

Lesson Overview
Language Arts Grade K

Week #7	Day 1	Day 2	Day 3	Day 4	Day 5
Comprehension Strategy	<ul style="list-style-type: none"> • story structure 				
Comprehension Skills	<ul style="list-style-type: none"> • main idea and details 			<ul style="list-style-type: none"> • story structure and details 	
Phonemic Awareness	<ul style="list-style-type: none"> • /x/ • words in a sentence • identify medial and final sounds in words • blending and segmenting 	<ul style="list-style-type: none"> • /e/ • Onset rime • blending and segmenting • identify medial and final sounds in words 	<ul style="list-style-type: none"> • /e/ • identify initial sounds • blending and segmenting 	<ul style="list-style-type: none"> • /x/, /e/ • identify initial and final sounds • syllable counting 	<ul style="list-style-type: none"> • /x/, /e/ • identify initial, medial and final sounds
Phonics/Word/Structure	<ul style="list-style-type: none"> • Xx 	<ul style="list-style-type: none"> • Ee • blending sounds into words 	<ul style="list-style-type: none"> • Ee • blending sounds into words 	<ul style="list-style-type: none"> • Xx, Ee • blending sounds into words 	<ul style="list-style-type: none"> • Xx, Ee
High Frequency Words	<ul style="list-style-type: none"> • have 	<ul style="list-style-type: none"> • have 	<ul style="list-style-type: none"> • have, the 	<ul style="list-style-type: none"> • she 	<ul style="list-style-type: none"> • have, said, go, and, is, see, she
Vocabulary	<ul style="list-style-type: none"> • magnet 				
Read Aloud: <u>Where Are Magnets?</u>					
Writing					Expository Writing: Create a list
Decodable Book			The Net	The Net	The Net

The Net

An ADE Language Arts Lesson

Week 7

Author	ADE Content Specialists
Grade Level	Kindergarten
Duration	Five sessions

Aligns To

Reading:

Strand 1: Reading Process

Concept 1: Print Concepts

PO 1. Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, *Exit* and *Danger* signs).

PO 5. Distinguish between printed letters and words.

PO 6. Recognize that spoken words are represented in written language by specific sequences of letters.

PO 7. Recognize the concept of words by segmenting spoken sentences into individual words.

Concept 2: Phonemic Awareness

PO 5. Blend spoken simple onsets and rimes to form real words (e.g., onset /c/ and rime /at/ makes cat).

PO 6. Blend spoke phonemes to form a single syllable word (e.g., /m/.../a/.../n/...makes man).

PO 7. Identify the initial and final sounds (not the letter) of a spoken word.

PO 8. Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme (e.g., *dog* makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme).

Concept 3: Phonics

PO 1. Identify letters of the alphabet (upper and lower case).

PO 3. Say letter sounds represented by the single-lettered consonants and vowels.

Concept 4: Vocabulary

PO 1. Determine what words mean from how they are used in a sentence, heard or read.

Connects To

Science:

Strand 5: Physical Science

Concept 2: Position and Motion of Objects

PO 1. Describe spatial relationships of objects.

Concept 3: Energy and Magnetism

PO 4. Identify everyday uses of magnets

Strand 3: Comprehending Informational Text**Concept 1: Expository Text**

PO 3. Respond appropriately to questions based on facts in expository text, heard or read.

Writing:**Strand 3: Writing Applications****Concept 2: Expository**

PO 1. Participate in creating expository texts (e.g., labels, lists, observations, journals, summaries) through drawing or writing.

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**, which is the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words.
- **Phonics**, which is the relationships between letters and sounds in a language.
- **Vocabulary**, which is the knowledge of words and word meanings in both print and oral language.
- **Comprehension**, which is the process of understanding spoken language or text.

Materials

- Kindergarten Routines handout
 - Alphabet chart
 - Sound Spelling cards
- Student Handouts
 - Phonics Fluency Practice sheets
 - High Frequency Word Practice sheets
 - Read aloud passage Where are Magnets?
 - Decodable story A Hot Pot
- Vocabulary words
- Notebook paper or note cards
- Writing instrument (pencil)

Objectives

Students will:

- Say and identify letters of the alphabet.
- Segment sentences into words.
- Identify beginning, medial, and final sounds.
- Count syllables.
- Blend and segment onset and rime.
- Blend phonemes (sounds) to make words.
- Segment spoken phonemes (sounds) contained in one-syllable words.
- Identify upper and lowercase letters and their sounds including: x, e.
- Read and recognize high frequency words including: have, the, she.
- Understand the following vocabulary words in context: magnet.
- Answer simple questions to demonstrate understanding of the reading passages.
- Read basic decodable c-v-c words.
- Create a list using drawings and writing

Lesson Components

DAY 1

PHONEMIC AWARENESS

When you see slashed lines / / on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

Letter Sounds

Say:

- “x says /k/+s/.”
- “/k/+s/ are in the word exceed”
- “I’m going to say some words. Each time you hear the /k/+s/ sounds in the words, say /k/+s/.”
- “Listen carefully so you can say /k/+s/ if you hear the /k/+s/ sounds in a word.”
- “excellent”

The student should say /k/+s/ because the /k/+s/ sounds are in the word excellent.

Say:

- “excel”

The student should say /k/+s/ because the /k/+s/ sounds are in the word excel.

Say:

- “We can also hear /k+/s/ at the end of words: /k+/s/ are at the end of the word ox - /o/ /k+/s/, ox.”
- “I’m going to say some more words. Each time you hear the /k+/s/ sounds in a word, say /k+/s/.”
- “Listen carefully for the /k+/s/ sounds at the end of these words.”
- “box”

The student should say /k+/s/ because the /k+/s/ sounds are at the end of the word box.

Say:

- “fox”

The student should say /k+/s/ because the /k+/s/ sounds are at the end of the word fox.

Say:

- “fax”

The student should say /k+/s/ because the /k+/s/ sounds are at the end of the word fax.

Say:

- “miss”

The student should not say /k+/s/ because the /k+/s/ sounds are not at the end of the word miss.

Say:

- “Rex”

The student should say /k+/s/ because the /k+/s/ sounds are at the end of the word Rex.

Say:

- “Max”

The student should say /k+/s/ because the /k+/s/ sounds are at the end of the word Max.

Say:

- “back”

The student should not say /k+/s/ because the /k+/s/ sounds are not at the end of the word back.

Say:

- “lax”

The student should say /k+/s/ because the /k+/s/ sounds are at the end of the word lax.

Words in a Sentence

Say:

- “When we speak, write, and read, we use sentences. Sentences are made up of many words.”
- “This is a sentence: I like you.”
- “Watch me. I will hop each time I say a word in the sentence: I like you.”

Hop once as you say each word in the sentence: I (hop), like (hop), you (hop).

Say:

- “Now it’s your turn. I will say a sentence slowly. Hop each time you hear a word.”
- “You are an excellent student.”

The student should hop 5 times because there are 5 words in the sentence: You (hop), are (hop), an (hop), excellent (hop), student (hop).

Say:

- “I like to read books.”

The student should hop 5 times because there are 5 words in the sentence: I (hop), like (hop), to (hop), read (hop), books (hop).

Say:

- “Now let’s practice counting words together.”
- “As I say the next sentence count the words with me. We will hold up a finger for each word we hear.”
- “Get ready to hold up a finger for each word in the sentence.”

Hold up one finger for each word you read in the following sentence.

Say:

- “This egg is excellent.”

You and the student should each have four fingers up because there are 4 words in the sentence.

Hold up one finger for each word you read in the following sentence.

Say:

- “This sandwich is too big.”

You and the student should each have five fingers up because there are 5 words in the sentence.

Phonemic Awareness Blending and Segmenting

- See Kindergarten Routines for *Phonemic Awareness Blending and Segmenting Practice*.
- Use the routine with the words listed below.
- You will need to draw two sound boxes: one with 2 boxes and one with 3 boxes. See the routine for more guidance. The number of boxes you will need for each word is listed below next to the word.
- Focus words:
 - fox (3 sound boxes)
 - an (2 sound boxes)
 - box (3 sound boxes)
 - get (3 sound boxes)
 - ox (2 sound boxes)
 - set (3 sound boxes)
 - net (3 sound boxes)
 - at (2 sound boxes)
 - met (3 sound boxes)
 - hat (3 sound boxes)
 - can (3 sound boxes)

PHONICS

Alphabet Sound Practice and Review

- See Kindergarten Routines for *Alphabet Sound Practice and Review*.
- Use the routine with the Alphabet Sound Spelling Cards.
- Review focus letters: Zz, Qq, Oo, Ee, Kk, Ff, Tt, Hh.

Phonics Fluency

- Focus letter: Xx
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Zz.
- Practice the focus letters using *Phonics Fluency Practice Week 7 – Day 1 & 2* located in the Week 7 Student Handouts.

High Frequency Words

Write the word, **have**.

Say:

- “This word is **have**.”
- “Use your finger and pretend to write the word **have** in the air with me.”
- “As you write the word **have** say, ‘This word is **have**.’”

You and the student should have your finger in the air writing the word **have**.

Say:

- “Now we are going to write the word **have** again and say the spelling of the word as we write it: h-a-v-e spells **have**.”
- “Get your finger ready to write **have** in the air and spell it as you write each letter.”

You and the student should spell the word **have** as you write it in the air.

VOCABULARY

Vocabulary Word

- See Kindergarten Routines for *Vocabulary Word Instruction*.
- Use the routine to introduce the student to the new vocabulary word in the Read Aloud.
- Vocabulary Word:
 - magnet: a special kind of metal that sticks to some metal objects

LISTENING COMPREHENSION

Read aloud: Where Are Magnets?

- Where Are Magnets? Is located in the Week 7 Student Handouts.
- See Kindergarten Routines for *Read Aloud*
- Use the routine.

Comprehension Strategy/Skill

Story Structure: Main Idea and Details

Questions: Ask the following questions after the Read Aloud has been read to the student.

Possible answers are in parentheses after each question.

- What is this story about?
(Possible answer: The story is about what magnets do and where we can find them.)
- What are three things that you can do with magnets?
(Possible answer: Magnets can be used to hold freezer doors closed, to keep paperclips together, and to hold together parts of a toy train.)

DAY 2

PHONEMIC AWARENESS

When you see slashed lines / / on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

Letter Sounds

Say:

- “e says /ě/.”
- “/ě/ ever begins with /ě/.”
- “I’m going to say some words. Each time I say a word that begins with /ě/ say /ě/.”
- “Listen carefully for the /ě/ sound at the beginning of these words.”
- “Elmo”

The student should say /ě/ because Elmo begins with /ě/.

Say:

- “ever”

The student should say /ě/ because ever begins with /ě/.

Say:

- “Edward”

The student should say /ě/ because Edward begins with /ě/.

Say:

- “itch”

The student should not say /ě/ because itch does not begin with /ě/.

Say:

- “Edna”

The student should say /ě/ because Edna begins with /ě/.

Say:

- “edge”

The student should say /ě/ because edge begins with /ě/.

Say:

- “ask”

The student should not say /ě/ because ask does not begin with /ě/.

Say:

- “every”

The student should say /ĕ/ because every begins with /ĕ/.

Say:

- “Some words have the /ĕ/ sound in the middle. Bet /b /ĕ/ /t/. /ĕ/ is in the middle of bet.”
- “I’m going to say some more words. Each time I say a word that has an /ĕ/sound in the middle, say /ĕ./”
- “Listen carefully for the /ĕ/ sound in the middle of these words.”
- “net”

The student should say /ĕ/ because the middle sound in net is /ĕ/.

Say:

- “met”

The student should say /ĕ/ because the middle sound in met is /ĕ/.

Say:

- “rib”

The student should not say /ĕ/ because the middle sound in rib is not /ĕ/.

Say:

- “wet”

The student should say /ĕ/ because the middle sound in wet is /ĕ/.

Say:

- “let”

The student should say /ĕ/ because the middle sound in let is /ĕ/.

Say:

- “mat”

The student should not say /ĕ/ because the middle sound in mat is not /ĕ/.

Say:

- “get”

The student should say /ĕ/ because the middle sound in get is /ĕ/.

Say:

- “red”

The student should say /ĕ/ because the middle sound in red is /ĕ/.

Say:

- “bed”

The student should say /ĕ/ because the middle sound in bed is /ĕ/.

Say:

- “can”

The student should not say /ĕ/ because the middle sound in can is not /ĕ/.

Say:

- “fed”

The student should say /ĕ/ because the middle sound in fed is /ĕ/.

Onset Rime

Say:

- “Let’s play with some words.”
- “I will say a word in a ‘funny’ and very slow way.”
- “You listen and see if you can tell me the word”
- “Let me show you the first one. /c/ (PAUSE) /at/ CAT!”
- “Now it is your turn. If you make a mistake, I will help you. So no worries!”

Use the chart below. Say the onset, pause a moment, and say the rime. The student should produce the word. For example, say: /b/ (PAUSE) /at/. The student should say bat. Present the next onset rime and wait for the child to respond with the word.

<u>Onset</u>	<u>(PAUSE)</u>	<u>Rime</u>	<u>Word</u>
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Say:

“/b/”	(PAUSE)	“/est/”	Student says: best
“/f/”	(PAUSE)	“/ill/”	Student says: fill
“/s/”	(PAUSE)	“/aw/”	Student says: saw

Phonemic Awareness Blending and Segmenting

- See Kindergarten Routines for *Phonemic Awareness Blending and Segmenting Practice*.
- Use the routine with the words listed below. You will need to draw two sound boxes: one with 2 boxes and one with 3 boxes. See the routine for more guidance. The number of boxes you will need for each word is listed below next to the word.
- Focus words:
 - big (3 sound boxes)
 - get (3 sound boxes)
 - set (3 sound boxes)
 - an (2 sound boxes)
 - met (3 sound boxes)
 - net (3 sound boxes)
 - hat (3 sound boxes)
 - at (2 sound boxes)
 - sat (3 sound boxes)
 - can (3 sound boxes)

PHONICS

Alphabet Review

- See Kindergarten Routines for *Alphabet Review*.
- Use this routine with the Alphabet Chart.

Phonics Fluency

- Focus letter: Ee
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Ee.
- Practice the focus letters using *Phonics Fluency Practice Week 7 – Days 1 & 2* located in the Week 7 Student Handouts.

High Frequency Words

Write the word **have** on a piece of paper.

Say:

- “This is the word **have**.”
- “Let’s write the word, **have**.”
- “Take your finger and pretend to write the word **have** in the air with me.”
- “As you write **have**, say, ‘This word is **have**.’”
- “Write the word **have** three times in the air, saying the name of each letter as you write it. h-a-v-e spells **have**.”
- “I’m going to write some other words on this paper.”

Write the words below on the same piece of paper that you wrote **have**.

- the
- said
- go
- see
- and
- is

Point to each word and ask the student to read the word aloud.

Blending Sounds into Words

- See Kindergarten Routines for *Blending Sounds Into Words*.
- Use the routine with the words listed below.
- Focus words:
 - get
 - set
 - met
 - net
 - got
 - not
 - sit
 - sat
 - fox
 - box

DAY 3

PHONEMIC AWARENESS

When you see slashed lines / / on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

Letter Sounds

Say:

- “e says /ě/”
- “/ě/ red /ě/”
- “I’m going to say some words. Each time I say a word with an /ě/ say /ě/.”
- “Listen carefully for the /ě/ sound in these words so you can say /ě/.”
- “met”

The student should say /ě/ because met has the /ě/ sound.

Say:

- “cat”

The student should not say /ě/ because cat does not have the /ě/ sound.

Say:

- “red”

The student should say /ě/ because red has the /ě/ sound.

Say:

- “best”

The student should say /ě/ because best has the /ě/ sound.

Say:

- “hit”

The student should not say /ě/ because hit does not have the /ě/ sound.

Say:

- “mess”

The student should say /ě/ because mess has the /ě/ sound.

Say:

- “fed”

The student should say /ě/ because fed has the /ě/ sound.

Say:

- “get”

The student should say /ě/ because get has the /ě/ sound.

Phonemic Awareness Blending and Segmenting

- See Kindergarten Routines for *Phonemic Awareness Blending and Segmenting Practice*.
- Use the routine with the words listed below. You will need to draw a sound box with 3 boxes because each of the words below have 3 sounds. See the routine for more guidance.
 - get (3 sound boxes)
 - met (3 sound boxes)
 - pot (3 sound boxes)
 - box (3 sound boxes)
 - let (3 sound boxes)
 - sat (3 sound boxes)
 - hot (3 sound boxes)
 - red (3 sound boxes)

PHONICS

Alphabet Sound Practice and Review

- See Kindergarten Routines for *Alphabet Sound Practice and Review*.
- Use the routine with the Alphabet Sound Spelling Cards.
- Review the focus letters: Zz, Qq, Oo, Kk, Ee, Ff, Tt, Hh, Rr, Ss.

Phonics Fluency

- Focus letter: Ee
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Ee.
- Practice the focus letters using *Phonics Fluency Practice Week 7 – Day 3* located in the Week 7 Student Handouts.

High Frequency Words By Sight

- See Kindergarten Routines for *High Frequency Words by Sight*.
- Use the routine to work on the Focus words listed below.
- Practice the focus words using *High Frequency Word Practice Week 7 – Days 2 & 3* located in the Week 7 Student Handouts.
- Focus words:
 - have
 - the

Blending Sounds into Words

- See Kindergarten Routines for *Blending Sounds Into Words*.
- Use the routine with the words listed below.
- Focus words:
 - get
 - net
 - set
 - met
 - red
 - got
 - not
 - hot
 - pot

FLUENCY

Decodable Reading: The decodable story is located in Week 7 Student Handouts.

The Net

- See Kindergarten Routines for *Decodable Reading*.
- Use the routine with the decodable story, **The Net**.
- Please do not ask the questions that follow the decodable story (page 9 of the Student Handout). These questions will be asked on Day 4.
- For additional practice, the student should re-read the story at least two times.

DAY 4

PHONEMIC AWARENESS

When you see slashed lines / / on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

Letter Sounds

Say:

- “Let’s practice the sound for x and the sound for e.”
- “The sounds for x are /k/+s/, like in box.”
- “The sound for e is /ě/, like in red.”
- “I’m going to say some words. Say /ě/ if you hear an /ě/ sound in the words I say.”
- “Say /k/+s/ if you hear /k/+s/ in the words I say.”
- “Listen carefully for the /k/+s/ sounds or the /ě/ sound.”
- “fox”

The student should say /k/+s/ because fox ends in /k/+s/.

Say:

- “bed”

The student should say /ě/ because the medial sound in bed is /ě/.

Say:

- “quick”

The student should not say /ě/ or /k/+s/ because neither the /ě/ or /k/+s/ sounds are in the word quick.

Say:

- “mess”

The student should say /ě/ because the medial sound in mess is /ě/.

Say:

- “wax”

The student should say /k+/s/ because wax ends in /k+/s/.

Say:

- “best”

The student should say /ě/ because the medial sound in best is /ě/.

Say:

- “box”

The student should say /k+/s/ because box ends in /k+/s/.

Say:

- “axe”

The student should say /k+/s/ because axe ends in /k+/s/.

Say:

- “nose”

The student should not say /ě/ or /k+/s/ because neither the /ě/ or /k+/s/ sounds are in the word nose.

Say:

- “wet”

The student should say /ě/ because the medial sound in wet is /ě/.

Say:

- “met”

The student should say /ě/ because the medial sound in met is /ě/.

Syllable Counting

- See Kindergarten Routines for *Syllable Counting*.
- Use the routine.
- Use these words to show the child how to count syllables.
 - stand (1)
 - patty (2)
 - saxophone (3)
- Focus words: Use these words for the student to practice counting syllables.

<u>Word</u>	<u>Syllables</u>
trust	(1)
Mexican	(3)
extra	(2)
excellent	(3)

PHONICS

Alphabet Warm-Up

- See Kindergarten Routines for *Alphabet Warm-Up*.
- Use the routine with the Alphabet Chart.

Phonics Fluency

- Focus letters: Xx, Ee
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Xx, Ee.
- Practice the focus letters using *Phonics Fluency Practice Week 7 – Days 4 & 5* located in the Week 7 Student Handouts.

High Frequency Words By Sight

- See Kindergarten Routines for *High Frequency Words by Sight*.
- Use the routine to work on the focus word listed below.
- Practice the focus word using *High Frequency Word Practice Week 7 – Days 4 & 5* located in the Week 7 Student Handouts.
- Focus word:
 - she

Blending Sounds into Words

- See Kindergarten Routines for *Blending Sounds Into Words*.
- Use the routine with the words listed below.
- Focus words:
 - box
 - fox
 - met
 - get
 - set
 - net
 - it
 - sit
 - not
 - got

FLUENCY

Decodable Reading: The decodable story is located in Week 7 Student Handouts.

The Net

- See Kindergarten Routines for *Decodable Reading*.
- Use the routine with the decodable story, **The Net**.
- For additional practice, the student should re-read the story at least two times.

COMPREHENSION

Decodable Story: The Net

Comprehension Skill: Story Structure/Details

Questions:

- Read the following questions to the student.
- The student should answer orally.
- Possible answers are in parentheses after each question.
 - Have you ever owned a net?
(Possible answer: I owned a net for catching butterflies. Answer will depend on the student's experience. May be yes or may be no.)
 - What do you think a person would use a net for?
(Possible answer: A person might use a net to catch a fish or a butterfly.)
 - Why is the fox in the box?
(Possible answer: The fox is in the box because she got caught in the net and put in the box. Oh, dear!)

DAY 5

PHONEMIC AWARENESS

When you see slashed lines / / on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

Letter Sounds

Say:

- “Let’s review our sounds /k+/s/, /ě/”
- “Each time I say a word, you will give me the /k+/s/ or the /ě/ sound.
- “The sound may be in the middle or at the end of the word.”
- “My turn, Edward /ě/. Edward has the /ě/ sound.”
- “My turn, ax /k+/s/. Ax has the /k+/s/ sounds.”
- “Your turn, listen carefully for the /k+/s/ sounds or the /ě/ sound in these words.”
- “met”

The student should say /ě/ because the /ě/ sound is in the middle of the word met.

Say:

- “mix”

The student should say /k+/s/ because mix ends with /k+/s/.

Say:

- “fox”

The student should say /k+/s/ because fox ends with /k+/s/.

Say:

- “red”

The student should say /ě/ because the /ě/ sound is in the middle of the word red.

Say:

- “let”

The student should say /ě/ because the /ě/ sound is in the middle of the word let.

Say:

- “maximum”

The student should say /k+/s/ because maximum has the /k+/s/ sounds in the middle of the word.

Say:

- “bed”

The student should say /ě/ because the /ě/ sound is in the middle of the word bed.

Say:

- “get”

The student should say /ĕ/ because the /ĕ/ sound is in the middle of the word get.

Say:

- “ox”

The student should say /k/+s/ because ox ends with /k/+s/.

PHONICS

Alphabet Chant

- See Kindergarten Routines for *Alphabet Chant*.
- Use the routine with the Alphabet Chart.

Phonics Fluency

- Focus letters: Xx, Ee
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Xx, Ee.
- Practice the focus letters using *Phonics Fluency Practice Week 7 – Days 4 & 5* located in the Week 7 Student Handouts.

High Frequency Words By Sight

- See the Kindergarten Routines for *High Frequency Words by Sight*.
- Use the routine to work on the focus words listed below.
- Practice the focus words using *High Frequency Word Practice Week 7 – Days 4 & 5* located in the Week 7 Student Handouts.
- Focus words:
 - have
 - said
 - go
 - and
 - is
 - see
 - she

FLUENCY

Decodable Reading: The decodable story is located in Week 7 Student Handouts.

The Net

- See Kindergarten Routines for *Decodable Reading*.
- Use the routine with the decodable story, **The Net**.
- For additional practice, the student should re-read the story at least two times.

WRITING

Expository

Reread the Read Aloud story, Where Are Magnets?. The story is located in the Week 7 Student Handouts.

Say:

- “Keep the Where Are Magnets? story in your brain because today we are going to make a list of places magnets are found. First I need to show you what a list is. This is a sample list.”

Show the student the *Writing Sample List Week 7 – Day 5* located in the Week 7 Student Handouts.

Say:

- “A list may have a title. The title on this *Writing Sample List* is Groceries.”

Point to the title on the *Writing Sample List*, slide your finger under it and read: Groceries.

Say:

- “The items on a list may be numbered. This Groceries list has numbered items.”

Point to the numbers next to each item listed on the *Writing Sample List*.

Say:

- “I will read this list out loud. Listen to the items on the list.”

Read the items on the Groceries list (*Writing Sample List*) aloud. Point beneath each word as you say it. Include the title and the numerals.

Point to the title.

Say:

- “Groceries.”

Point to item 1.

Say:

- “1. apples”

Point to item 2.

Say:

- “2. bread”

Point to item 3.

Say:

- “3. yogurt”

Point to item 4.

Say:

- “4. cereal”

Point to item 5.

Say:

- “5. eggs”
- “That’s the end of our Groceries list.”
- “This week we learned about magnets in the story Where are Magnets?”
- “Now, we will make a list of places that magnets are found. You kept the story in your head, right?”
- “When you are done writing, there should be at least 3 places to find magnets on your list.”
- “The title of our *Writing Sample List* was Groceries. The title of your list will be Magnets.”

Write Magnets on a piece of paper.

Say:

- “Copy this title for your list onto your piece of paper.”
- “Now we are ready to add items to your list just like there were items on the Groceries list. You may use words or drawings to make your list.”
- “When you are finished writing your Magnets list, you will have 3 items on your list. The 3 items will be places to find magnets.”
- “Number your list.”

The student should number 1-3 on his or her list underneath the title, Magnets.

Say:

- “Now that you have numbered your paper 1-3, you are ready to write or draw the places to find magnets.”

The student should write and/or draw 3 places to find magnets. For example, answers may include: refrigerator, cabinet door, car bumper, etc. Provide help and guidance to make this writing exercise successful.

Say:

- “Now let’s read your Magnets list.”

Read the list out loud.

Assessment

Students should be able to read the decodable story The Net at the end of Day 5 with less than two errors per page.

Extensions

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

- Select one of the fluency in letter recognition 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.