

Lesson Overview

Language Arts Grade 1

Week # 5	Day 1	Day 2	Day 3	Day 4	Day 5
Comprehension Strategy	<ul style="list-style-type: none"> monitor/clarify 				
Comprehension Skills	<ul style="list-style-type: none"> Compare and contrast sequence 	<ul style="list-style-type: none"> sequence prediction 	<ul style="list-style-type: none"> sequence 	<ul style="list-style-type: none"> sequence prediction 	<ul style="list-style-type: none"> sequence prediction realistic/fantasy
Phonemic Awareness	<ul style="list-style-type: none"> segment phonemes 	<ul style="list-style-type: none"> segment phonemes 	<ul style="list-style-type: none"> segment phonemes 	<ul style="list-style-type: none"> segment phonemes 	<ul style="list-style-type: none"> segment phonemes
Phonics/Word/Structure	<ul style="list-style-type: none"> silent letter: wr 	<ul style="list-style-type: none"> igh 	<ul style="list-style-type: none"> igh 	<ul style="list-style-type: none"> str, scr, spl 	<ul style="list-style-type: none"> str, scr, spl
High Frequency Words	Review: Week 5 Words: doctor, with, dark, visits, nothing	Review: dark, with, nothing Week 5 Words: don't, sky, just, giving	Review: dark, with, nothing Week 5 Words: don't, sky, just, giving	Review: just, splendid Week 5 Words: picks, dragon, pulls, until	Review: just, splendid Week 5 Words: picks, dragon, pulls, until
Vocabulary Read Aloud: "I Love My Family"	<ul style="list-style-type: none"> wrestle stress sigh wrap 				
Writing Activity			Friendly Letter		
Decodable Books	Mitch's Wrist	A Sight at Night	A Sight at Night	Endless String	Endless String

Mitch's Wrist

An ADE Language Arts Lesson

Week 5

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 3. Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).</p> <p>Concept 2: Phonemic Awareness</p> <p>PO 7. Blend spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs (e.g., /f/i/n/d/ = find; /f/l/a/t/ = flat).</p> <p>PO 8. Segment spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds (e.g., splat = /s / p / l / a / t/ using manipulatives to 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"> • Single letters (consonants and vowels), • Consonant blends (e.g., bl, st, tr) <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 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>	

Strand 2: Comprehending Literary Text**Concept 1: Elements of Literature**

PO 3. Sequence a series of events in 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 2. Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.

Writing:**Strand 1: Writing Process****Concept 1: Prewriting**

PO 3. Organize ideas using simple webs, maps or lists.

PO 4. Discuss the purpose for a writing piece.

PO 5. Discuss who the intended audience of a writing piece will be.

Concept 2: Drafting

PO 1. Write a draft (e.g., story, caption, letter, observations, message).

Strand 2: Writing Elements**Concept 1: Ideas and Content**

PO 1. Write a stand-alone text that expresses a clear message.

Concept 2: Organization

PO 1. Demonstrate sequencing or patterning in written text or story boards.

Concept 3: Voice

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

Concept 5: Sentence Fluency

PO 1. Write simple sentences.

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 for:

- a. the pronoun I
- b. the beginning of a sentence
- c. names

PO 3. Punctuate the endings of sentences using:

- a. periods
- b. question marks
- c. exclamation points

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).

PO 2. Participate in writing communications with teacher as scribe, including

- a. friendly letters
- b. thank-you notes

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 Sheet
 - Decodable stories Mitch's Wrist, A Sight at Night, Endless String
 - Comprehension Activities
 - Read aloud passage I Love My Family
 - Phonics Fluency Practice Sheets
 - Writing Activities
- Vocabulary words
- Notebook paper or note cards

Objectives

Students will:

- Segment spoken phonemes (sounds) contained in one-syllable words.
- Read and write words, including those with spr, str, scr, igh, wr.
- Read regular and irregular high frequency words including: doctor, dark, visits, nothing, with, what, that, don't, just, picks, dragon, pulls, until, puts, splendid.
- Understand and use the following vocabulary words in context: wrestle, stress, sigh, wrap.
- Restate facts from listening to a read aloud text and responding to questions about the text.
- Answer simple questions using who, what, when, where, and why in complete sentences.
- Sequence a story using pictures.
- Use sequenced pictures to retell the original story.
- Write a friendly letter.
- Make predictions throughout the story Endless String.
- Tell how families are alike and different.
- Use information from a story to determine whether it is a fantasy or realistic story.

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 segment words.

See the Grade 1 Routines handout (Phonemic Awareness Blending and Segmenting Practice) for instructions on how to segment words. Follow the instructions for the routine using the words below:

- | | |
|---------|-----------|
| • stop | s-t-o-p |
| • stomp | s-t-o-m-p |
| • strap | s-t-r-a-p |
| • stamp | s-t-a-m-p |
| • smell | s-m-e-l-l |
| • spin | s-p-i-n |
| • stray | s-t-r-a-y |
| • must | m-u-s-t |
| • past | p-a-s-t |
| • best | b-e-s-t |

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 5 – Day 1.

PHONEMIC AWARENESS

See Grade 1 Routines for instructions on Phonemic Awareness Blending and Segmenting Practice.

- | | |
|-----------|------------|
| • wrist | wr-i-s-t |
| • wrench | wr-e-n-ch |
| • write | wr-i-te |
| • wrap | wr-a-p |
| • wrestle | wr-e-s-tle |

Phonics/Word Structure: Focus letters/sound: wr

The focus of this lesson is to learn to read words that have the letter combination –wr. Write the words listed below on a piece of paper.

write wrap wrist wren wrench

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

FLUENCY**Decodable Reading Practice**

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read Mitch's Wrist using the Student Practice Sheets – Decodable Story - Week 5 - Day 1.
- 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 5 - Day 1 worksheet.

Prior to the lesson cut the sentences found in the Student Practice Sheets – Comprehension Activity – Week 2 - Day 4 Worksheet into 6 strips. 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.

VOCABULARY

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

- **wrestle** (verb) playing a game where one person tries to press another person to the ground
- **stress** (verb) worrying about something
- **sigh** (verb) to let out a long loud breath
- **wrap** (verb) to hold someone close with your arms

COMPREHENSION

Use the text from the read aloud I Love My Family to help students work on the skills of understanding what they hear. (Student Practice Sheets–Read Aloud – Week 5 - Days 1 & 3)

Read Aloud: I Love My Family

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

After reading I Love My Family ask the following questions.

- Who do you think is telling this story? (the little boy)
- What is this story about? (It is about a family. The boy tells how he feels about his family and what they do together.)
- What is a family? (A family is usually a group of people who live together and are usually related.)

COMPARE and CONTRAST

Compare and contrast your family to the one in our story.

Questions for Compare and Contrast:

- How is your family like the one in the story? (Answers will vary.)
- How is your family different than the one in the story? (Answers will vary.)

DAY 2

PHONEMIC AWARENESS

Students will blend the words below into whole words.

See the Grade 1 Routines handout (Phonemic Awareness Blending and Segmenting Practice) for instructions on how to segment words. Follow the instructions for the routine using the words below:

- m-u-d
- m-u-s-t
- r-u-n
- p-u-ff
- s-t-u-ff

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 5 – Days 2 & 3.
- Practice using the sounds reviewed this week while reading whole words using the Student Practice Sheets-Phonics Fluency Practice with Whole Words – Week 5 – Days 2 & 3. This will give the student an additional opportunity to practice this week's sounds in words.

Phonics/Word Structure: Focus letters/sound: igh

The focus of this lesson is to learn to read words that have the letter combination –igh. Write the words listed below on a piece of paper.

sigh fright tight night bright

light sight fight might right

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

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read A Sight at Night using the Student Practice Sheets – Decodable Story - Week 5 - Days 2 & 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.

- **wrestle** (verb) playing a game where one person tries to press another person to the ground
- **stress** (verb) worrying about something
- **sigh** (verb) to let out a long loud breath
- **wrap** (verb) to hold someone close with your arms

COMPREHENSION

Decodable: A Sight at Night

Comprehension questions for sequencing events from the decodable story.

- Think about the beginning of the story A Sight at Night.
What happened? (Answers may vary. The boys saw something in the sky at night.
Check the decodable if necessary.)
- Who are the characters in the story? (Fritz and Mark)
- Why might Fritz be afraid? (Answers will vary.)
- Have you ever seen a bright light at night? How did you feel? (Answers will vary.)
- Use Student Practice Sheets – Comprehension Activity - Week 5 - Day 2. Ask the student to complete the activity by drawing a picture of what he or she thinks the bright light might be, and then write a sentence about the picture.
- As the child writes, monitor spelling and spacing, capitals and periods.

DAY 3

PHONEMIC AWARENESS

Students will segment the following words.

See the Grade 1 Routines handout (Final Sound Practice) for instructions. Follow the instructions of the routine using the words below:

- might m-igh-t
- sight s-igh-t
- stripe s-t-r-i-pe
- high h-igh
- fright f-r-igh-t

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 5 – Days 2 & 3.
- Practice using the sounds reviewed this week while reading whole words using the Student Practice Sheets-Phonics Fluency Practice with Whole Words – Week 5 – Days 2 & 3. This will give the student an additional opportunity to practice this week's sounds in words.

Phonics/Word Structure: Focus letters/sound: igh

The focus of this lesson is to learn to read words that have the letter combination –igh. Write the words listed below on a piece of paper.

sigh	fright	tight	night	bright
light	sight	fight	might	right

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

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read A Sight at Night using the Student Practice Sheets – Decodable Story - Week 5 - Days 2 & 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

Sequence

Say: Today you will sequence events from the story A Sight at Night.

When you sequence, you tell the events or details of the story. You say them in the order they happened. You will use your own words. Use the words first, next, and last as you tell the events in order.

Possible Questions:

- What happened first?
- What happened next?
- What happened last?

VOCABULARY

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

- **wrestle** (verb) playing a game where one person tries to press another person to the ground
- **stress** (verb) worrying about something
- **sigh** (verb) to let out a long loud breath
- **wrap** (verb) to hold someone close with your arms

COMPREHENSION

Use the text from the read aloud I Love My Family to help students work on the skills of understanding what they hear. (Student Practice Sheets–Read Aloud – Week 5 - Days 1 & 3)

Read Aloud: I Love My Family

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

It is an expectation that First Grade students be able to write a friendly letter.

This letter should include all of the elements of a friendly letter. To demonstrate the correct Friendly Letter form use the following:

- Student Practice Sheets - Writing Activity: Friendly Letter Poster - Week 5 - Day 3.
- Student Practice Sheets - Writing Activity: Good Writer's Checklist – Week 5 – Day 3
- Student Practice Sheets - Writing Activity: Letter Rough Draft – Week 5 – Day 3
- Student Practice Sheets - Writing Activity: Lined Paper – Week 5 – Day 3

Encourage the students to use words found in the word box on the Friendly Letter poster.

Say:

- We enjoyed hearing the story I Love My Family. You shared ways that your family was alike and different from the one in the story. Today you will write a letter to someone in your family sharing why you care so much about him or her.
- Look at the Friendly Letter Poster (Student Practice Sheets - Writing Activity: Friendly Letter Poster - Week 5 - Day 3). Let's read the letter together. Jim is writing to thank his mom for the snacks she puts in his lunchbox.
- Every friendly letter has five parts. The first part is the heading; it is at the top, just like your head. The heading is the date. Can you find the heading in our sample letter? Please point to it. The heading is the date: July 18, 2009.
- The next part is called the greeting. It includes the name of the person you are writing. Who did Jim write to in his letter? Can you point to the greeting? Remember there is always a comma after the greeting. Point to the comma in Jim's greeting.
- The body of the letter is the main part. It is where we write sentences telling our reader something or asking questions. How many sentences did Jim write in his letter?

- The closing is the ending of the letter. You are saying good-bye. Sometimes we close our letters with Love or Your friend. Point to the closing in Jim's letter. What word did he use to close his letter? Remember there is always a comma after the closing. Point to the comma in Jim's closing.
- The last part of the letter is the signature. That is where you write your name. This is really important. You are letting the person know who sent the letter.
- Let's begin the rough draft of your friendly letter (Student Practice Sheets - Writing Activity: Letter Rough Draft - Week 5 - Day 3). Assist the student as the rough draft is completed. As the child writes, monitor spelling and spacing, capitals and periods.

Read through the rough draft together.

Ask the student to copy the letter onto the lined paper provided. (Student Practice Sheets - Writing Activity: Lined Paper - Week 5 - Day 3) As the child writes, monitor spelling and spacing, capitals and periods. Read the final copy together.

DAY 4

PHONICS

Phonics/Word Structure: Focus letters/sounds: **str, scr, spl**

The focus of this lesson is to learn to read words that have the letter combinations –**str, scr, spl**. Write the words listed below on a piece of paper:

string	street	strike	stray	strode	stress
scrape	scribe	scratch	screen	scream	screech
splash	splendid	spleen	splotch		

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

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 5 – Days 4 & 5.
- Practice using the sounds reviewed this week while reading whole words using the Student Practice Sheets-Phonics Fluency Practice with Whole Words – Week 5 – Days 4 & 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.
- Student will read Endless String using the Student Practice Sheets – Decodable Story - Week 5 - Days 4, & 5.
- Ask the student to pause after the following parts of the story and ask the questions below:
 - Pause after the words: *He pulls and pulls.*
Ask: What do you think might be on the end of the string? (Answers will vary.)
 - Pause after the words: *Then he pulls on the string.*
Ask: Do you think something else may be stuck to the string? What could it be? (Answers will vary.)
 - Pause after the words: *Then he pulls and pulls.*
Ask: What do you think might be stuck to the string now? (Answers will vary.)
 - Pause after the words: *Danny pulls and pulls.*
Ask: What might be next on the string? (Answers will vary.)
- When the student reads, the words should flow and sound natural like spoken language.
- The student should re-read the story aloud at least twice.

COMPREHENSION

Story Retell and Sequencing

- Cut apart the pictures on Student Practice Sheets – Comprehension Activity - Week 5 - Day 4.
- The student will take the pictures from the Endless String and put them in the correct order. (string, hat, bag of candy, penny, dragon.)
- Ask the student to retell the story using the pictures to help remember the important parts.

DAY 5

PHONEMIC AWARENESS

Students will segment each word below.

See the Grade 1 Routines handout (Blending and Segmenting Practice) for instructions. Follow the instructions of the routine using the words below:

might	m-igh-t
sight	s-igh-t
high	h-igh
fright	f-r-igh-t
bright	b-r-igh-t
right	r-igh-t
night	n-igh-t
sigh	s-igh

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 5 – Days 4 & 5.
- Practice using the sounds reviewed this week while reading whole words using the Student Practice Sheets-Phonics Fluency Practice with Whole Words – Week 5 – Days 4 & 5. This will give the student an additional opportunity to practice this week's sounds in words.

PHONICS

Phonics/Word Structure: Focus letters/sounds: **str, scr, spl**

The focus of this lesson is to learn to read words that have the letter combinations **str, scr, spl**. Write the words listed below on a piece of paper.

string	street	strike	stray	strode	stress
scrape	scribe	scratch	screen	scream	screech
splash	splendid	spleen	splotch		

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

FLUENCY

Decodable Reading Practice

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read the decodable story, Endless String, using the Student Practice Sheets – Decodable Story - Week 5 - 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

Say:

- This was such a fun story to read. What was your favorite part of the story?
- We have talked about realistic stories. Those are stories that could really happen in real life. Can you remember what we call the stories that could not happen in real life? (answer: fantasy)
- Is the story Endless String a realistic story or a fantasy? (answer: fantasy)
- This story is a fantasy. What part or parts could never happen in real life? (answer: Talking dragons do not exist.)

Assessment

Students should be able to read the decodable stories A Sight at Night at the end of Day 5 with fewer than 5 errors.

Extensions

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

Decodable letter combination passages (Mitch's Wrist, A Sight At Night, and Rick and Buzz).
[http://www.free-reading.net/index.php?title=Decodable letter combination passages](http://www.free-reading.net/index.php?title=Decodable_letter_combination_passages).
Accessed 10/1/2009.