

Lesson Overview

Language Arts Grade 1

Week # 1	Day 1	Day 2	Day 3	Day 4	Day 5
Comprehension Strategy	• Story Structure		Story Structure		
Comprehension Skills	• Main Idea and Details • “A Different Way of Writing”	• Sequencing Events • “A Glad Pat”	• Main Idea and Details • “A Different Way of Writing”	• Sequencing Events • “A Glad Pat”	
Phonemic Awareness	• Initial Sounds	• Initial Sounds	• Initial Sounds	• Initial Sounds	• Initial Sounds
Phonics/Word/Structure	• short a (ă) • short o (ö)	• short a (ă) • short o (ö)	• short a (ă) • short i (ï) • short o (ö)	• short a (ă) • short i (ï) • short o (ö)	• short a (ă) • short i (ï) • short o (ö)
High Frequency Words	• and, is, on, of, the	• and, is, on, of, the	• has, at, will	• has, at, will	• that, not, do
Vocabulary Read Aloud “A Different Way of Writing”	• 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
Grade Level
Duration

ADE Content Specialists
1st Grade
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

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- 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

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- 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

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- 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.

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- 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

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Complete each of these routines:

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- 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.fcrr.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.