

Lesson Overview

Language Arts Grade 1

Week # 7	Day 1	Day 2	Day 3	Day 4	Day 5
Comprehension Strategy	- Monitor/Clarify - Story Elements	- Monitor/Clarify - Story Elements	- Monitor/Clarify - Story Elements	- Monitor/Clarify - Story Elements	- Monitor/Clarify - Story Elements
Comprehension Skills	sequence	- story structure - retell	- story structure - sequence	story structure	story structure
Phonemic Awareness	delete phonemes	substitute phonemes	substitute phonemes	delete phonemes	substitute phonemes
Phonics/Word/Structure	long o Review: long a	final ng, nk, nd	long o & u	final ng, nk, nd	- 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"	- leap - surface - astronaut		- leap - surface astronaut	- leap - surface astronaut	
Writing Activity	citing facts from informational text	listing main events from story	writing a journal entry	drawing a picture and writing a report	All-About-Me personal narrative
Decodable Book	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
 - o High Frequency Words By Sight Practice Sheets
 - o Decodable stories Kate, Dale, Jade, Mike, and Zane, Paint the Boat
 - o Read aloud passage Neil Armstrong
 - o Comprehension Activities
 - o 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.