

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	• Final Sounds	• Final Sounds	• Final Sounds	• Final Sounds	• 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) 	• verb ending: s	• 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:

- | | |
|----------------|----------------|
| • go <u>o</u> | • ma <u>t</u> |
| • me <u>t</u> | • lea <u>f</u> |
| • su <u>n</u> | • ba <u>ll</u> |
| • ra <u>t</u> | • mo <u>p</u> |
| • fa <u>st</u> | • ju <u>g</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:

- | | |
|-----------------|------------------|
| • no <u>o</u> | • up <u>u</u> |
| • off <u>f</u> | • job <u>b</u> |
| • pat <u>t</u> | • man <u>n</u> |
| • sick <u>k</u> | • land <u>d</u> |
| • ship <u>p</u> | • chunk <u>k</u> |

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Alphabet Chart and Chant

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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 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
- three

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:

- tosss
- slapp
- greenn
- jobb
- throww
- pointt
- treee
- hilll
- scampp
- trunkk

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.

Ancient Egyptians			
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.