for student practice.

Word	Substitute	New Word
lime	/k/ for the /m/	like
best	/ch/ for the /b/	chest
kit	/a/ for the /i/	cat
plan	/ai/ for the /a/	plain
toast	/ai/ for the /oa/	taste

PHONICS

High Frequency Words by Sight

High Frequency Words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 7 – Days 3 & 4.

Phonics Word Structure: Focus letters/sounds: long u (u_e)

The focus of this lesson is to learn to read words with long u (u_e). These words have the letter combinations as found in the words tune, blue, and dude. Write the words listed below on a piece of paper.

rude rule tune June dune

- See the Grade 1 Routines handout (Phonics/Word Structure) for instructions.

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read Kate, Dale, Jade, Mike, and Zane using the Student Practice Sheets – Decodable Story - Week 7- Days 1, 2, 3, & 4.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

COMPREHENSION

Response to Literature: Retell-Journal Activity

The student will use the events written on Student Practice Sheets – Comprehension: Retell - Week 7 – Day 2 to complete the journal entry. (Student Practice Sheets – Comprehension: Journal Activity - Week 7 – Day 3)

Say: Today you are going to complete a journal page about the events in the story Kate, Dale, Jade, Mike, and Zane. Use your notes from yesterday to help you complete the activity. Write the events in complete sentences.

Assist the student with spelling, spacing, capitalization and punctuation. The student should read the journal entry out loud. Ask if anything needs to be added to the entry or changed. Edit together.

VOCABULARY

Use the Grade 1 Routines handout (Vocabulary Word Instruction) to review and practice the following words.

- **leap** (verb) to jump high into the air, or to jump to land in a different place
- **surface** (noun) the top layer of land or water
- **astronaut** (noun) someone who travels to space

DAY 4

PHONEMIC AWARENESS

Say the following:

- Listen carefully to the following instructions.
- We are going to take away sounds at the beginning of words.
- I will do the first word, stop.
- Take away the /s/ sound and the word is top.
- The next word is pants.
- Take away the /p/ sound and the word is ants.
- The next word is think.
- Take away the /th/.
- What is the new word? (ink)

Use the words below for student practice.

Word:	Delete (Take Away)	New Word
blow	/b/	low
bring	/b/	ring
stare	/st/	air
sash	/s/	ash
flake	/f/	lake

PHONICS

High Frequency Words by Sight

High Frequency Words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 7 – Days 3 & 4.

Phonics/Word Structure: Focus letters and sounds: Final nd, nk, ng

See the Grade 1 Routines handout (Phonics/Word Structure) for instructions.

The focus of this lesson is to learn to read words that have the letter combinations **Final nd, nk, ng**. Write the words listed below on a piece of paper.

land think sting swing mink mind blink stink

band sand sing thing bring send bank ring

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read Kate, Dale, Jade, Mike, and Zane using the Student Practice Sheets – Decodable Story - Week 7- Days 1, 2, 3, & 4.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

VOCABULARY

Use the Grade 1 Routines handout (Vocabulary Word Instruction) to review and practice the following words.

- **leap** (verb) to jump high into the air, or to jump to land in a different place
- **surface** (noun) the top layer of land or water
- **astronaut** (noun) someone who travels to space

COMPREHENSION

Use the text from the read aloud Neil Armstrong to help students work on the skills of understanding what they hear. (Student Practice Sheets–Read Aloud – Week 7- Days 1 & 4)

Read Aloud: Neil Armstrong

- See the Grade 1 Routines handout (Read Aloud) for instructions.

Say: On Day 1, you listened to the story and wrote a list of facts. (Student Practice Sheet – Comprehension Activity – Week 7- Day 1) Draw a picture about the moon landing. Then use the facts to write a paragraph about Neil Armstrong and the Apollo Mission. (Student Practice Sheet – Comprehension Activity: Paragraph – Week 7- Day 4)

You may need to help the student with sentence starters like: This astronaut..., He..., I wish..., Space travel..., The Apollo astronauts..., or They...

Monitor and assist the child with spelling, spacing, capitalization, and punctuation. Ask the student to read the paragraph aloud and edit if necessary.

DAY 5

PHONEMIC AWARENESS

Say the following:

- Listen carefully to the following instructions.
- We are going to substitute sounds at the beginning, middle, or end of the word.
- The first word is came.
- Take away the /m/ and replace it with a /k/.
- What is the new word? (cake)

Continue to demonstrate this process.

- Say make. Take away the /k/ and replace it with /t/.
- What is the new word? (mate).

Word	Substitute	New Word
lake	/t/ for the /k/	late
steeple	/ai/ for the /ee/	staple
note	/v/ for the /n/	vote
rink	/st/ for the /r/	stink

PHONICS

High Frequency Words by Sight

High Frequency Words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 7 – Day 5.

Phonics/Word Structure: Focus letters and sounds: long o, long e, and long a

See the Grade 1 Routines handout (Phonics/Word Structure) for instructions.

The focus of this lesson is to learn to read words that have the letter combinations: Final oa (as in boat), ee (as in feet), and ai (as in faint). Write the words listed below on a piece of paper.

boat	steel	drain	keep	float	main	bleed
stain	creep	croak	stairs	beep	moat	brain

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read Paint the Boat using the Student Practice Sheets – Decodable Story – Week 7- Day 5.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

COMPREHENSION

Paint the Boat

Say:

- Today you will investigate story structure. Story structure includes the main idea, setting, characters, the problem and the solution found in the story.
- What is the title of this story? (Paint the Boat)
- What is the story about? (Dad and Ray want to paint a toy boat.)

- Who are the characters in this story? (Dad and Ray)
- Where do you think the story take place? Why? (The story probably takes place outside because they are painting and then floating the boat.)
- What was the problem in the story? (Dad spilled the paint on Ray’s feet.)
- What happened at the end of the story? (Ray floats his boat.)

WRITING

Writing an All-About-Me Story

Say:

- We just finished reading a story about Ray and his dad. It was a story about something that happened the day that Ray and his dad painted a toy boat. Today you are going to write a special story. It is going to be all about you! The first step will be to **plan** your story. Fill in the boxes with some writing ideas. You will list some story ideas that happened to you. (Student Practice Sheets – Writing: Ideas – Week 7- Day 5)
- Choose a story idea from one of the boxes. It should be an idea with a lot of details.
- Tell me your story.

Encourage the student to add details. Ask questions to clarify what happened.

Say: Our next step is to **write** the story. (Student Practice Sheets – Writing: All-About-Me Rough Draft– Week 7- Day 5) Start with a “grabber”. You want to get your readers’ attention. Something like, Smash! Crash! Bang! The fireworks were screaming at me. (The story would be about a 4th of July celebration.) Another example: My brother was really lucky to live through my last birthday party.

Help the student think of a “grabber” for their story.

Say: Write the main idea (grabber) on your paper. Then finish the story with at least four great details.

Give the student time to write. Help with brainstorming and writing.

Say:

- The next step is to **revise** the story. First we will read the story out loud then make any changes that are necessary. You may need to add something you forgot or change some of your words.
- Now take a moment to **check** over your rough draft. Check your sentences for spelling, spacing, capitalization, and punctuation.
- The final step is to publish your story. Write a neat final copy. (Student Practice Sheets – Writing: All-About-Me Final Copy – Week 7- Day 5)

Assessment

Students should be able to read the decodable story Kate, Dale, Jade, Mike, and Zane at the end of Day 4 with fewer than 20 errors.

Extensions

Go to the website at http://www.fcrr.org/Curriculum/pdf/GK-1/Archive/V_Final.pdf

- Select one of the activities to complete.

Sources

Beck, I.L., McKeown, M. G., & Kucan, L. (2002) *Bringing Words to Life: Robust Vocabulary Instruction*. Guilford. New York.

Carnine, D., Silbert, J., Kame'enui, E.J. (1990) *Direct Reading Instruction*. Second Edition. Prentice Hall. Columbus Ohio.

playing arm helps

long nurse hurt

friend over away

arm Long hurt

over away plays

long nurse over

hurt help arm

Kate, Dale, Jade, Mike, and Zane

Kate, Dale, Jade, Mike, and Zane are at camp.

Kate rides a mule on a wide mile long lane.

She sees the lake. She will fish at the lake.

Jade glues lace on the note she writes to her mom.

Jade tells her mom that she does not like the mule that is from camp.

Mike skates at the rink.

The rink is close to the lake.

Zane swings by the lake.

He swings with Jade.

He likes swinging and playing.

When he swings he can see far away.

He thinks he can see a lot of the world!

He swings so long that he cannot stand.

Dale is in a band.

Dale sings notes along with a flute.

The band is playing at the lake.

Kate sees Zane and waves with both arms.

Kate sees Jade and waves with his hand.

Jade waves back at Dale and Mike.

Mike skates along the lane to see Dale and the band.

On the way, Mike sees a bug with wings.

The bug stings Mike on his arm.

Mike bends and falls down with a bang.

Dale, Kate, Zane, and Jade come to help.

Zane is strong.

Zane helps Mike to stand.

Mike dusts the sand off of his face.

Zane and Mike wave.

Mike is fine. He is not hurt. He does not need to see a nurse.

Dale, Kate, Zane, Mike, and Jade all wave.

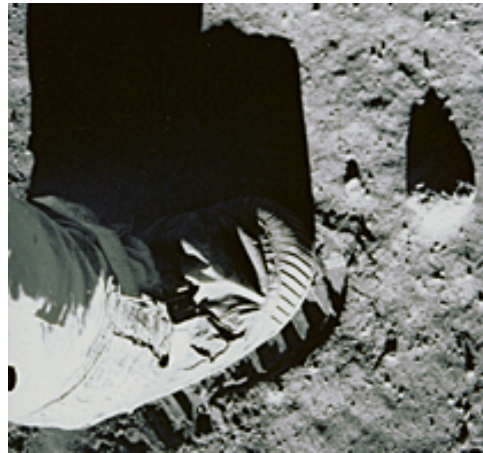
Dale, Kate, Zane, Mike, and Jade sing a song.

It is fun to be friends and to play all day long! They are best friends.

It is fun to go to camp.

Neil Armstrong, First Man on the Moon

“That's one small step for man, one giant leap for mankind.” Neil Armstrong said those famous words. Neil Armstrong was the first person to walk on the Moon!



Neil Armstrong's first steps on the Moon.

Neil Armstrong was an astronaut. An **astronaut** is a person who travels in space. Neil Armstrong and 2 other astronauts were on a mission to the Moon called Apollo 11. They landed on the Moon on July 20, 1969. Edwin Aldrin also walked on the Moon.



Apollo 11 astronauts

The astronauts took pictures on the Moon. Cameras were connected to the **landing craft** called the Eagle. Neil Armstrong's first steps on the moon were shown on television. People around the world watched.



The Eagle

The surface of the Moon was covered in a gray dust. The astronauts collected soil samples and dust. They brought moon rocks back to Earth.

The astronauts were on the moon for 21 hours. They were outside of the Eagle for only two and a half hours. Ten more astronauts visited the Moon. The last time an astronaut walked on the moon was in December 1972.

Adapted from:

http://nssdc.gsfc.nasa.gov/planetary/lunar/apollo_11_30th.html

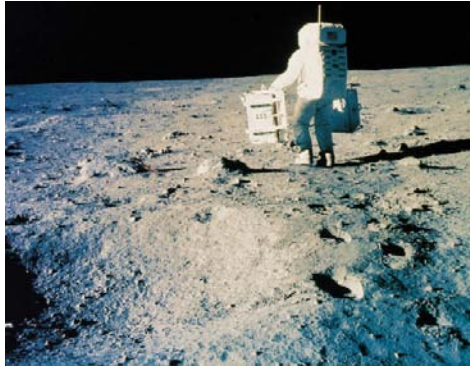
Pictures courtesy of Johnson Space Center's Digital Image Collection

<http://images.jsc.nasa.gov/luceneweb/guidelines.jsp>

Standards Connections: Grade 1

Science: Strand 2 Concept 1 PO2 and Stand 6 Concept 2

Reading: Strand 1 Concept 4 and Strand 3 Concept 1



Facts I remember from the read aloud:
Neil Armstrong, First Man on the Moon.

1. _____

2. _____

3. _____

4. _____

5. _____



Fill in the table below with events from today's story.

Who	What Happened
The children	went to camp
Kate	rode a mule

nurse over away

fish best need

off long nurse

away need best

long fish off

nurse away over

best long need

June 16

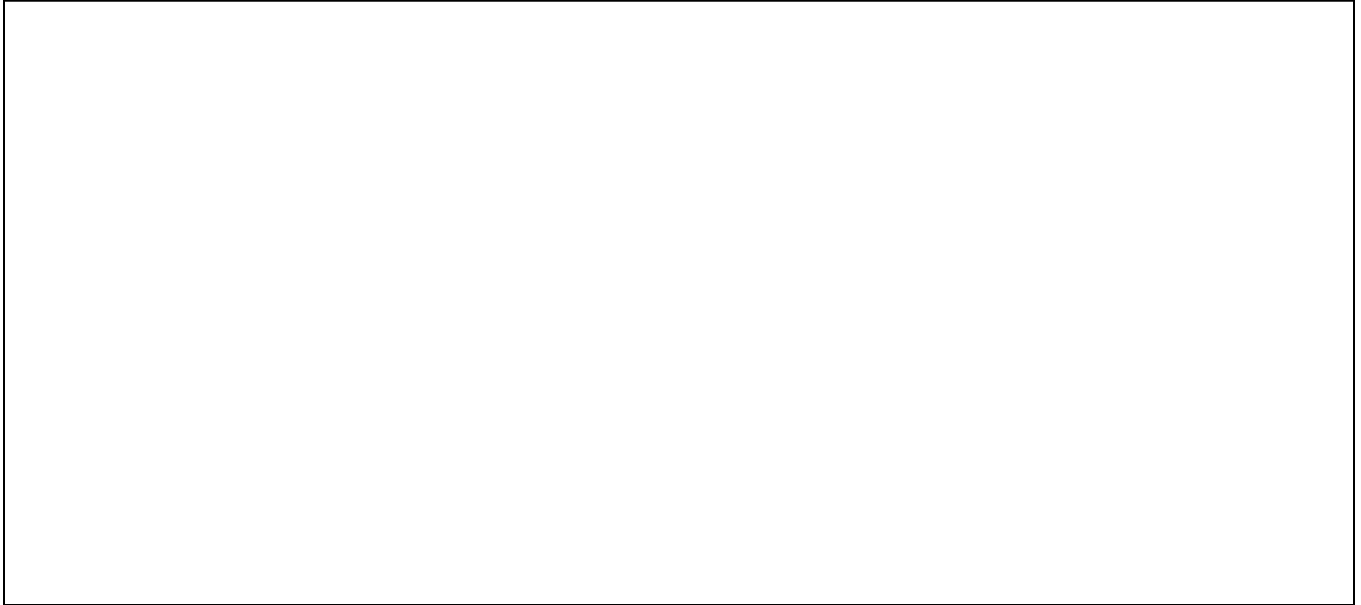
I love camp. I had a great day with my friends Kate,

Dale, Jade, Mike, and Zane. _____

Student Practice Sheets:
Comprehension Activity: Paragraph

Week 7 – Day 4

Draw a picture of the Apollo 11 moon landing.



Neil Armstrong had an amazing adventure. _____

want toy blue

didn't ready job

blue want ready

job didn't blue

ready toy job

want blue didn't

job Ready toy

Paint the Boat

Dad and Ray want to paint the toy boat.

The boat needs red and blue paint.

Ray will paint the keel red.

Oh no! Dad has spilled the blue paint.

Splash! Splat!

Dad didn't mean to splash paint on Ray's feet.

Dad and Ray finish the paint job.

Ray's boat is ready to go.

See it float and float.

What a fun day!

Student Practice Sheets:
Writing: Ideas Week 7 – Day 5

Fill in the boxes below with at least one great idea of something that happened to you.

<p>Happy Times:</p> <p>I won a prize at the fair.</p>	<p>Scary Times:</p> <p>I broke my arm at my Grandpa's house.</p>
<p>Adventurous Times:</p> <p>I went river rafting with my family.</p>	<p>Vacations:</p> <p>The Florida beach...Wow!</p>

Lesson Overview
Language Arts Grade 1

Week # 8	Day 1	Day 2	Day 3	Day 4	Day 5
Comprehension Strategy	<ul style="list-style-type: none"> monitor/clarify 				
Comprehension Skills	<ul style="list-style-type: none"> sequence of events 	<ul style="list-style-type: none"> details relating to life experience 	<ul style="list-style-type: none"> details relating to life experience 	<ul style="list-style-type: none"> story structure 	<ul style="list-style-type: none"> sequence of events
Phonemic Awareness	<ul style="list-style-type: none"> substitute phonemes 	<ul style="list-style-type: none"> delete phonemes 	<ul style="list-style-type: none"> delete phonemes 	<ul style="list-style-type: none"> delete phonemes 	<ul style="list-style-type: none"> delete & substitute phonemes
Phonics/Word/Structure	<ul style="list-style-type: none"> ea, ee 	<ul style="list-style-type: none"> ea, ee 	<ul style="list-style-type: none"> th, wh 	<ul style="list-style-type: none"> th, wh 	<ul style="list-style-type: none"> review all
High Frequency Words	Review: what, just Week 8 Words: family, roast, easy, over, are	Review: what, just Week 8 Words: family, roast, easy, over, are	Review: nothing, you, said, will, with Week 8 Words: yes, they, for, from	Review: nothing, you, said, will, with Week 8 Words: yes, they, for, from	Review: up, his, of, them Week 8 Words: when, there, puts
Vocabulary Read Aloud "Tortoise and the Eagle"	<ul style="list-style-type: none"> tortoise greedy dumped calmly selfishness 			<ul style="list-style-type: none"> tortoise greedy dumped calmly selfishness 	
Decodable Book	Family Feast	Family Feast	Thanksgiving Thrills	Thanksgiving Thrills	Muffin Whiz

Family Feast

An ADE Language Arts Lesson

Week 8

Author	ADE Content Specialists
Grade Level	Grade 1
Duration	Five sessions

Aligns To

Reading:

Strand 1: Reading Process

Concept 1: Print Concepts

PO 3. Recognize the distinguishing features of a sentence.

PO 4. Identify the title of a book.

Concept 2: Phonemic Awareness

PO 3. Recognize the new spoken word when a specified phoneme is added, changed or removed (e.g., change *cow* to *how*, *pan* to *an*).

Concept 3: Phonics

PO 1. Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences.

PO 5. Recognize high frequency words and irregular sight words.

PO 7. Use knowledge of word order (syntax) and context to confirm decoding.

Concept 4: Vocabulary

PO 1. Recognize base words and their inflections (e.g., *look*, *looks*, *looked*, *looking*).

PO 2. Classify common words into conceptual categories.

Concept 5: Fluency

PO 1. Consistently read grade-level text with at least 90 percent accuracy.

PO 2. Read aloud with fluency in a manner that sounds like natural speech.

Concept 6: Comprehension Strategies

PO 2. Relate information and events in a reading selection to life experiences and life experiences to the text.

Strand 2: Comprehending Literary Text

Concept 1: Elements of Literature

PO 2. Describe characters within a literary selection, heard or read.

PO 3. Sequence a series of events in a literary selection, heard or read.

Connects To

Writing**Strand 1: Writing Process****Concept 1: Print Concepts**

PO 3. Organize ideas using simple webs, maps, or lists.

Concept 3: Revising

PO 1. Reread original draft for clarity.

PO 2. Add additional details with prompting.

Strand 2: Writing Elements**Concept 1: Ideas and Content**

PO 1. Write stand-alone text that expresses a clear message.

PO 2. Incorporate details in pictures and text.

Concept 2: Organization

PO 1. Demonstrate sequencing or patterning in written text or story boards.

PO 3. Write multiple sentences in an order that supports a main idea or story.

Concept 3: Voice

PO 1. Create pictures and text that is expressive, individualistic, engaging, and lively.

Concept 4: Word Choice

PO 1. Use expressive or descriptive phrases and short sentences, beyond one- or two-word labels.

Concept 5: Sentence Fluency

PO 1. Write simple sentences.

Concept 6: Conventions

PO 1. Incorporate conventions into own text, including:

- a. spacing between words
- d. placement of title

PO 2. Use capital letters correctly for the beginning of a sentence.

PO 3. Punctuate endings of sentences using:

- a. periods
- b. question marks
- c. exclamation points

PO 8. Use subject/verb agreement in simple sentences.

PO 9. Use the following parts of speech correctly in simple sentences:

- e. action verbs

PO 10. Use own name on personal work.

Strand 3: Writing Applications**Concept 3: Functional**

PO 1. Writes a variety of functional text (e.g., posters)

Overview:

This lesson focuses on building phonemic awareness, developing phonics skills, learning vocabulary that is found in the reading materials, and comprehending information in text.

Purpose

These lessons help students develop 4 different types of skills each week:

- **Phonemic awareness** is the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words. Before children learn to read, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, also called phonemes.
- **Phonics** is the relationship between letters and sounds in a language. When children learn that the letter B has the sound of /b/ or that "tion" sounds like /shun/, they are learning phonics. Written language can be compared to a code, so knowing the sounds of letters and letter combinations will help children learn to read and spell.
- **Vocabulary** is the knowledge of words and word meanings in both print and oral language. Learning new words and their meanings is important for understanding what is read or heard.
- **Comprehension** is the process of understanding spoken language or text. It is not only important for children to be able to sound out and pronounce words, but they should also understand the meaning of the words they read.

Materials

- Grade 1 Routines handout
- Alphabet chart
- Student Practice Sheets
 - High Frequency Words By Sight Practice Sheets
 - Decodable stories [Family Feast](#), [Thanksgiving Thrills](#), [Muffin Whiz](#)
 - Read aloud passage [Tortoise and the Eagle](#)
 - Comprehension Activities
 - Phonics Fluency Practice Sheet
 - Writing Activities
- Vocabulary words
- Large white construction paper
- Notebook paper or note cards
- Pencil, pens and/or markers

Objectives

Students will:

- Delete and substitute phonemes (sounds) to make new words.
- Read and write words, including those with: ea, ee, th, and wh,
- Read regular and irregular high frequency words including: what, just, family, roast, easy, over, are, nothing, you, said, will, with, yes, they, for, from, up, his, of, them, when, there, puts.
- Understand the following vocabulary words in context: tortoise, greedy, dumped, calmly, selfishness.
- Restate facts from listening to a read aloud text and responding to questions about the text.

- Answer simple questions using who, what, when, where, and why in complete sentences.
- Identify and list character traits Eagle and Tortoise.
- Write an invitation to a feast.
- Sequence story events.
- Create a poster with a title, pictures, and simple descriptive sentences using a variety of interesting verbs.

Lesson Components

Prerequisite Skills: The student should know how to write a sentence, including starting with a capital letter and ending with punctuation marks

DAY 1

PHONEMIC AWARENESS

Say the following:

- Listen carefully to the following instructions.
- We are going to change the first sound of the word I say.
- I will do the first one: shop
- I'm going to change the /sh/ to /t/.
- The new word is top.
- Here's another word: short.
- I'm going to change /sh/ to /p/.
- The new word is port.

Use this procedure with the following words:

Word	Change	to	New Word
shut	/sh/	/r/	rut
short	/sh/	/f/	fort
cash	/c/	/r/	rash
shine	/sh/	/p/	pine
rash	/r/	/c/	cash

PHONICS

High Frequency Words by Sight

High Frequency Words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 8 – Days 1 & 2.

Phonics Word Structure: Focus letters/sounds: long e (ea, ee)

The focus of this lesson is to learn to read words with the long e sound. These words have the letter combinations of ea and ee as found in the words seal, meek, and beat. Write the words listed below on a piece of paper.

bead reap leak team meat seal
feet deal beet heat keel peel

- See the Grade 1 Routines handout (Phonics/Word Structure) for instructions.

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read Family Feast using the Student Practice Sheets – Decodable Story - Week 8 - Days 1 & 2.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

COMPREHENSION

After reading Family Feast ask the student the following questions.

- What is a feast? (answer: a big meal that you eat with your family and friends)
- What might be some food that you would eat at a feast? (Answers will vary.)
- Have you ever been to a family feast? What did you eat? (Answers will vary.)
- If you could plan a feast, what might you serve during the meal? (Answers will vary.)
- What does it mean to over eat at a feast? (answer: to eat too much food)

VOCABULARY

Use the Grade 1 Routines handout (Vocabulary Word Instruction) to review and practice the following words.

- **tortoise** (noun) a turtle that lives on land
- **greedy** (adjective) always want more
- **dumped** (verb) to toss out in a messy way
- **calmly** (adverb) peacefully
- **selfishness** (adjective) caring only about yourself

COMPREHENSION

Monitor/Clarify

Read Aloud: **Tortoise and the Eagle**

See Grade 1 Routines for Read Aloud

Say: When I read a story, sometimes I must clarify what I have read. I use clarifying questions when I do not understand something in the text. When I clarify, I ask questions to help me understand the text. Some of the questions I may ask myself are:

- This is a tricky word. What parts of the word do I know?
- What does the word _____ mean in this sentence?
- Where did _____ happen?
- I am not sure I understand _____.

Say: As I read aloud **The Tortoise and the Eagle** (Student Practice Sheets – Read Aloud - Week 8 - Days 1 & 4), think of questions that would help you understand the story. As you have questions, let me know and I will stop so we can talk about your questions.

Read Aloud: **The Tortoise and the Eagle**

Say: What questions do you have about his story?

Discuss the story and answer any questions the student may have about the read aloud.

Say: At the beginning of the story, Tortoise and Eagle were friends. What kind of friend was tortoise? (answer: a good friend) What did the author tell you about tortoise so that you knew he was a good friend? Write your idea on your paper. (Student Practice Sheets – Comprehension Activity - Week 8 - Day 1) Assist the student to brainstorm and write Tortoise's character traits.

Say: Now add Eagle's character traits to the table.

Say: Let's read the character traits together.

Tortoise
Tortoise was kind.
He invited Eagle into his home.
Tortoise fed him a big meal.
He shared his food.
Eagle
Eagle was greedy and selfish.
He was not polite because he ate and ate.
He talked about Tortoise and said he was not smart.
Eagle tried to eat Tortoise.

DAY 2

PHONEMIC AWARENESS

Say the following:

- Listen carefully to the following instructions.
- We are going to take away sounds at the beginning or end of a word.
- I will do the first one: hops.
- Take away the /s/ sound and the word is hop.
- The next word is mist.
- Take away the /t/ sound and the word is miss.

Use this procedure with the following words:

Word	Delete (Take away)	New Word
span	/s/	pan
start	/st/	art
trash	/t/	rash
spay	/s/	pay
best	/s/	bet

PHONICS

High Frequency Words by Sight

High Frequency Words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 8 – Days 1 & 2.

Phonics Word Structure: Focus letters/sounds: long e (ea, ee)

The focus of this lesson is to learn to read words with the long e sound. These words have the letter combinations of ea and ee as found in the words seal, meek, and beat. Write the words listed below on a piece of paper.

peal	read	teak	steam	meet	steal
greet	seal	wheel	heal	speed	leaf

- See the Grade 1 Routines handout (Phonics/Word Structure) for instructions.

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Read Family Feast using the Student Practice Sheets – Decodable Story - Week 8 - Days 1 & 2.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

COMPREHENSION

Planning a Family Feast

Say: Yesterday we talked about the family feast. What is a feast? (answer: a big meal that you eat with your family and friends)

Say: What would you serve? Who would you invite to a feast? (Student Practice Sheets – Comprehension: Planning a Feast A - Week 8 - Day 2 and Student Practice Sheets – Comprehension: Planning a Feast B - Week 8 - Day 2)

Say: Now you will complete your invitation. Let's take a look at the invitation. What are the important parts of the invitation? (Use Student Practice Sheets – Comprehension: Planning a Feast C - Week 8 - Day 2).

- When – what will you write on that line? Why is that important? (answer: The date should be written on the line. It is important so people will come on the right day.)
- Where – what will you write on that line? Why is that important? (answer: The address of the feast should be written on the line. It is important so people will know where to come.)
- What time – what will you write on that line? Why is that important? (answer: The time of the feast should be written on the line. It is important so people will come at the right time.)
- Given by – what will you write on that line? Why is that important? (answer: My name should be written on the line. It is important so people will know who is giving the feast.)
- My phone number – what will you write on that line? Why is that important? (answer: My phone number should be written on the line. It is important so people can call me and let know if they are coming to the feast. Then I can plan how much food to buy for the feast)

DAY 3

PHONEMIC AWARENESS

Say the following:

- Listen carefully to the following instructions.
- We are going to take away sounds at the beginning, middle, or end of words.
- I will do the first one.: hops.
- Take away the /s/ sound and the word is hop.
- mist
- Take away the /t/ sound and the word is miss.
- think
- Take away the /th/ sound.
- What is the new word? (ink)

Use this procedure with the following words:

Word	Delete	New Word
fill	/f/	ill
strep	/r/	step
spray	/s/	pray
throw	/th/	row

PHONICS

High Frequency Words by Sight

High Frequency Words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 8 – Days 3 & 4.

Phonics Fluency Practice

Phonics fluency practice helps students learn to recognize the letter and its sound when they see them in a list or on a page (not in the alphabet chart or sound cards). These lists may have repeated letters or change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (Phonics Fluency Practice) for instructions.
- Practice the letters/sounds using the Student Practice Sheets – Phonics Fluency Practice – Week 8 – Days 3, 4, & 5.

Phonics Word Structure: Focus letters/sounds: th and wh

The focus of this lesson is to learn to read words with th and wh. These words have the letter combinations of th and wh. Write the words listed below on a piece of paper.

that	this	them	then	those	the
why	what	where	when	what	these

- See the Grade 1 Routines handout (Phonics/Word Structure) for instructions.

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read Thanksgiving Thrills using the Student Practice Sheets – Decodable Story - Week 8 - Days 3 & 4.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

DAY 4

PHONEMIC AWARENESS

Say the following:

- Listen carefully to the following instructions.
- We are going to take away sounds at the beginning, middle, or end of words.
- I will do the first one.: hops.
- Take away the /s/ sound and the word is hop.
- mist
- Take away the /t/ sound and the word is miss.
- think
- Take away the /th/ sound.
- What is the new word? (ink)

Use this procedure with the following words:

Word:	Delete (Take Away)	New Word
flow	/f/	low
spring	/sp/	ring
share	/sh/	air
smash	/s/	mash
brake	/b/	rake
bring	/b/	ring
that	/th/	at

PHONICS

High Frequency Words by Sight

High Frequency Words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 8 – Days 3 & 4.

Phonics Fluency Practice

Phonics fluency practice helps students learn to recognize the letter and its sound when they see them in a list or on a page (not in the alphabet chart or sound cards). These lists may have repeated letters or change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (Phonics Fluency Practice) for instructions.
- Practice the letters/sounds using the Student Practice Sheets – Phonics Fluency Practice – Week 8 – Days 3, 4, & 5.

Phonics Word Structure: Focus letters/sounds: th and wh

The focus of this lesson is to learn to read words with the long e sound. These words have the letter combinations of th and wh. Write the words listed below on a piece of paper.

when this which then thin the
why what where they what these

- See the Grade 1 Routines handout (Phonics/Word Structure) for instructions.

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read Thanksgiving Thrills using the Student Practice Sheets – Decodable Story - Week 8 - Days 3 & 4.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

COMPREHENSION

Story Structure

Possible Questions:

What is the story about?

Who is the story about?

Where does the story take place?

What happened during the story?

What happened at the end of the story?

VOCABULARY

Use the Grade 1 Routines handout (Vocabulary Word Instruction) to review and practice the following words.

- **tortoise** (noun) a turtle that lives on land
- **greedy** (adjective) always want more
- **dumped** (verb) to toss out in a messy way
- **calmly** (adverb) peacefully
- **selfishness** (adjective) caring only about yourself

COMPREHENSION

Read Aloud: Tortoise and the Eagle

- See Grade 1 Routines for Read Aloud.

DAY 5

PHONEMIC AWARENESS

Say the following:

- Listen carefully to the following instructions.
- We are going to substitute or delete sounds in the words.
- The word is show. Change the /sh/ sound to /fl/. The new word is flow.
- The word is speak. Take away the /s/ sound. The new word is peak.

Use the following words for practice:

Word	substitute	delete	new word
flow	change /fl/ to /sh/		show
mow		take away /m/	oh
stun	change /t/ to /p/		spun
spun		take away /p/	sun

PHONICS

High Frequency Words by Sight

High Frequency Words are words that students will commonly see in what they read and in conversations they hear. Because these words are so common, students should learn these words so they can automatically read them and not have to sound them out each time. The list of high frequency words may have repeated words or contain a change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (High Frequency Words by Sight) for instructions.
- Practice the high frequency words using the Student Practice Sheets-High Frequency Words by Sight Practice – Week 8 – Day 5.

Phonics Fluency Practice

Phonics fluency practice helps students learn to recognize the letter and its sound when they see them in a list or on a page (not in the alphabet chart or sound cards). These lists may have repeated letters or change of case (capitalized or lower case) for multiple opportunities to practice.

- See the Grade 1 Routines handout (Phonics Fluency Practice) for instructions.
- Practice the letters/sounds using the Student Practice Sheets – Phonics Fluency Practice – Week 8 – Days 3, 4, & 5.

Phonics Word Structure: Focus letters/sounds: ea, ee, th, and wh

The focus of this lesson is to practice reading words with ea, ee, th, and wh. Write the words listed below on a piece of paper.

when	this	seat	feel	thin	the
why	peak	where	they	steel	these

- See the Grade 1 Routines handout (Phonics/Word Structure) for instructions.

FLUENCY

Phrase reading practice

Phrase reading practice helps students practice reading phrases (or groups of words) and stories at a speed that is similar to natural speech.

- Write the groups of words or phrases listed below on a piece of paper.
Whisk! Whisk!

muffin whiz

When Jimmy is hungry

up a muffin

He mixes an egg

with it

Whack! Wham! Whisk!
- See the Grade 1 Routines handout (Phrase Reading Practice) for instructions.

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read Muffin Whiz using the Student Practice Sheets – Decodable Story - Week 8 – Day 5.
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

COMPREHENSION

Sequence of Events

Muffin Whiz

Student will use the Student Practice Sheets – Comprehension Activity - Week 8 - Day 5 worksheet.

Prior to the lesson cut the sentences into 6 strips. Shuffle the strips so they are not in the correct order. As a review of today's decodable story, the student will be asked to read the strips and then put them into the correct order. After the student thinks he or she has completed the task correctly ask the student to read the strips in order to see if the story makes sense. Allow the student to make any needed changes.

Correct order:

1. Jimmy is hungry.
2. He whips up a muffin with his whisk.
3. He mixes an egg and a cup of milk.
4. Jimmy puts the mix in the pan.
5. The muffin is perfect.
6. He will win a muffin contest.

WRITING

Creating a Poster

It is an expectation that first grade students are able to use nouns and verbs correctly in simple sentences and that they can create a poster. The poster should have a title, drawings or photos, and sentences to explain the title or pictures. A large piece of construction paper or several pieces of paper taped together will be necessary to complete this activity.

For this assignment, use the Writing Activity: My Family Poster and Writing Activity: Verb Poster student sheets.

Say:

- Today you are going to make a poster about your family. Look at this sample poster. It will help you think of some great ideas for your poster. Let's read what it tells us about this family.
- A poster should have a title. What is the title of the sample poster? (answer: About Me)
- How many photos are on this poster? (answer: 3)
- Under each photo there are sentences explaining or telling about the photo.
- As you create your family poster, you will be writing sentences to explain your drawings or photos. You will use at least two sentences to tell about each picture. Try to use a different verb in each sentence.

Review the sample verb poster with the student. Read the definition and examples.

Say:

- Verbs are action words. Can you think of some action verbs that tell what your family likes to do? (examples: play, eat, work, laugh, rest, hike)
- Now it is your turn to make your poster. Write your title at the top of the page.

The student may use About Me, My Family, A Day at the Beach or another appropriate title. Check to see that the first word, last word and all important words start with a capital letter.

Say:

- Draw three family pictures (or tape three photos) on your poster. Leave room to write at least 2 sentences with great verbs under each one.
- Write your sentences under each picture. Try to use a different verb in each sentence.

As the child writes, monitor spelling and spacing, capitals and periods.

Say:

- Please read your sentences out loud.
- Tell me the verbs you used in your sentences.
- Do you need to add or change anything?
- Did you leave spaces between your words and remember to capitalize the first word of your sentences?
- Are there periods at the end of each sentence?
- Did you use your very best handwriting?

Assessment

Students should be able to read the decodable stories Family Feast, Thanksgiving Thrills and Muffin Whiz at the end of Day 5 with fewer than 6 errors.

Extensions

Go to the website at http://www.fcrr.org/Curriculum/pdf/GK-1/Archive/V_Final.pdf

- Select one of the activities to complete.

Sources

Beck, I.L., McKeown, M. G., & Kucan, L. (2002) *Bringing Words to Life: Robust Vocabulary Instruction*. Guilford. New York.

Carnine, D., Silbert, J., Kame'enui, E.J. (1990) *Direct Reading Instruction*. Second Edition. Prentice Hall. Columbus Ohio.

Decodable letter combination passages (River Splash, Family Feast, Thanksgiving Thrills, A Pail of Grain, and Muffin Whiz). [http://www.free-reading.net/index.php?title=Decodable letter combination passages](http://www.free-reading.net/index.php?title=Decodable_letter_combination_passages). Accessed 10/1/2009.

The Tortoise and the Eagle. [http://www.free-reading.net/images/6/64/The Tortoise and the Eagle.pdf](http://www.free-reading.net/images/6/64/The_Tortoise_and_the_Eagle.pdf). Accessed 10/1/2009.

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FAMILY FEAST

What is a family feast? A feast is not just what you eat. A real feast is a big meal that you eat with your family and friends.

There would be a lot of food at the feast. At this meal you might eat roast beef, ham, and chicken.

You could have beets and corn with this meal and cakes, pies, and ice cream too! It is easy to over eat at a feast.

Do you want to go to the family feast? I do.

The Tortoise and the Eagle

The Tortoise and the Eagle rarely saw each other. Eagle lived up in a tree. Tortoise lived on the ground. Eagle heard how kind Tortoise was, so one day he went to visit him.

Tortoise was very nice to Eagle. He invited Eagle into his home and fed him a big meal. Eagle stuffed himself with the good food.

The meal was so good that Eagle came back many times to eat with Tortoise. Each time he came, he ate and ate and ate. And every time he flew off he would laugh to himself, "Ha ha! I have eaten Tortoise's food, but he can never reach my tree to eat my food!" Eagle was so greedy that soon the other animals began to talk about him.

One day Frog went to Tortoise to give him some advice. "Tortoise," said Frog, "You are being kind, but Eagle is not being nice. Every time he leaves your home he laughs to himself and says, "Ha ha! I have eaten Tortoise's food, but

he can never reach my tree to eat my food!" He is telling all the animals that you are not very smart. Then Frog told him what to do.

The next time Eagle came to visit, Tortoise said, "Please, Eagle let me give you a pumpkin full of food to take home to your family." Eagle was happy to accept the gift. He waited for Tortoise to bring it to him.

In the kitchen, where Eagle couldn't see, Tortoise climbed into the pumpkin and his wife put food on top of him. Then she gave the pumpkin to Eagle.

Eagle took the pumpkin home and dumped the food out on his floor. Tortoise rolled out of the pumpkin. He said, "Hello, Eagle. I thought it would be nice to visit you. I want to eat a meal with your family."

Eagle was angry and said, "You will be the only meal here, Tortoise!" But as he tried to peck at Tortoise, he hurt his own beak on Tortoise's hard shell.

“I see what kind of friend you are, Eagle. You tried to eat me,” said Tortoise. “I think it would be best for you to take me home now.”

Eagle was so angry he picked up Tortoise in his claws and flew off into the sky. Tortoise grabbed Eagle’s leg with his teeth in a strong grip and wouldn’t let go. Eagle tried to fling him off but couldn’t. Eagle begged and begged, “Oh please, Tortoise! Let go of my leg!”

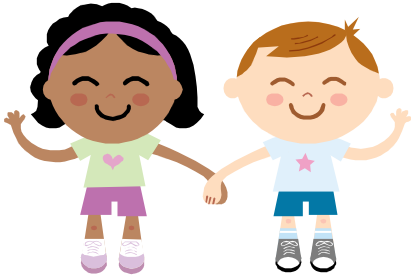
Tortoise said, “I will let go when you take me home.”

Eagle tried and tried to throw Tortoise off of his leg, but in the end, he had to take him home. Tortoise calmly walked to his door. Then he turned to Eagle and sadly said, “I was kind to you at my home. But you were not kind to me. Don’t come back here again.” Tortoise went inside, leaving Eagle to think about his selfishness.

				Eagle					Tortoise
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What would you serve?



Who would you invite?

Your invitation to the feast should include the following information.
Fill in the information below, decorate, and then cut out the invitation.

You are invited to a special feast!

When: _____

Where: _____

What time: _____

Given by: _____

Please let me know if you can come! ☺

My phone number is: _____

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THANKSGIVING THRILLS

Is Thanksgiving a thrill to you?

“Yes,” said Beth and Seth Smith.

Nothing is bad about that day they think. A tummy will hum from grand things on Thanksgiving.

Yum! Yum!

Beth and Seth are thankful for family on Thanksgiving. They were thankful for Mommy, thankful for Daddy, and thankful for Granddad.

With a full tummy, Beth and Seth Smith are thankful for a lot on Thanksgiving.

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THE MUFFIN WHIZ

When Jimmy is hungry, he whips up a muffin.
There is his whisk.

Whack! Wham! Whisk! He mixes an egg and a
cup of milk with it.

Whisk! Whisk! Then Jimmy puts the mix in a
pan.

What a big muffin!

The muffin is perfect.

Jimmy is a muffin whiz. He will win a muffin
contest.

He whips up a muffin with his whisk.

He will win a muffin contest.

The muffin is perfect.

Jimmy puts the mix in the pan.

Jimmy is hungry.

He mixes an egg and a cup of milk.

About Me



This is my mom, dad and me! They love me! Sometimes they kiss my cheeks.



This is a picture of my grandmother, my brother, me, and my grandfather. Grandmother and grandfather live with us.



I love my dog. His name is Oreo. I play with him every day.

VERBS

A verb is a word that tells what a person, animal or place is doing. It is an action word.

Some verbs are very commonly used. Using less common verbs will add interest to your writing. In this poster, commonly used verbs will be listed under the *SHOE* picture. Less commonly used verbs will be listed under the *BALLOON* picture.



Common

like (I like you.)
go (She will go to the swings.)
going (I am going to the store.)
said (He said, "I want to play.")
Went (They went to the park.)
is (He is happy.)



Less Common

enjoy, love
run, walk, drive, slither, crawl, hop
walking, running, skipping driving
yelled, whispered, stated, laughed
drove, ran, jumped, marched, walked
acts, seems, appears