

## Lesson Overview

Language Arts Grade 1

<b>Week # 6</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>Comprehension Strategy</b>	story structure and elements	story elements and structure	story elements and structure	story elements and structure	story elements and structure
<b>Comprehension Skills</b>	<ul style="list-style-type: none"> <li>• details</li> <li>• relate to life experiences</li> </ul>	<ul style="list-style-type: none"> <li>• sequence</li> <li>• relate to life experiences</li> </ul>	<ul style="list-style-type: none"> <li>• sequence</li> </ul>	<ul style="list-style-type: none"> <li>• relate to real life experiences</li> </ul>	
<b>Phonemic Awareness</b>	<ul style="list-style-type: none"> <li>• substitute phonemes</li> </ul>	<ul style="list-style-type: none"> <li>• substitute phonemes</li> </ul>	<ul style="list-style-type: none"> <li>• substitute phonemes</li> </ul>	<ul style="list-style-type: none"> <li>• delete phonemes</li> </ul>	<ul style="list-style-type: none"> <li>• substitute phonemes</li> </ul>
<b>Phonics/Word/Structure</b>	<ul style="list-style-type: none"> <li>• long a</li> </ul>	<ul style="list-style-type: none"> <li>• long a</li> </ul>	<ul style="list-style-type: none"> <li>• Review: igh</li> <li>• long a</li> <li>• long e</li> </ul>	<ul style="list-style-type: none"> <li>• long a</li> </ul>	<ul style="list-style-type: none"> <li>• long i</li> </ul>
<b>High Frequency Words</b>	<b>Review:</b> put, help, soon, fresh <b>Week 6 Words:</b> asked, give, kitten	<b>Review:</b> that, splendid <b>Week 6 Words:</b> ugly, lost, fun, get	<b>Week 6 Words:</b> parrot, delight, sing, smart, arm, might	<b>Review:</b> fun, get, travel <b>Week 6 Words:</b> still, bare, rocks	<b>Review:</b> stuff, pond, swim, else <b>Week 6 Words:</b> truck, grin, funny
<b>Vocabulary</b>  Read Aloud "When I am an Astronaut"	<ul style="list-style-type: none"> <li>• countdown</li> <li>• astronaut</li> <li>• rocket</li> <li>• tuck</li> </ul>	<ul style="list-style-type: none"> <li>• countdown</li> <li>• astronaut</li> <li>• rocket</li> <li>• tuck</li> </ul>	<ul style="list-style-type: none"> <li>• countdown</li> <li>• astronaut</li> <li>• rocket</li> <li>• tuck</li> </ul>	<ul style="list-style-type: none"> <li>• countdown</li> <li>• astronaut</li> <li>• rocket</li> <li>• tuck</li> </ul>	<ul style="list-style-type: none"> <li>• countdown</li> <li>• astronaut</li> <li>• rocket</li> <li>• tuck</li> </ul>
<b>Writing Activity</b>				Astronaut Book	Simple Narrative Story
<b>Decodable Book</b>	The Cake	Don't Hate the Hat	Bing the Parrot	Don't Swim - Wade	Wide Stuff

# The Cake

## An ADE Language Arts Lesson

### Week 6

<b>Author</b>	ADE Content Specialists
<b>Grade Level</b>	Grade 1
<b>Duration</b>	Five sessions

Aligns To	Connects To
<p><b>Reading:</b></p> <p><b>Strand 1: Reading Process</b></p> <p><b>Concept 1: Print Concepts</b></p> <p><b>PO 3.</b> Recognize the distinguishing features of a sentence.</p> <p><b>PO 4.</b> Identify the title of a book.</p> <p><b>Concept 2: Phonemic Awareness</b></p> <p><b>PO 3.</b> Recognize the new spoken word when a specified phoneme is added, changed or removed (e.g., change <i>cow</i> to <i>how</i>, <i>pan</i> to <i>an</i>).</p> <p><b>Concept 3: Phonics</b></p> <p><b>PO 1.</b> Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences.</p> <p><b>PO 5.</b> Recognize high frequency words and irregular sight words.</p> <p><b>PO 7.</b> Use knowledge of word order (syntax) and context to confirm decoding.</p> <p><b>Concept 4: Vocabulary</b></p> <p><b>PO 1.</b> Recognize base words and their inflections (e.g., <i>look</i>, <i>looks</i>, <i>looked</i>, <i>looking</i>).</p> <p><b>PO 2.</b> Classify common words into conceptual categories.</p> <p><b>Concept 5: Fluency</b></p> <p><b>PO 1.</b> Consistently read grade-level text with at least 90 percent accuracy.</p> <p><b>PO 2.</b> Read aloud with fluency in a manner that sounds like natural speech.</p> <p><b>Concept 6: Comprehension Strategies</b></p> <p><b>PO 2.</b> Relate information and events in a reading selection to life experiences and life experiences to the text.</p> <p><b>Strand 2: Comprehending Literary Text</b></p> <p><b>Concept 1: Elements of Literature</b></p> <p><b>PO 2.</b> Describe characters within a literary selection, heard or read.</p>	

**PO 3.** Sequence a series of events in a literary selection, heard or read.

**Writing:**

**Strand 1: Writing Process**

**Concept 1: Print Concepts**

**PO 1.** Generate ideas through prewriting activities.

**PO 2.** Draw a picture or storyboard about ideas generated.

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

**Concept 2: Drafting**

**PO 1.** Write a draft.

**Concept 3: Revising**

**PO 1.** Reread original draft for clarity.

**PO 2.** Add additional details with prompting.

**Strand 2: Writing Elements**

**Concept 1: Ideas and Content**

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

**PO 2.** Incorporate details in pictures and text.

**Concept 2: Organization**

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

**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, individualistic, engaging, and lively.

**Concept 4: Word Choice**

**PO 1.** Use expressive or descriptive phrases and short sentences, beyond one- or two-word labels.

**Concept 5: Sentence Fluency**

**PO 1.** Write simple sentences.

**Concept 6: Conventions**

**PO 1.** Incorporate conventions into own text, including:

a. spacing between words.

**PO 2.** Use capital letters correctly for the beginning of a sentence.

**PO 3.** Punctuate endings of sentences using:

a. periods

b. question marks

c. exclamation points

**PO 9.** Use the following parts of speech correctly in simple sentences:

a. nouns

**PO 10.** Use own name on personal work.

**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. characters
- 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
- Alphabet chart
- Student Practice Sheets
  - High Frequency Words Practice Sheets
  - Decodable stories The Cake, Don't Hate the Hat!, Bing the Parrot, Don't Swim. Wade!, Wide Stuff
  - Read aloud passage When I am an Astronaut
  - Comprehension Activities
  - Phonics Fluency Practice Sheet
  - Writing Activities
- Vocabulary words
- Notebook paper or note cards

## Objectives

### Students will:

- Substitute phonemes (sounds) to make new words.
- Delete phonemes (sounds) to make new words.
- Read and write words, including those with long a, long e, and long i.
- Read regular and irregular high frequency words including: put, help, soon, fresh, asked, give, kitten, that, splendid, ugly, lost, fun, get, parrot, delight, sing, smart, arm, might, fun, get, travel, still, bare, rocks, stuff, pond, swim, else, truck, grin, funny.
- Understand the following vocabulary words in context: countdown, astronaut, rocket ship, tuck, space.
- 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.
- Describe a picture using a list of adjectives.
- Write simple sentences using adjectives.
- Read words containing the week's focus letters/sounds.
- Identify the beginning, middle, and ending of a decodable story and write a sentence describing each part.
- Write a book titled: If I were an Astronaut.
- Sort pictures into noun categories: People/animals, Places, and Things.
- Write a simple narrative story using picture prompts.

## 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

Say the following:

- Listen carefully to the following instructions.
- We are going to change the first sound of the word I say.
- I will do the first one.
- map
- I'm going to change the /m/ to /t/.
- The new word is tap.
- Here's another word, mart.
- I'm going to change /m/ to /p/.
- The new word is part.
- Use this procedure with the following words:

Word	Change	to	New Word
but	/b/	/r/	rut
cane	/c/	/p/	pane
sane	/s/	/m/	mane
fine	/f/	/p/	pine
gash	/g/	/c/	cash

### 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 6 – Day 1.

### Phonics Word Structure: Focus letters/sounds: long a (a\_e)

The focus of this lesson is to learn to read words with the long a sound. These words have the letter combinations of a\_e as found in the words take, mane, and base. Write the words listed below on a piece of paper.

made	case	take	came	name	blame	frame
page	cage	mane	base	cake	snake	sale

- 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 Cake using the Student Practice Sheets – Decodable Story - Week 6 - 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.

### VOCABULARY

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

- **countdown** (noun) the amount of time remaining before launching a rocket (10 -9 -8...)
- **astronaut** (noun) someone who travels to space
- **rocket (ship)** (noun) an object that carries people or things into space
- **tuck** (verb) to cover, by pushing in the loose ends of the sheets and blankets
- **space** (noun) the place beyond the Earth's atmosphere

### COMPREHENSION

Use the text from the read aloud When I am an Astronaut to help students work on the skills of understanding what they hear. (Student Practice Sheets–Read Aloud – Week 6 - Days 1 & 4)

Read Aloud: When I am an Astronaut

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

Ask the following questions:

- This was a great story, wasn't it? The person telling the story was imagining that someday he would have a special job. What was the special job? (Answer: astronaut)
- What happened first in the story? (Answer: There was a countdown and the rocket ship blasted off into space.)
- Where did the astronaut go in his rocket ship? (Answer: He went past the moon and the farthest stars.)
- Why did the astronaut tuck in his blanket? (Answer: So he would not slide out of bed when he goes to sleep.)
- Why did the astronaut come back home? (Answer: He didn't want to get stuck in space.)
- Would you like to be an astronaut when you grow up?
- Where would you like to go in a rocket ship?

## DAY 2

### PHONEMIC AWARENESS

Say the following:

- Listen carefully to the following instructions.
- We are going to change the first sound of the word I say.
- I will do the first one.
- shop
- I'm going to change the /sh/ to /t/.
- The new word is top.
- Here's another word, short.
- I'm going to change /sh/ to /p/.
- The new word is port.

Use this procedure with the following words:

Word	Change	to	New Word
lame	/m/	/k/	lake
lake	/k/	/t/	late
late	/t/	/n/	lane
jade	/d/	/k/	Jake
Jake	/k/	/n/	Jane

### 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 6 – Day 2.

**Phonics Word Structure: Focus letters/sounds: Long a (a\_e)**

The focus of this lesson is to learn to read words with the long a sound.

These words have the letter combinations of a\_e as found in the words take, mane, and base.

Write the words listed below on a piece of paper.

make            name            came            made            page            blame            frame

date            slave            mane            trade            cake            cave            sale

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

**VOCABULARY**

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

- **countdown** (noun) the amount of time remaining before launching a rocket (10 -9 -8...)
- **astronaut** (noun) someone who travels to space
- **rocket (ship)** (noun) an object that carries people or things into space
- **tuck** (verb) to cover, by pushing in the loose ends of the sheets and blankets
- **space** (noun) the place beyond the Earth's atmosphere

**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.

Don't hate the hat.

with a cape

on a dull trip

with a big bill

for ball games

just get one

that is fun

- 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 Don't Hate the Hat using the Student Practice Sheets – Decodable Story - Week 6 – Day 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: **Don't Hate the Hat**

### Identifying and Using Descriptive Words

Say: What was today's story mainly about? (Answer: hats.)

Say: The author used a lot of words to describe hats. These words are called adjectives. One adjective the author used to describe a hat was the word silly. Silly tells us what kind of hat he had. What might a silly hat look like? (Answers will vary.)

Say: Let's list the adjectives, the words that describe hats on my piece of paper. A hat might be...ugly, funny, silly.

The student should complete Student Practice Sheets – Comprehension Activity - Week 6 - Day 2 with your assistance.

## DAY 3

### PHONEMIC AWARENESS

Say the following:

- Listen carefully to the following instructions.
- We are going to change the first sound of the word I say.
- I will do the first one.
- cape
- I'm going to change the /c/ to /t/.
- The new word is tape.
- Here's another word. mane.
- I'm going to change /m/ to /p/.
- The new word is pane.

Use this procedure with the following words:

Word	Change	to	New Word
bake	/b/	/m/	make
make/	m/	/r/	rake
rake	/r/	/c/	cake
like	/l/	/m/	mike
mine	/m/	/f/	fine

## 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 6 - 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 6 – Days 3 & 4. 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.

### Phonics Word Structure: Focus letters/sounds: long e (ee, ea)

The focus of this lesson is to learn to read words with the long e sound. These words have the letter combinations of ee (as found in the words beet, reed, and deer) and ea (as found in the words seal, meat, and clean). Write the words listed below on a piece of paper.

beak	green	team	seam	lean	steam
deer	mean	reed	seed	steel	seem

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

## VOCABULARY

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

- **countdown** (noun) the amount of time remaining before launching a rocket (10 -9 -8...)
- **astronaut** (noun) someone who travels to space
- **rocket (ship)** (noun) an object that carries people or things into space
- **tuck** (verb) to cover, by pushing in the loose ends of the sheets and blankets
- **space** (noun) the place beyond the Earth's atmosphere

## **FLUENCY**

### **Decodable Reading Practice**

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read Bing the Parrot using the Student Practice Sheets – Decodable Story - Week 6 – Day 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**

Decodable: Bing the Parrot

### **Sequencing Events: Beginning, Middle, and End**

Comprehension questions for sequencing events from the decodable story.

- Think about the beginning of the story Bing the Parrot.  
What happened? (Answers may vary. Pam went to buy a parrot. The clerk told her about Bing.)
- In the middle of the story, what happened? (Answers may vary. Pam asked Bing if he would sing at night. Bing jumped to Pam's arm.)
- I liked the ending of this story. What happened? (Answers may vary. Pam bought Bing and took him home.)

Have the student complete the Student Practice Sheets – Comprehension Activity - Week 6 - Day 3.

Review with the student the beginning, middle, and ending of the story Bing the Parrot (See comprehension questions 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? (The clerk could be showing Bing the parrot to Pam.)
- Draw your picture in the box below the word 'Beginning'.  
[Allow the student time to draw the picture.]
- 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? (Pam is talking to Bing. He is sitting on her arm.)
- Draw your next picture in the box below the word 'Middle'.  
[Allow the student time to draw the picture.]
- What would you draw to show the readers what happened at the end of the story? (Pam could be taking Bing out of the shop.)
- Draw your picture in the box below the word 'End'.  
[Allow the student time to draw the picture.]

Have the student write a sentence that describes each picture. Space is provided below the boxes. Check spelling, spacing, capitalization and punctuation. Help the student revise, if necessary.

## DAY 4

### PHONEMIC AWARENESS

Say the following:

- Listen carefully to the following instructions.
- We are going to delete (take away) the first phoneme or sound of the word I say.
- I will do the first one: tram
- I'm going to delete the /tr/.
- The new word is am.
- Here's another word: throw.
- I'm going to delete the /th/.
- The new word is row.

Use this procedure with the following words:

Word	Delete (Take Away)	New Word
share	/sh/	air*
style	/s/	tile
crime	/c/	rhyme
blame	/b/	lame
train	/t/	rain

\*Remember in Phonemic Awareness you are **listening** to sounds and are not looking at spellings. The purpose of this activity is to be able to hear the sounds.

### 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 6 – 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 6 – Days 3 & 4. This will give the student an additional opportunity to practice this week's sounds in words.

#### Phonics Word Structure: Focus letters/sounds: Long a (a\_e)

The focus of this lesson is to learn to read words with the long a sound. These words have the letter combinations of a\_e as found in the words take, mane, and base. Write the words listed below on a piece of paper.

came	hate	gate	late	name	same	date
face	trace	came	made	spade	blame	lake

- 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 Don't Swim. Wade! using the Student Practice Sheets – Decodable Story - Week 6 – Day 4.
- 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:

- **countdown** (noun) the amount of time remaining before launching a rocket (10 -9 -8...)
- **astronaut** (noun) someone who travels to space
- **rocket (ship)** (noun) an object that carries people or things into space
- **tuck** (verb) to cover, by pushing in the loose ends of the sheets and blankets
- **space** (noun) the place beyond the Earth's atmosphere

## COMPREHENSION

Use the text from the read aloud When I am an Astronaut to help students work on the skills of understanding what they hear. (Student Practice Sheets–Read Aloud – Week 6 - Days 1 & 4)

Read Aloud: When I am an Astronaut

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

Say: On the last page of the story, the astronaut asked us what we would do if we were astronauts. Let's think about that for minute. List some things that you might like to do and see if you were an astronaut.

Use the Student Practice Sheets – Comprehension: List Activity - Week 6 – Day 4.

Allow the student time complete the list. Assist the student as needed with ideas, suggestions, and spelling.

Say: You will write your own book. The first page is the cover of your book. Design and illustrate the cover. Don't forget to write your name on the cover. You are the author of this book.

Page 1: Choose an idea from your list. Draw a picture and write a sentence.

(Example: First, I would take off in my bright pink rocket ship. Countdown 10-9-8-7-6-5-4-3-2-1...BLASTOFF! The picture should correspond to the sentence.)

Follow this procedure page by page. Monitor spelling, spacing, capitalization and punctuation as the student works. Help the student revise, if necessary. When the student is finished with all of the pages, cut them out and staple or tape them together to make the book.

Read the story aloud together.

## DAY 5

### PHONEMIC AWARENESS

Say the following:

- Listen carefully to the following instructions.
- We are going to change a sound in the word I say.
- I will do the first one: shop.
- I'm going to change the /sh/ to /t/.
- The new word is top.
- Here's another word: shape.
- I'm going to change /p/ to /m/.
- The new word is shame.

Use this procedure with the following words:

Word	Change	to	New Word
lame	/m/	/k/	lake
lake	/k/	/t/	late
like	/k/	/m/	lime

### 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 6 - Day 5.

### Phonics Word Structure: Focus letters/sounds: long i (i\_e)

The focus of this lesson is to learn to read words with the long i sound. These words have the letter combinations of i\_e as found in the words bike, dine, and ride. Write the words listed below on a piece of paper.

lime	time	fine	pine	mine	Mike	line
white	kite	pile	while	file	dive	life

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

### VOCABULARY

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

- **countdown** (noun) the amount of time remaining before launching a rocket (10 -9 -8...)
- **astronaut** (noun) someone who travels to space
- **rocket (ship)** (noun) an object that carries people or things into space
- **tuck** (verb) to cover, by pushing in the loose ends of the sheets and blankets
- **space** (noun) the place beyond the Earth's atmosphere

## **FLUENCY**

### **Decodable Reading Practice**

- See the Grade 1 Routines handout (Decodable Reading Practice) for instructions.
- Student will read Wide Stuff using the Student Practice Sheets – Decodable Story - Week 6 – Day 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.

## **WRITING**

### **Writing a Simple Narrative Story**

It is an expectation that first grade students be able to use nouns and verbs correctly in simple sentences and are able to write a simple narrative story based on real or imagined events.

Say: Look at the pictures in the Noun Sort.

(Use the Student Practice Sheets – Writing: Noun Sort - Week 6 – Day 5).

Say:

- A noun is a word that represents a person, animal, place or thing.
- Cut the pictures apart.
- Divide the pictures into the following 3 noun categories, and make a pile for each category:
  - Person/Animal
  - Place
  - Thing
- Chose one picture from each of the noun categories (person/animal, place, and thing).
- Use what you know about common spelling patterns and high frequency words to help you write a story using the pictures that you have chosen. For example, you might choose the cat from the person/animal pile, the house from the place pile, and the guitar from the thing pile. Your story would be about a cat playing a guitar at home.

The story should consist of at least 6 sentences. See Student Practice Sheets – Writing: Graphic Organizer - Week 6 – Day 5) to help organize thoughts and ideas.

Use Student Practice Sheets – Writing: Noun Story - Week 6 – Day 5) to write and publish the story.

Glue the pictures to the top of the page.

Say: I will help you spell any words that you do not know. Remember, every sentence will begin with a capital letter and end with a punctuation mark.

Once the story is completed, the student will read it aloud.

### **Assessment**

Students should be able to read the decodable stories The Cake, Don't Hate the Hat, Bing the Parrot, Don't Swim. Wade!, and Wide Stuff at the end of Day 5 with fewer than three errors on each story.

### **Extensions**

Go to the website at [http://www.fcrr.org/Curriculum/PDF/GK-1/Archive/C\\_Final.pdf](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 (Don't Hate the Hat, Bing the Parrot, The Cat's Cake, Are Rocks Alive?, and Wide Stuff).

[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.