

Lesson Overview

Language Arts Grade 1

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

River Splash

An ADE Language Arts Lesson

Week 4

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

Aligns To	Connects To
<p>Reading:</p> <p>Strand 1: Reading Process</p> <p>Concept 1: Print Concepts</p> <p>PO 4. Identify the title of a book.</p> <p>Concept 2: Phonemic Awareness</p> <p>PO 4. Distinguish between initial, medial, and final sounds in single-syllable words. mark each phoneme).</p> <p>Concept 3: Phonics</p> <p>PO 1. Decode regularly spelled two-syllable words fluently by applying the most common letter-sound correspondences, including the sounds represented by:</p> <ul style="list-style-type: none">• Consonant digraphs (sh, ck) <p>PO 2. Use knowledge of inflectional endings (e.g., -s, -ed).</p> <p>PO 5. Recognize high frequency words and irregular sight words.</p> <p>PO 7. Use knowledge of word order (syntax) and context to confirm decoding.</p> <p>Concept 4: Vocabulary</p> <p>PO 1. Recognize base words and their inflections (e.g., <i>look, looks, looked, looking</i>).</p> <p>Concept 5: Fluency</p> <p>PO 1. Consistently read grade-level text with at least 90 percent accuracy.</p> <p>PO 2. Read aloud with fluency in a manner that sounds like natural speech.</p> <p>Concept 6: Comprehension Strategies</p> <p>PO 1. Predict what might happen next in a reading selection.</p> <p>PO 2. Relate information and events in a reading selection to life experiences and life experiences to the text.</p> <p>Strand 2: Comprehending Literary Text</p> <p>Concept 1: Elements of Literature</p> <p>Identify, analyze, and apply knowledge of the structures and elements of literature.</p>	<p>Science:</p> <p>Strand 6: Earth and Space Science</p> <p>Concept 1: Properties of Earth materials</p> <p>PO 1. Describe the following basic Earth materials:</p> <ul style="list-style-type: none">• rocks

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

Writing:

Strand 2: Writing Elements

Concept 2: Organization

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

Concept 3: Voice

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

Concept 5

PO 1. Write simple sentences.

Strand 3: Writing Applications

Concept 3: Functional

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

Overview

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

Purpose

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

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

Materials

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

Objectives

Students will:

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

Lesson Components

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

DAY 1

PHONEMIC AWARENESS

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

- | | |
|-----------------|------------------|
| • go <u>o</u> | • <u>b</u> at |
| • <u>m</u> et | • rope |
| • su <u>n</u> | • black |
| • <u>r</u> aft | • mo <u>i</u> st |
| • fa <u>s</u> t | • <u>l</u> ike |

PHONICS

High Frequency Words by Sight

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

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

Phonics Fluency Practice

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

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

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

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

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

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

FLUENCY

Decodable Reading Practice

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

VOCABULARY

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

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

COMPREHENSION

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

Read Aloud: Rocks

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

After reading Rocks ask the following questions.

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

DAY 2

PHONEMIC AWARENESS

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

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

- | | |
|-----------------|----------------|
| • <u>know</u> | • <u>clean</u> |
| • <u>bluff</u> | • <u>slept</u> |
| • <u>plate</u> | • <u>mall</u> |
| • <u>street</u> | • <u>bark</u> |
| • <u>shrimp</u> | • <u>chunk</u> |

PHONICS

High Frequency Words by Sight

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

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

Phonics Fluency Practice

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

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

Phrase Reading Practice

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

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

across the river

in a flash

and the wind did

a mad fish dash

in a rush

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

FLUENCY

Decodable Reading Practice

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

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

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

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

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

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

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

The River

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

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

The Fish

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

The Wind

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

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

The sun said _____ (hush) _____.

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

DAY 3

PHONEMIC AWARENESS

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

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

PHONICS

High Frequency Words by Sight

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

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

Phonics Fluency Practice

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

FLUENCY

Decodable Reading Practice

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

COMPREHENSION

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

Read Aloud: Rocks

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

WRITING

Writing a Friendly Note

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

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

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

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

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

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

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

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

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

DAY 4

PHONEMIC AWARENESS

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

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

PHONICS

High Frequency Words by Sight

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

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

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

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

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

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

FLUENCY

Decodable Reading Practice

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

COMPREHENSION

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

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

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

WRITING

Creating a Book Cover

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

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

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

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

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

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

DAY 5

PHONEMIC AWARENESS

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

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

PHONICS

High Frequency Words by Sight

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

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

Phonics Fluency Practice

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

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

FLUENCY

Decodable Reading Practice

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

COMPREHENSION

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

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

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

Assessment

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

Extensions

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

- Select one of the activities to complete.

Sources

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

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