

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	Review: what, has, said Week 3 Words: he, up, to, her, his, see, loves	Review : what, has, said Week 3 Words: he, up, to, her, his, see, loves	Review : what, has, said Week 3 Words: he, up, to, her, his, see, loves	Review: what, went, has Week 3 Words: this, can, want, help	Review: what, went, has Week 3 Words: this, can, want, help
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 		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:

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:

- 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>te</u> ep | • 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 | • grove |
| • creep | • crunch |
| • flask | • bread |
| • sound | • choice |
| • steep | • 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.