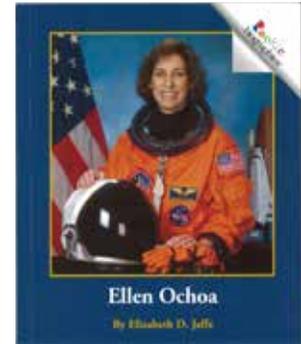


# Heroes

For I can do everything through Christ, who gives me strength.  
Philippians 4:13 (NLT)

## Synopsis

This is a brief biography of Ellen Ochoa, an American engineer, former astronaut, and current director of the Johnson Space Center. Ochoa became the first Hispanic woman to go into space when she served on a nine-day mission aboard the shuttle Discovery in 1993. This book focuses on her drive to become an astronaut.



## Author Information

After graduating from Brown University, Elizabeth D. Jaffe received her master's degree in early education from Bank Street College of Education. Since then, she has written many nonfiction children's books and educational materials. She is an editor and lives in New York City.

## Paired Texts (one copy per classroom needed)

- *David Goes to School*, by David Shannon
- *Eating the Alphabet*, by Lois Ehlert (or any engaging book with simple labels/captions)
- *Brave Queen Esther*, by David Miles



### Essential Question:

What can we learn from heroes that will enable us to be heroes for God?



### Big Idea:

God uses heroes to reveal who He is.

### 1. CREATION

- God created human beings in His image
- While created in His image, each human being is also unique
- God's plan is that each of us reveal His character in ways that demonstrate the gifts He has given

### 2. FALL

- Humanity took on a sinful nature because of wrong choices
- God's image in human beings has been blurred because of sin
- Nature was affected as a result of sin
- Human beings find it difficult to see a God who is loving, involved, and forgiving



### 4. RE-CREATION

- In giving His Son, God was the ultimate hero in the salvation of His Creation
- With the second coming of Christ, our true Hero restores His perfect Creation

### 3. REDEMPTION

- God enables us to act according to His will
- God gives flawed humans the privilege of revealing His character through heroic acts, whether small or great

# Standards Addressed

**Note:** For standards not fully addressed in this unit, the parts that are addressed are underlined.

## READING FOUNDATIONS

- Demonstrate understanding of spoken words, syllables, and phonemes (sounds): distinguish long and short vowel sounds; blend sounds to produce one-syllable words; isolate and pronounce the initial, medial vowel, and final sounds; segment one-syllable words into a sequence of individual sounds (LA.1.RF.2)
- Know that every syllable must have a vowel sound; decode one- and two-syllable words; know CVCE and CVVC conventions for representing long vowel sounds; know spelling–sound correspondences for consonant digraphs; read words with inflectional endings; recognize and read irregularly spelled words; read grade-appropriate high-frequency sight words (LA.1.RF.3)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary (LA.1.RF.5)

## READING INFORMATIONAL TEXT

- Ask and answer questions about key details (LA.1.RI.1)
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text (LA.1.RI.4)
- Use illustrations and details to describe key ideas (LA.1.RI.7)

## WRITING

- Write narratives that recount two or more appropriately sequenced events, include details using temporal words to signal sequence, and provide some sense of closure (LA.1.W.3)
- Produce writing that honors God and affirms the teachings in His Word (LA.1.W.4)
- With support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing (LA.1.W.5)
- With support in collaboration with peers, use a variety of tools (e.g., digital, print) to produce and publish writing (LA.1.W.6)
- Apply common conventions of manuscript writing (e.g., uppercase and lowercase letters, spacing between words and sentences) (LA.1.W.7)
- Participate in shared research and writing projects (e.g., explore “how-to” books on a given topic and use them to write a sequence of instructions) (LA.1.W.8)
- With support, recall experiences or gather information from provided sources to answer a question (LA.1.W.9)
- Write routinely for a range of tasks, purposes, and audiences (LA.1.W.10)

## SPEAKING AND LISTENING

- Participate in collaborative conversations in diverse groups: follow agreed-upon rules (e.g., listening with care, speaking one at a time; making eye contact; using appropriate volume and tone); respond appropriately to the comments of others; ask questions to clarify (LA.1.SL.1)
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media (LA.1.SL.2)
- Give brief oral presentations (e.g., stories, personal experiences, readers theater) (LA.1.SL.7)
- Demonstrate reverence when listening to God’s Word and participating in prayer (LA.1.SL.8)

## LANGUAGE

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use common, proper, and possessive nouns; use singular and plural nouns with matching verbs; use personal, possessive, and indefinite pronouns; use past, present, and future verb tenses; use frequently occurring adjectives, conjunctions (e.g., *and*, *but*, *or*, *so*, *because*) determiners (e.g., articles, demonstratives), and prepositions (e.g., *during*, *beyond*, *toward*); with prompting, produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences (LA.1.L.1)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling: capitalize dates and names of people; use end punctuation; use commas in dates and to separate words in a series; use conventional spelling for words with common spelling patterns and frequently occurring irregular words; spell unknown words phonetically (LA.1.L.2)
- Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use sentence-level context and affixes; identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*) (LA.1.L.3)
- With support, demonstrate understanding of word relationships and nuances in word meanings: sort words into categories; define words by category and by one or more attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes); identify real-life connections between words and their use (e.g., note places at home that are cozy); distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them, or by acting out the meanings (LA.1.L.4)

# Suggested Assessments

	Pre-assessments	Formative	Summative
<b>Vocabulary</b>	<p><i>Basic Reading Inventory</i> by Jerry Johns (comprehension questions)</p> <p>Beginning-of-Year Oral Vocabulary Assessment (Appendix C)</p> <p>Conduct informal checks for understanding of the weekly vocabulary</p>	<p>Plan quick progress checks that align with the unit standards and objectives, such as:</p> <ul style="list-style-type: none"> <li>• Four corners</li> <li>• Assignments</li> <li>• Checklists</li> <li>• Clickers</li> <li>• Discussions</li> <li>• Electronic voting</li> <li>• Graphic organizers</li> <li>• Journals or notebooks</li> <li>• Observations</li> <li>• Printables</li> <li>• Questioning</li> <li>• Quick checks (e.g., thumbs-up/thumbs-down, exit cards or slips)</li> <li>• Quizzes</li> <li>• <i>Reading A–Z</i> assessments</li> <li>• Running Records</li> <li>• <i>Spelling City</i></li> <li>• Think-Pair-Share</li> </ul>	<p>Use the Day 5 activity of each lesson for summative assessment</p> <p>Word Study Notebooks (<i>Teacher Manual</i>)</p>
<b>Spelling</b>	<p>Spelling Assessment (Appendix C, Appendix D)</p> <p>Beginning-of-Year Phonological/Phonemic Awareness Assessment (Appendix D)</p> <p>Collect a sample of each student’s first-draft writing and analyze the errors</p> <p>Weekly Pretest</p> <p>Day 1 Independent Sort Activity</p>		<p>Use the Day 5 activity of each lesson for summative assessment</p> <p>End-of-Unit Spelling Assessment (Appendix C)</p> <p>Word Study Notebooks (<i>Teacher Manual</i>)</p>
<b>Reading</b>	<p><i>Basic Reading Inventory</i> by Jerry Johns</p> <p><i>Reading A–Z</i> Benchmark (Running Reading Record)</p> <p>Close Reading Scoring Guide (<i>Teacher Manual</i>)</p> <p>Reading Interest Inventory (<i>Teacher Manual</i>)</p>		<p>Whole-Group Instruction:</p> <ul style="list-style-type: none"> <li>• End-of-Unit Assessment (Appendix C, Appendix D)</li> <li>• Close Reading Scoring Guide (<i>Teacher Manual</i>)</li> </ul> <p>Small-Group Instruction:</p> <ul style="list-style-type: none"> <li>• Guided Reading Running Records</li> <li>• <i>Reading A–Z</i> Assessments</li> </ul> <p>Independent Reading:</p> <ul style="list-style-type: none"> <li>• Teacher Checklist</li> <li>• Reading Notebooks (<i>Teacher Manual</i>)</li> <li>• Reading Portfolio</li> </ul>
<b>Writing</b>	<p>Writing Benchmark Assessment (Appendix C, Appendix D)</p> <p>Collect a sample of each student’s first-draft writing and use a writing scoring guide (e.g., <a href="http://blogs.egusd.net/ccss/educators/ela/scoring_guides-k-12/">http://blogs.egusd.net/ccss/educators/ela/scoring_guides-k-12/</a>)</p> <p>Differentiate instruction as needed</p>		<p>Writing:</p> <ul style="list-style-type: none"> <li>• Writing Scoring Guide (<i>Teacher Manual</i>)</li> <li>• Writing Portfolio</li> <li>• Writing Notebooks (<i>Teacher Manual</i>)</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• Writing Scoring Guide (<i>Teacher Manual</i>)</li> <li>• Writing Portfolio</li> <li>• End-of-Unit Assessment (Appendix C, Appendix D)</li> </ul>

**WEEK 1** **At a Glance**  
Standards, Activities, and Resources

	DAY 1	DAY 2
<b>Word Study—Approximately 30 minutes/day</b>		
<b>Vocabulary</b> Pre-assessment and teaching classroom routines	<b>Activity:</b> Oral Vocabulary Assessment  <b>Resources:</b> <ul style="list-style-type: none"> <li>Oral Vocabulary Assessment (Appendix C)</li> </ul>	<b>Activity:</b> Oral Vocabulary Routine  <b>Resources:</b> <ul style="list-style-type: none"> <li>Week 1 Vocabulary Word Cards (Appendix A)</li> </ul>
<b>Phonemic Awareness</b> Pre-assessment and teaching classroom routines	<b>Activity:</b> Phonological/Phonemic Awareness Assessment  <b>Resources:</b> <ul style="list-style-type: none"> <li>Alphabet Recognition—Uppercase, Alphabet Recognition—Lowercase, Letter/Sound Identification, Decoding Words, and Sight Words; one per class (Appendix C)</li> <li>Sentence Dictation printable; one per student (Appendix C)</li> <li>Phonological/Phonemic Awareness Assessment; one per student (Appendix D)</li> </ul>	<b>Activity:</b> Gathering Routine  <b>Resources:</b> <ul style="list-style-type: none"> <li>Auditory signal (e.g., bell, alarm sound on phone)</li> <li>Chart paper and markers</li> </ul>
<b>Spelling</b> Pre-assessment and teaching classroom routines	<b>Activity:</b> Spelling Assessment  <b>Resources:</b> <ul style="list-style-type: none"> <li>Grade 1 Spelling Assessment or Grades 1 and 2 Spelling Assessment; one per student (Appendix C)</li> <li>Grade 1 Spelling Assessment Answer Key (Appendix D)</li> <li>Grade 1 and 2 Spelling Assessment Analysis (Appendix D)</li> </ul>	<b>Activity:</b> Initial Sounds Picture Cards Preparation  <b>Resources:</b> <ul style="list-style-type: none"> <li>Initial Sounds Picture Cards; one copy of each of four pages per student (Appendix A)</li> </ul>
<b>Phonics</b> Pre-assessment and teaching classroom routines	<b>Activity:</b> Phonological/Phonemic Awareness Assessment  <b>Resources:</b> <ul style="list-style-type: none"> <li>Phonological/Phonemic Awareness Assessment (Appendix D)</li> </ul>	<b>Activity:</b> Continue Phonological/Phonemic Awareness Assessment (from Day 1)

DAY 3	DAY 4	DAY 5
<b>Activity:</b> Vocabulary Word Review	<b>Activity:</b> Vocabulary Word Review	<b>Activity:</b> Vocabulary Word Review <b>Resources:</b> • Week 2 Vocabulary Word Cards and Spelling Word Cards (Appendix A)
<b>Activity:</b> Continue Phonological/Phonemic Awareness Assessment (from Day 1)	<b>Activity:</b> Continue Phonological/Phonemic Awareness Assessment (from Day 1)	<b>Activity:</b> Continue Phonological/Phonemic Awareness Assessment (from Day 1)
<b>Activity:</b> Initial Sounds Picture Sort	<b>Activity:</b> Initial Sounds Picture Sort	<b>Activity:</b> Initial Sounds Picture Sort
<b>Activity:</b> Continue Phonological/Phonemic Awareness Assessment (from Day 1)	<b>Activity:</b> Continue Phonological/Phonemic Awareness Assessment (from Day 1)	<b>Activity:</b> Continue Phonological/Phonemic Awareness Assessment (from Day 1)

*Continues*



# At a Glance

Standards, Activities, and Resources *Continued*

DAY 1		DAY 2
<b>Reading Workshop—Approximately 90 minutes/day</b>		
<p><b>Whole-Group Instruction</b> (20 minutes)  <i>Note: Three days are devoted to Shared Read-Aloud and Comprehension Mini-Lessons. Those mini-lessons can be extended for the other days of the week, or the time can be added to small-group instruction and individual work.</i></p>		
<p><b>Shared Read-Aloud</b>            Pre-assessment and teaching classroom routines</p>	<p><b>Activity:</b> Reading Interest Inventory</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Reading Interest Inventory (Teacher Manual)</li> </ul>	<p><b>Activities:</b> Reading Workshop Routines</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Teacher Manual</li> <li>• Chart paper and markers</li> <li>• Favorite picture book</li> <li>• Book boxes/baskets</li> </ul>
<p><b>Comprehension Mini-Lesson</b>            Pre-assessment and teaching classroom routines</p>	<p><b>Activity:</b> Continue Pre-assessment—Reading Interest Inventory</p>	<p><b>Activity:</b> Preview and Predict</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• David Goes to School (digital or print)</li> </ul>
<b>Small-Group Instruction</b> (70 minutes)		
<p><b>Guided Reading</b>            Pre-assessment and teaching classroom routines</p>	<p><b>Activity:</b> Pre-assessment and Guided Reading Leveling</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>Basic Reading Inventory</i> by Jerry Johns or <i>Reading A–Z Running Reading Record</i></li> </ul>	
<p><b>Independent Reading/Literacy Centers</b></p>	<p><i>Guided Reading and Independent Reading may be scheduled simultaneously.</i></p>	
<b>Writing Workshop—Approximately 40 minutes</b>		
<p><b>Writing</b> (30 minutes)  <i>Note: Two days are Writing Mini-Lessons; two days are Grammar Mini-Lessons. Mini-lessons should be no more than 10 minutes, with the rest of the time devoted to Independent Writing.</i></p>		
<p><b>Writing Mini-Lesson</b>            Describing a picture; Drafting labels (LA.1.W.2, LA.1.W.10)</p> <p><b>Grammar Mini-Lesson</b>            Pre-assessment and teaching classroom routines</p>	<p><b>Activity:</b> Writing Pre-assessment</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Writing Benchmark Assessment (Appendix C)</li> <li>• Writing Benchmark Scoring Guide (Appendix D)</li> </ul>	<p><b>Activity:</b> Establishing Writing Workshop</p>
<p><b>Independent Writing</b></p>	<p><i>This time may be used for completing writing activities as needed.</i></p>	
<p><b>Handwriting</b> (10 minutes)            Apply common conventions of handwriting (LA.1.W.7)</p>	<p><i>Use school-wide selected handwriting program.</i></p>	

DAY 3	DAY 4	DAY 5
<p><b>Whole-Group Instruction</b> (20 minutes)  <i>Note: Three days are devoted to Shared Read-Aloud and Comprehension Mini-Lessons. Those mini-lessons can be extended for the other days of the week, or the time can be added to small-group instruction and individual work.</i></p>		
<p><b>Activities:</b> Illustration and Text Details  <b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>David Goes to School</i> (digital or print)</li> </ul>	<p><i>This time may be used for completing reading activities as needed.</i></p>	<p><i>This time may be used for completing reading activities as needed.</i></p>
<p><i>This time may be used for completing reading activities as needed.</i></p>	<p><b>Activity:</b> Rereading for Connections  <b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>David Goes to School</i> (digital or print)</li> <li>• Chart paper and markers</li> </ul>	<p><b>Activity:</b> Create Class Pledge  <b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Chart paper and markers</li> </ul>
<p><b>Activity:</b> Pre-assessment and Guided Reading Leveling  <b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>Basic Reading Inventory</i> by Jerry Johns or <i>Reading A–Z Running Reading Record</i></li> </ul>		
<p><i>Guided Reading and Independent Reading may be scheduled simultaneously.</i></p>		
<p><b>Writing</b> (30 minutes)  <i>Note: Two days are Writing Mini-Lessons; two days are Grammar Mini-Lessons. Mini-lessons should be no more than 20 minutes, with the rest of the time devoted to Independent Writing.</i></p>		
<p><b>Activity:</b> Describing a Picture  <b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Giraffe Diagram (Appendix B)</li> <li>• A model diagram of an animal (may be self-created on chart paper)</li> <li>• Chart paper and markers</li> </ul>	<p><b>Activity:</b> Drafting Labels  <b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Label the Playground (Appendix B)</li> <li>• I Can Create a Diagram (Appendix B)</li> <li>• Nature object, one per group (see <i>Daily Lesson Guide</i> for additional information)</li> </ul>	<p><b>Activity:</b> Continue Writing Pre-assessment (if needed)</p>
<p><i>This time may be used for completing writing activities as needed.</i></p>		
<p><i>Use school-wide selected handwriting program.</i></p>		

Word study through phonemic awareness, vocabulary, spelling, and phonics activities supports students' development of a working knowledge of the English language—knowledge that students will then apply as they develop into fluent readers and writers.

Due to the integrated nature of English language arts (ELA) subjects, several assessments should be used to determine key information and collect data to build a comprehensive picture of each student. Not only will teachers get a picture of the spelling patterns that students are familiar with, but the errors will give key information about how students are thinking about the sounds that letters make together.

Should a higher-level assessment be needed to fully document a student's ability, choose a similar assessment from the Grade 2 or Grade 3 Daily Lesson Guide.

Word Study Assessment	ELA Data Collected
<b>Spelling Assessment</b>	spelling, phonemic awareness, phonics, dictation
<b>Oral Vocabulary Assessment</b>	vocabulary, auditory discrimination, vocabulary production, antonyms, synonyms

## Vocabulary

**ACTIVITY:** Beginning-of-Year Oral Vocabulary Assessment

- There are three tasks in the Oral Vocabulary Assessment (Appendix C): vocabulary production, antonyms, and synonyms. It is recommended that all three tasks be assessed even if a student does not show mastery of the previous task because the tasks do not increase in difficulty.
  - o This assessment should be given individually to each student.
  - o If it is not clear whether a student knows the meaning of a word, ask for further explanation or clarification; if the meaning is still not clear, then count that item as wrong and move on.
  - o Each question may be repeated once if necessary. Gently end the assessment if the child appears to be frustrated with the task.
- To demonstrate mastery in this task, the student should get at least 12/15 or 9/12 correct.

[KH – Oral Vocabulary Assessment—Reduced page from Appendix C (should be first page in the msp)]

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# Phonemic Awareness

## ACTIVITY: Beginning-of-Year Phonological/Phonemic Awareness Assessment

- The assessment provided is designed to specifically assess and document major kindergarten/first-grade skills and indicate readiness by assessing letter discrimination, phonemic awareness, rhyming, and blending. If the child misses more than half of the first five items in any section, then tactfully discontinue the task.
- This assessment should be given individually to each student (except for the Sentence Dictation section, which may be administered to the entire class at the same time).
- Make one copy of each of the following printables for the entire class to use: Alphabet Recognition—Uppercase, Alphabet Recognition—Lowercase, Letter/Sound Identification, Decoding Words, and Sight Words (Appendix C). Placing the printables in plastic protectors is advised.

The image displays five printable cards arranged in two rows. Each card is a light gray rectangle with a thin black border. The top row contains three cards, and the bottom row contains two cards. Each card contains the following text in a dark gray font: "[KH – insert Alphabet Recognition—Uppercase, Alphabet Recognition—Lowercase, Letter/Sound Identification, Decoding Words, and Sight Words]". Below this text, centered on each card, is a yellow rectangular box containing the letters "FPO" in a bold, black, sans-serif font.

- Make one copy per student of the Sentence Dictation printable (Appendix C).

[KH – insert Sentence Dictation]

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- For recording, make one copy per student of the Phonological/Phonemic Awareness Assessment (Appendix D).
- This assessment has ten sections. It is not recommended that these tasks be given all in one day.
  - o During the assessment, note whether students are tracking, blending properly, or demonstrating hesitation. This information will assist in the formation of small groups, as well as the design and implementation of quality interventions.
  - o The sight words assessed in this list are the first 25 words on the Fry list, created as an updated list (from Dolch) based on the changes in language and consisting of 1,000 of the most commonly used words in the English language.

[KH – insert Phonological/Phonemic Awareness Assessment]

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- Directions for the first nine sections are included on the Phonological Phonemic Awareness Assessment.
- For the last section, give each student a copy of the Sentence Dictation printable.
  - o Using the following list of sentences, read each sentence one time and ask the student(s) to echo the sentence while holding up one finger per word. Repeat the sentence, then ask the student(s) to write each sentence. If students do not know how to spell a word, remind them to use their phonics skills to sound out and spell the word.
  - o Do not repeat the sentence a third time unless that accommodation is documented; inability to complete this task without hearing the sentence more than two times gives insight into a student's ability to focus, hear, and represent simple words.

1. Can Mom see the tall man?
2. She can pet the cat.
3. The hen will see the vet.
4. Did the men go play?

5. A pig is in the hut.
6. My hat is not big.
7. The mug is hot.
8. Will you hop or sit?

# Spelling

## ACTIVITY: Beginning-of-Year Spelling Assessment

*Note: Two assessment options that may be used for pre-assessment are presented here; it is not necessary to utilize both options.*

### ADMINISTERING OPTION 1: Multiple-Choice Beginning-of-Year Spelling Assessment

- The first option for a beginning-of-year spelling assessment is the multiple-choice Grade 1 Spelling Assessment (Appendix C) and corresponding Grade 1 Spelling Assessment Answer Key (Appendix D). This assessment covers common spelling patterns: CVC, vowel teams, V-E, consonant clusters, and diagraphs.
- This test is administered like a traditional spelling assessment, except the students will choose the spelling of the word they think is best and fill in the bubble next to that word.
  - Students should not see or study the words before the assessment.
  - They should also be reassured that they are not graded on the activity; this assessment is only to give teachers information about how much students know about spelling so that instruction can be exactly what the students need.
- A modeled sample should be given to demonstrate the method of testing.
  - Each word is spoken aloud and repeated once. The words are spoken naturally, with no emphasis on phonemes or syllables.
  - Teachers may also use the word in a sentence if they feel that there may be any confusion about the word being given.
    - **Example of Suggested Script** “Students, when I say the word, you will echo the word so that I know you are hearing the word correctly. If I say the word mat, you echo the word; I will say the word one more time, and then you should look in the box to see which spelling of the word you think is best. Fill in the bubble next to that word.”
- The assessment can be given to students in a whole-group setting or in small groups.

[KH – insert Grade 1 Spelling Assessment]

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- 
- |         |          |           |          |
|---------|----------|-----------|----------|
| 1. run  | 5. dress | 9. men    | 13. blew |
| 2. cut  | 6. stick | 10. hope  | 14. cake |
| 3. dig  | 7. boat  | 11. slap  |          |
| 4. wait | 8. fan   | 12. track |          |
- 

*Note: Multiple-choice assessments do not cause the same error fatigue/negative attitude that written assessments can cause because they do not require students to keep trying to write words they do not know. All questions on this test should be completed even if the student misses all the answers.*

## ADMINISTERING OPTION 2: Traditional Beginning-of-Year Spelling Assessment

- The second assessment option, Grades 1 and 2 Spelling Assessment (Appendix C), is based on the Primary Spelling Inventory structure developed by *Words Their Way* (Bear et al., 2000) and is designed to identify the developmental spelling stage of each student.
- This assessment is given to determine the student's developmental spelling stage, give a more complete picture of a student's phonemic awareness and phonetic ability, and/or serve as a benchmark/beginning-of-year assessment that can be compared with the end-of-year reassessment to demonstrate yearly growth.
- This assessment is administered like traditional spelling tests, but there are some differences.
  - o Students should not see or study the words before the assessment.
  - o This test consists of 26 words and can be broken into two testing periods if needed.
  - o Students should be reassured that they are not graded on the activity; this assessment is only to give teachers information about how much students know about spelling so that instruction can be exactly what the students need. Assure students that they are not supposed to know all of these words.
- A modeled sample should be given to demonstrate the method of testing.
  - o Each word is spoken aloud and repeated once. The words are spoken naturally, with no emphasis on phonemes or syllables.
  - o Teachers may also use the word in a sentence if they feel that there may be any confusion about the word being given.
    - **Example of Suggested Script** “Students, when I say the word, you will echo the word so that I know you are hearing the word correctly. If I give the word mat, you echo mat; then write the letters you think represent those sounds. If you need to, sound the word out to yourself, and then write the letters that represent the sounds you hear: /mmm/ and write the letter m, /aaa/ and write the letter a, and then for the /t/ sound you would write the letter t; you will also read the word you wrote to yourself to make sure it makes sense.”

[KH – insert Grades 1 and 2 Spelling Assessment]

FPO

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- |         |            |             |              |
|---------|------------|-------------|--------------|
| 1. fan  | 8. sled    | 15. chewed  | 22. third    |
| 2. met  | 9. stick   | 16. crawl   | 23. camped   |
| 3. fig  | 10. shine  | 17. fishes  | 24. fries    |
| 4. rob  | 11. dream  | 18. thorn   | 25. clapping |
| 5. rope | 12. blade  | 19. shouted | 26. riding   |
| 6. wait | 13. roach  | 20. spoil   |              |
| 7. gum  | 14. fright | 21. growl   |              |
-

- The assessment can be given to students in a whole-group setting or in small groups.
  - Monitor students as the assessment progresses; once a student misses five words, discontinue by gently removing the test. Quietly let students know that they are done and can go to centers or the computer while other students finish. There is no value in continuing past that point because students may feel overwhelmed and develop a negative attitude about further assessment.
- After the test is over, complete the analysis for each student using the provided Grade 1 and 2 Spelling Assessment Analysis (Appendix D). Two errors in any column equate to the student's developmental spelling level.
- The following chart identifies the expected spelling stage range by grade level, as well as the goal students should reach when they retake this assessment at the end of the year to show a year's worth of growth.

Grade Level	Typical Spelling Stage Ranges within Grade Level	End-of-Year Spelling Stage Goal
K	Emergent to Letter Name-Alphabetic (LNA)	Medial Letter Name-Alphabetic (LNA)
1	Late Emergent to Within Word Pattern (WWP)	Early Within Word Pattern (WWP)
2	Late Letter Name-Alphabetic (LNA) to Early Syllables & Affixes (S&A)	Late Within Word Pattern (WWP)

## Phonics

**ACTIVITY:** Continue Phonological/Phonemic Awareness Assessment

# DAY 1 Reading Workshop **Whole-Group Instruction**

## Shared Read-Aloud

**ACTIVITY:** Reading Interest Inventory

Administer the Reading Interest Inventory to students (see *Teacher Manual*).

## Comprehension Mini-Lesson

Use this time to administer the Reading Interest Inventory to students.

## Guided Reading

**ACTIVITY:** Pre-assessment

Whether using Jerry John's *Basic Reading Inventory*, *Reading A–Z* (Raz-Kids), or another Running Reading Record, the goal of this type of record is to identify students' frustrational, instructional, and independent reading levels.

- This assessment will:
  - Show at which level to assign students for Guided Reading groups as well as self-selected reading,
  - Provide documentation to show baseline/benchmark level and growth throughout the year, and
  - Determine when a student is ready to move to the next reading level (e.g., *Reading A–Z*, Fontas & Pinnell, DRA, Lexile).
- The method of taking a Running Reading Record is as follows:
  - First, students read a benchmark passage or book while the teacher records their reading behaviors on a Running Reading Record using the code provided.
  - Next, students retell the text. The teacher uses a retelling scoring guide to record comprehension and memory of main ideas and key details.
  - Finally, students take an oral comprehension assessment. Each question has an indicator to tell which skill is being assessed in order to help teachers identify which comprehension skills need additional practice.

The routines included in this *Daily Lesson Guide* are a simplified version of the Daily Five Literacy Block structure by Boushey and Moser (see *Teacher Manual*). Teachers may adjust the structure (type and number of stations) to fit their needs, but the interactive modeling implementation process (building stamina/gaining independence) should be a priority during the first weeks of school.

## Independent Reading

Use this time to administer the Guided Reading Pre-assessment.

## Writing Mini-Lesson

**ACTIVITY:** Writing Pre-assessment

At this grade level, students are in various stages of writing development. Assessing each student's current stage is necessary in order to document, group students, and drive instruction appropriately. The Writing Benchmark Assessment Scoring Guide (Appendix D) is based on the end-of-year kindergarten standards and is used to identify readiness for first-grade instruction and to give teachers data for remediation or acceleration.

Writing Assessment	Data Collected
<b>Writing Benchmark Assessment</b>	writing, grammar, capitalization, punctuation, spelling
<b>Dictation Sentences</b> (Phonological/Phonemic Awareness Assessment Task 10)	spelling, punctuation, capitalization

### Administering Benchmark Writing Assessment

- At this level, it is necessary to administer the Writing Benchmark Assessment (Appendix C) orally, coaching students through the process. Consider the time of day when students will be most attentive and focused. The entire group may take the assessment at the same time.
  - **Example of Suggested Script** “Sometimes authors write about things that are true. This is called informational writing. Today, you will be writing about a food. You may choose any food you wish to write about. Right now, I am going to give you a minute or two to think about which food you would like to write about, and then you need to start thinking about as many facts as you can about the food you have chosen. Think about what it looks like, tastes like, and even what it smells like. Also, think about where you can get that food, what it is made of, or how it grows.”
  - Inform students that the timer will be set (for 3–5 minutes) and that they should use this time to brainstorm and plan independently.
    - Let them know that you will be around to check in with each one of them so that they do not call out or interrupt.
    - During the brainstorming time, quickly walk around the room to ensure that each student has thought of the food he or she will write about.
  - Explain the Writing Benchmark Assessment.

[KH – insert Writing Benchmark Assessment]

FPO

- **Example of Suggested Script** “First, we are going to look at our printable. Notice the top has a box labeled ‘Title.’ This is where you will write your title. You do not have to do this first, but do not forget to go back and add it. Next, let us look right below the title box. You will see a name line and a date line. Please point to the name line. Find the large box on the page. Point at the box. This is where you will draw a picture of your food. I am going to give you a few minutes right now to start your drawing. Under the box on the page are some lines for writing. Please point at the lines. This is where you can write about the food you have chosen. Remember, think about where you should use capital letters and periods. If there are any words you do not know how to spell, it is fine. I cannot help you spell anything, but you know how to use phonics to write words that make sense, sound out the word, and write the letters that represent the sounds you hear. If you run out of room and need more paper, raise your hand to request some. You can start as soon as you are ready.”
  - Monitor and correct any misidentifications as students place the name and date on the appropriate lines.
  - Give students 5–10 minutes to draw and color. Advise them to be thinking about their food as they illustrate, planning what they want to say.
  - Give students time to write. While students work, monitor the class. After ten minutes, allow any/all students who need assistance to dictate sentences aloud to the teacher. Add these dictated sentences on the back of the page.
  - Please do not coach or prompt students beyond asking, “What do you want me to write for you?” or “What do you want to say?”
- o After approximately 15–20 minutes of writing time, collect the papers.
  - o Use the Writing Benchmark Scoring Guide (Appendix D) to analyze student papers and identify areas of need.

## Handwriting

Use school-wide selected handwriting program.

# DAY 2 Word Study

## Vocabulary

When working to develop vocabulary in students, teaching words beyond the basic sight words involves Tier 2 (multiple-meaning words used across disciplines) as well as Tier 3 words (words particular to a certain subject matter).

Oral vocabulary development is key for students at the emergent level. Although they may not know how to write or read these words, if they hear them spoken or read aloud, students know at least a rudimentary definition.

### Teacher Note

Prepare Vocabulary Cards by copying them onto cardstock and training students to cut out each one neatly and write their names on the back. Students should have these cards in front of them during activities to further encourage visual recognition. Teachers should also have a set to hold up as they introduce and discuss the definition of each word, to further encourage recognition.

- Continuing to develop students’ oral vocabularies will help them better comprehend the more complex text read to them in first grade.
- Oral vocabulary also helps readers make sense of words they see in print; when they are blending the words together and hear familiar sounds, they start to recognize words they have heard.
- Students acquire the meanings of many words indirectly just by listening to spoken language and inferring from context; however, actively expanding students’ vocabulary must include direct instruction.

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## Vocabulary Words

1. **yelling:** to say (something) very loudly
2. **pushing:** to use force to move someone away from you
3. **running:** to move with your legs at a speed that is faster than walking
4. **started:** to begin doing something
5. **staying:** to continue in a place
6. **finished:** completed

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### ACTIVITY: Oral Vocabulary Routine

#### Define the Word

- Say the word, enunciating it carefully. Request that students echo the word to create an auditory connection for themselves. Define the word in simple, student-friendly language.

#### Share an Example

- Provide an example of the word in a sentence.

#### Ask Questions

- Ask students a question that allows them to use the word in context.  
(Possible Responses: words, language, terms)

#### Apply the Word

*Note: Students may not know any of these synonyms—give them the words they need to be successful, and have them echo them and discuss them.*

- **Example of Suggested Script** “Vocabulary means words known and used by people. I am learning some new vocabulary words in math. Can you give me a word or phrase that means the same thing as vocabulary? Can you give me a new sentence using the word?”
- After the group of words has been introduced through the previously described process, provide opportunities for applying knowledge and differentiating between the words by:
  - Allowing students to make up their own sentences for the words to share with the group.

- o Playing “Guess My Word” or “Fill in the Blank” by giving sentence clues that can be answered by one of the vocabulary words. (Example: Addition is a math \_\_\_\_\_ word.)
- o Giving one example and two nonexamples, and ask students to identify the correct usage. (Example: The cow chews vocabulary. My teacher gave me two new vocabulary words. The girl rode her vocabulary to school.)
- o Ask students to identify the root word, adding/changing suffixes (e.g., *-ed*, *-ing*, *-tion*), if applicable.
- o Give a True/False Quiz that asks questions about the vocabulary words. (Example: True or false: The squirrel shared a vocabulary with a friend.)
- Distribute copies of the Week 1 Vocabulary Word Cards printable (Appendix A) to students. Guide them through the process of cutting apart the cards and storing them according to your expectations.
- Choose one of the following Apply the Word activities that were outlined previously to practice the Week 1 Vocabulary Word Cards:
  - o Guess My Word
  - o Fill in the Blank
  - o One Example, Two Nonexamples
  - o True/False Quiz
- For the primary grades, teachers may decide whether they see merit in beginning Word Study, Reading, and Writing Notebooks (see *Teacher Manual*).

[KH – insert Week 1 Vocabulary Word Cards]

FPO

## Phonemic Awareness

**ACTIVITY:** Gathering Routine

*Note: Some teachers may call this Meeting Time or Circle-Time Routine.*

**Step 1:** Identify the positive behavior that will be modeled

**Step 2:** Model the desired behavior

- As one student is playing the role of the teacher, go to a desk and demonstrate cleaning up, pushing chair in, and walking quickly but safely to the front meeting area, and then sit down. Look at the “teacher” and stay quiet.

*Note: This scenario should also be expanded in the following days to include the gathering routine from different locations (e.g., on the computer, in centers, reading in the library) when the gathering signal is given.*

**Step 3:** Students identify desired behaviors

- With the class, create a T-chart with the title “Gathering Routine” and columns labeled Looks Like and Sounds Like.
- Key ideas, such as putting things away quickly, pushing chair in, walking quickly but safely, sitting in assigned spot quietly, and eyes on teacher, should be mentioned. If they are not, coach the students into including them on the chart.

**Step 4:** Choose several student volunteers to model the desired behavior

**Step 5:** Students notice desired behaviors

- Repeat with one or two more students.

**Step 6:** Entire group practices together

- Send students to their seats, and make sure they have items out to practice putting them away.

**Step 7:** Provide positive feedback

**Step 8:** Review and practice routines multiple times as needed

- **Example of Suggested Script** “When you hear the gathering signal, you will need to know how to get to the front carpet (or other designated area) quickly and safely. I am going to show you how to do that properly. What did you notice about the way I came to the front carpet? Who wants to show us that they know how to come to the front properly? Now, let us see what we noticed about the way \_\_\_\_\_ came to the front and if \_\_\_\_\_ did the same things we already put on our chart. Now, we are all going to try it! Our goal is to come to the front quietly and quickly, but safely. Remember, I will be watching to see who remembers the proper behaviors/actions for gathering at the front for circle time. \_\_\_\_\_, I like the way you put your things away neatly. \_\_\_\_\_, I like the way you pushed your chair under quietly. \_\_\_\_\_, I like how you walked quickly but safely to the front. \_\_\_\_\_, I like how you \_\_\_\_\_.”

## Spelling

**ACTIVITY:** Initial Sounds Picture Cards Preparation

Initial Sounds Picture Cards Preparation:

- Make one copy of each of the four Initial Sounds Picture Cards printables (Appendix A) for each student.
- Coach students through the process of neatly cutting each card out on the dotted lines. Have them check to make sure they have one copy of each card (pictures, letters, and one outliers card).
- You may want to ask students to write their initials or names on the back of each card.
  - Let them do this entire process themselves, even if it takes the entire first session to do so; students need practice to learn to do this expeditiously. As an additional activity, students may color their pictures.
- Finally, students should put their cards in a storage pouch and place the pouch in the designated spot.

[KH – insert Initial Sounds Picture Cards – four pages]

FPO

## Phonics

**ACTIVITY:** Continue Phonological/Phonemic Awareness Assessment (continued from Day 1)

## Shared Read-Aloud

**ACTIVITY:** Reading Workshop Routines

Instruct students in proper discussion techniques. It may be helpful to develop an Anchor Chart (see example) for future review.

- Raise your hand.
- Respond to others positively.
- Maintain eye contact with whoever is speaking.
- Respectfully listen to what others have to say.
- Cite evidence when appropriate.
  - “The author said...”
  - “On page \_\_\_\_\_ it said...”
  - “The pictures show...”
  - “I noticed...”
- The following routines are in the Teacher Manual and should be introduced and practiced as outlined:
  - Book Shopping
  - Stamina
  - Read-to-Self
  - Buddy Reading



## Comprehension Mini-Lesson

**ACTIVITY:** Preview and Predict

**Note:** Whenever possible, depending on the length of a book, the first reading should go from start to finish with a minimum of discussion or explanation even if that means breaking instructional time into multiple sessions. Only briefly define any words that may affect understanding of the overall text.

### Preview and Predict

- Introduce the book *David Goes to School* by David Shannon.
- Ask the students what they know about David. Allow a short discussion, monitoring and modeling proper rules for discussion. Read the book aloud with lots of expression; alternatively, project the book using a document camera, or play an online video of the book.
  - Ask students to notice the design of the book, especially how the author wrote his text using handwriting on paper.
  - Point to the text, to model tracking, while reading aloud.
  - **Example of Suggested Script** “Students, today we will read a book about a boy named David and his first day of school. Let us look at the cover of the book and

notice a few things about David. What do you notice about the name of the author and the name in the title of the book? What can you infer about David's behavior just from looking at this one picture? Does David look like someone who is ready to follow school rules? Before we read, let us brainstorm some rules we know are important for school."

## DAY 2 Reading Workshop **Small-Group Instruction**

### Guided Reading

**ACTIVITY:** Pre-assessment and Guided Reading Leveling

Continue pre-assessment and Guided Reading Leveling using *Basic Reading Inventory* or *Reading A–Z* (see Day 1).

## DAY 2 Writing Workshop

### Writing Mini-Lesson

During the first few weeks, it is important to spend quality time establishing the Writing Workshop. Students love to create things, and reluctant writers can be lured into writing by having a well-stocked, creative, and inspirational writing center for them to use.

#### Method of Organization:

Consider how students are going to keep track of their writing in progress and when completed (e.g., composition notebooks, two-pocket folders labeled *In Progress* and *Completed*, baskets/trays). By thoroughly training students to use whichever method of managing writing is selected, it will be easier to manage the Status of the Class (Appendix E). (See *Teacher Manual* for additional information on Writing Workshop.)

[KH – insert Status of the Class]

FPO

#### Tools and Resources:

- Clipboards (to copy modeled writing or for completing in-class assignments without returning to tables)
- Pencils, crayons, markers
- Glue sticks, tape, letter stamps, ink pads, stickers, various types of paper
- Date stamps (train students to date their completed work)
- Blank books of various sizes made of stapled paper
- Picture dictionaries, sight-word lists, pictographs, revision checklists, alphabet strips

**ACTIVITY:** Establishing Writing Workshop

- Create an Anchor Chart labeled Great Writers. List and discuss the following concepts:
  - o Read all kinds of books
  - o Think about what they read
  - o Talk to other writers about their work
  - o Respond to what they read
  - o Write and draw things for others to enjoy
  - o Work together
  - o Communicate
- Create a modified T-chart titled Writing Workshop. Discuss expectations and important points (see example).

Writing Workshop		
Student Authors	Looks Like	Sounds Like
<ul style="list-style-type: none"><li>• Write the whole time</li><li>• Stay in one spot</li><li>• Work quietly</li><li>• Get started quickly</li><li>• Spell words for themselves</li></ul>	<ul style="list-style-type: none"><li>• Has proper tools</li><li>• Eyes on paper</li><li>• Looking in book for ideas</li><li>• Author reading writing to friend</li></ul>	<ul style="list-style-type: none"><li>• Whisper voice</li><li>• Stretching words</li></ul>

## Independent Writing

On the days when there are writing mini-lessons for Writing Workshop, there will also be an Independent Writing activity outlined. This activity is for students to complete on their own during literacy rotations or other independent writing time. There are no printables provided for these activities; students should complete these activities in their Writing Notebooks.

## Vocabulary

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### Vocabulary Words

1. **yelling:** to say (something) very loudly
  2. **pushing:** to use force to move someone away from you
  3. **running:** to move with your legs at a speed that is faster than walking
  4. **started:** to begin doing something
  5. **staying:** to continue in a place
  6. **finished:** completed
- 

### ACTIVITY: Vocabulary Word Review

- Choose another one of the Apply the Word activities that were outlined on Day 2 to practice the Week 1 Vocabulary Cards:
  - Guess My Word
  - Fill in the Blank
  - One Example, Two Nonexamples
  - True/False Quiz

## Phonemic Awareness

### ACTIVITY: Continue Phonological/Phonemic Awareness Assessment (continued from Day 1)

## Spelling

### ACTIVITY: Initial Sounds Picture Sort

### Introduce the Sort

- Direct students to take out the Initial Sounds Picture Cards prepared on Day 2.
- Demonstrate saying the name of the picture, with an emphasis on the initial phoneme.

*Note: One of the most effective teaching strategies is the teacher think-aloud. This method can be used in any application—all it takes is for the teacher to take the traditional example to the next level by pretending to be a student and speaking aloud while going through the process of deciding what to do and how to do it, step by step.*

- **Example of Suggested Script** “Students, today we will be sorting our picture cards into groups based on their initial phonemes. That means that we will be looking at our cards, saying the name of the picture, and paying attention to the initial sound. Then we will look at our sort categories M and S, which represent the sounds /m/ and /s/. We will check and see if the picture fits in either one of these

groups. My first picture is an apple. What is the initial phoneme we hear in *apple*? That is right, /a/. Remember, we do not hear the letter a; we hear the sound /a/, which is represented by the letter *a*. The apple picture card does not fit into either the *M* or *S* groups, so it is an ‘outlier.’”

- Take the students through three more picture cards, modeling the process using the think-aloud method. Then allow the students to complete the sort while monitoring the process.
- Choose another two letters as the sort category headings (*P* and *N*) and introduce them. After modeling only one picture card, allow students to complete the sort on their own.
- Repeat for the third time with two different letters (*J* and *L*), monitoring and coaching as needed.
- Take the students through the clean-up process (e.g., collecting their cards, placing them in the zippered pouch).

## Phonics

**ACTIVITY:** Continue Phonological/Phonemic Awareness Assessment (continued from Day 1)

# DAY 3 Reading Workshop **Whole-Group Instruction**

## Shared Read-aloud

**ACTIVITY:** Illustration and Text Details

- While rereading *David Goes to School*, the focus will be on the relationship between the illustrations and the text. Guide students to study the illustrations for meaning and details and their relationship with the text.
- If using a projected or electronic version of *David Goes to School*, a Shared Reading is possible because students will be able to read along. Model tracking, and pause at every pair of pages to discuss the illustrations and notice key details. Encourage students to read aloud as a group.
- Project pages or pause the video and model how to read the details in the illustrations. (This book is not paginated, so the text from the page is included for identification.)
  - o **Example of Suggested Script** “Together, we are going to read the text of the story again: ‘David! You are tardy!’ Because I know that *tardy* means late, I will take a closer look at the illustrations to see how David Shannon has drawn this. Can you see David peeking his head around the door? We know the door must have been closed when class began. I also notice that David has a certain look on his face—what do you think that expression means? Because we can see the other students’ jackets and things already hung up, we can infer that all the other students are there already.”
- Continue to discuss the relationship between the illustrations and the text with students to identify key details.

DAY

3

# Reading Workshop

## Small-Group Instruction

### Guided Reading

**ACTIVITY:** Pre-assessment and Guided Reading Leveling

Continue pre-assessment and Guided Reading Leveling using *Basic Reading Inventory* or *Reading A–Z* (see Day 1).

DAY

3

# Writing Workshop

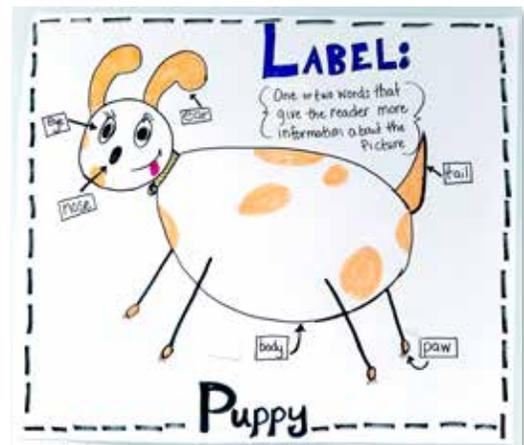
### Writing Mini-Lesson

**OBJECTIVE:** Describing a picture (LA.1.W.2)

**ACTIVITY:** Describing a Picture

#### Teach/Model

- Discuss labels and diagrams.
  - **Example of Suggested Script** “Today we are going to do something that authors of informational books do. We are going to add labels—one or two words that help describe a part of a picture. When a picture has labels, we call it a diagram. A diagram is a picture that teaches something. A diagram teaches or gives further information because it includes words that are called labels. A label is one or two words that tell us about the parts of the picture or illustration. What are labels?”
- Show a picture/illustration that does not have labels (nonexample). Ask students if this picture is a diagram and to explain why or why not.
- Show a picture of a simple diagram that has labels (example). Ask students if this picture/illustration teaches anything (see example).
- Prompt students to explain how a diagram can teach. Restate the definition of a diagram.



## Guided Practice

- Display a copy of the Giraffe Diagram printable (Appendix B) using a projector or an illustration of a giraffe drawn on chart paper. Distribute copies of the printable to students. Explain that this could be an illustration for a book.
- Restate that this picture is not a diagram because it does not have words that label the parts of the picture.
- Use the think-aloud method to demonstrate how an author might label a picture to turn it into a diagram.
  - **Example of Suggested Script** “My book is all about giraffes, and this is an illustration of a giraffe. I want my readers to know all about giraffes, so I could label all the important parts. I want to be sure to keep enough room at the end of the line for my writing. Now, I will put an arrow at the end of it that points to the part I want to identify.”
- State what part on the diagram you are labeling. Model for students how to add a label to a diagram step by step.
  - First, draw a straight line from the edge of the page to the part of the picture, thinking aloud as you do so.
  - Ask students to add the same straight line to their illustrations and give a thumbs-up when finished.
  - Write the label at the end of the line. Discuss label style choices (e.g., underline, box, circle, plain).
  - Ask students to add the first label to their illustrations and give a thumbs-up when finished.
- Have students discuss what could be labeled next. Repeat the process two or three times using student suggestions for labels until the students understand the concept.
  - Teachers may decide to provide a word bank of potential labels to support students in spelling words correctly.

[KH – insert Giraffe Diagram from Appendix B]

FPO

## Independent Practice

- Give students 3–5 sticky notes each. Ask them to choose things in the classroom to label.
- Remind students that spelling should be done phonetically and that they should write their names at the bottom.
- After the allotted amount of time, ask students to share the labels they created for classroom items.

## Handwriting

*Note: Use school-wide selected handwriting program.*

**OBJECTIVE:** Apply common conventions of handwriting (LA.1. W.7)

## Vocabulary

### Vocabulary

1. **yelling:** to say (something) very loudly
2. **pushing:** to use force to move someone away from you
3. **running:** to move with your legs at a speed that is faster than walking
4. **started:** to begin doing something
5. **staying:** to continue in a place
6. **finished:** completed

### ACTIVITY: Vocabulary Word Review

- Choose another one of the Apply the Word activities that were outlined on Day 2 to practice the Week 1 Vocabulary Cards:
  - Guess My Word
  - Fill in the Blank
  - One Example, Two Nonexamples
  - True/False Quiz

## Phonemic Awareness

### ACTIVITY: Continue Phonological/Phonemic Awareness Assessment (continued from Day 1)

## Spelling

### ACTIVITY: Initial Sounds Picture Sort

Review the Sort

- Review the routine for the Initial Sounds Picture Sort from Day 3.
- Instruct the students that today they will be sorting using three letter categories and the “outliers” category.
  - **Example of Suggested Script** “Students, today we will be sorting our picture cards into groups based on their initial phonemes. That means that we will be looking at our picture cards, saying the name of the picture, and paying attention to the initial sound. Then we will look at our sort categories M, B, and S, which represent the sounds /m/, /b/, and /s/. We will check and see if the picture word fits in one of these groups. My first picture is an apple. What is the initial phoneme we hear in *apple*? That is right, /a/. Remember, we do not hear the letter *a*; we hear the sound /a/, which is represented by the letter *a*. The apple picture card does not fit into any of our letter groups, so it is an “outlier” and will go into that group.”

- Take the students through three more picture cards, modeling the process using the think-aloud method. Then allow the students to complete the sort while you monitor the process.
- Introduce the next three letters as the sort category headings (*P*, *N*, and *T*). After modeling only one card, allow students to complete the sort on their own.
- Repeat for the third time with three different letters (*J*, *L*, and *R*), monitoring and coaching as needed.

## Phonics

**ACTIVITY:** Continue Phonological/Phonemic Awareness Assessment (continued from Day 1)

# DAY 4 Reading Workshop Whole-Group Instruction

## Comprehension Mini-Lesson

**ACTIVITY:** Rereading for Connections

- Reread the story *David Goes to School* for the second time using either a projected version or video, encouraging students to read along. Read without stopping for questions and comments from start to finish.
- Suggested comprehension and discussion topics:
  - o School rules
  - o Illustrations and details
  - o Connections
    - Text-to-self connection
    - Text-to-text connection
    - Text-to-world connection
  - o **Example of Suggested Script** “Why do you think the teacher thinks it is important for David to follow the school rules? Why do you think the other students in the class want him to follow the rules? Look at the illustration in the book on the next-to-last page. What is the teacher giving to David? Do you know what that is or means? What is the teacher saying? Are you surprised by this? What did you think she might say? At the end of the day, do you think David likes school? What would make you believe that he wants to come back? Do you think the teacher was mean to David? What is the teacher trying to do when she corrects his behavior? What do you notice about this book that makes it similar to another book about David written by David Shannon? Does this book remind you of an experience when a teacher tried to help you become a better student? What is another book that you have read about starting school? How were the characters in those books the same/different from David? What rules do you think will be different in first grade compared to kindergarten?”

DAY

4

# Reading Workshop

Small-Group  
Instruction

## Guided Reading

**ACTIVITY:** Pre-assessment and Guided Reading Leveling

Continue pre-assessment and Guided Reading Leveling using *Basic Reading Inventory* or *Reading A–Z* (see Day 1).

DAY

4

# Writing Workshop

## Writing Mini-Lesson

**OBJECTIVE:** Identify and create labels (LA.1.W.3)

**ACTIVITY:** Drafting Labels

### Teach/Model

- Show several examples of labels used in the selected book. (Sample is based on *Eating the Alphabet*; however, any book with great diagrams can be used.) If you have a large group of students, it may be advantageous to project selected pages from the selected book.
- Review previous learning.
- Use the following discussion questions to identify labels and their contribution to the book:
  - **Example of Suggested Script** “Students, in the last lesson we learned how authors can use labels to turn pictures into diagrams to give readers more information in an interesting way. Students, I would like for you to notice some things in this book, *Eating the Alphabet* by Lois Ehlert. First, can you look at the cover and notice any clues as to what the book might be about? Let us look inside and see if we notice anything about this book that reminds us of what we talked about in our last lesson. Who can tell me what a label is? Who can tell me why authors use labels? Are there pictures or diagrams in this book? How do labels and diagrams make this alphabet book different from others? What makes diagrams more informational than pictures?”

## Guided Practice

- Give each student a clipboard, a pencil, and a copy of the Label the Playground printable (Appendix B).]
- Ask students to circle the labels, and ask them to find three things in the picture that they can label.
- Share diagrams with the class if time allows.

[KH – insert Label the Playground

FPO

## Independent Practice

- For this activity, decide on a topic of focus, such as fruit, vegetables, or flowers/plants. Bring in a different variety of the chosen focus topic for each group (e.g., if fruit is chosen, bring in a pineapple, grapefruit, kiwi, and starfruit).
- Assign students to small groups, and send each group to a table.
- Give each group one fruit (vegetable or flower/plant).
- Ask them to study the fruit carefully, noticing the parts, shape, colors, and other details. They could even measure the fruit with a ruler for dimensions.
- After students have had time to study the fruit, give students a copy of the I Can Create a Diagram printable (Appendix B), and ask them to draw and label their fruit.
- Require 4–5 labels (adjust as needed for student ability).
- Close out the lesson by giving students an opportunity to share their diagrams with the class.

[KH – insert I Can Create a Diagram]

FPO

## Handwriting

*Note: Use school-wide selected handwriting program.*

**OBJECTIVE:** Apply common conventions of handwriting (LA.1. W.7)

## Vocabulary

**ACTIVITY:** Vocabulary Word Review

### Vocabulary Words:

1. **yelling:** to say (something) very loudly
2. **pushing:** to use force to move someone away from you
3. **running:** to move with your legs at a speed that is faster than walking
4. **started:** to begin doing something
5. **staying:** to continue in a place
6. **finished:** completed

- Choose an Apply the Word activity (see Day 2) not used on Days 3 or 4 to practice the Vocabulary Words.
- Prepare Week 2 Vocabulary Word Cards and Week 2 Spelling Words Cards (Appendix A) for use on Monday.

## Phonemic Awareness

**ACTIVITY:** Continue Phonological/Phonemic Awareness Assessment (continued from Day 1)

## Spelling

Activity: Initial Sounds Picture Sort

- Review the routine for the Initial Sounds Picture Sorts (from Days 3 and 4).
- Tell the students that today they will be sorting using four letter categories as well as the “outliers” category.
  - **Example of Suggested Script** “Students, today we will be sorting our picture cards into groups based on their initial phonemes. That means that we will be looking at our picture cards, saying the name of the picture, and paying attention to the initial sound. Then we will look at our sort categories *J*, *F*, *D*, and *H*, which represent the sounds /j/, /f/, /d/, and /h/. We will check and see if the picture fits in one of those groups. My first picture is an apple. What is the initial phoneme we hear in *apple*? That is right, /a/. Remember, we do not hear the letter *a*; we hear the sound /a/, which is represented by the letter *a*. The apple picture card does not fit into any of our letter groups, so it is an “outlier” and will go in that group.”
- Take the students through three more cards, modeling the process using the think-aloud method. Then allow the students to complete the sort while you monitor the process.
- Introduce four new letters as the sort category headings (*M*, *S*, *B*, and *R*). After modeling only one card, allow students to complete the sort on their own.

- Repeat for the third time with four more letters (G, M, B, and T), monitoring and coaching as needed.

## Phonics

**ACTIVITY:** Continue Phonological/Phonemic Awareness Assessment (continued from Day 1)

# DAY 5 Reading Workshop **Whole-Group Instruction**

## Shared Read-Aloud

### Comprehension Mini-Lesson

**OBJECTIVE:** Participate in collaborative discussion and comprehension activities (LA.1.SL.1/LA.1.SL.8)

**ACTIVITY:** Create Class Pledge

- Create an Anchor Chart titled Great Students (see example).
  - List all the ideas students have for rules/guidelines they believe will make the classroom a wonderful place to be. Once a list is compiled, sort the ideas into categories and use them as a basis for creating classroom rules/behavior expectations.
- To build a positive climate in the classroom, students must be clearly aware of expectations and have the opportunity to voice their commitment to meeting those expectations. One method for building a positive classroom culture is to create a Class Pledge that becomes part of the morning routine.
- With student input, create a Class Pledge.



*Note: All behavioral expectations are stated positively, focusing on desired behaviors.*

- Create an Anchor Chart displaying the Class Pledge (see examples).

**God Made Me to...  
Be Positive!**

- I only say kind and appropriate words; so, my words are positive.
- I keep my hands and feet under control; so, my actions are positive.
- I include EVERYONE!

**God Made Me to...  
Respect Others**

- I treat others the way I would like to be treated because I respect everyone, including myself.
- I listen and follow directions quickly because I respect my teachers and parents.
- I show God's love to EVERYONE!

**Today I came...**

Today, I came to *(insert name/initials of school)* to show God's love.

Today, I came to *(insert name/initials of school)* to do my very best.

Today, I came to LEARN!

- After modeling for a few days, start selecting a student each morning to use a pointer and lead the entire class through the pledge chorally. On following days, choose one line of the Class Pledge to discuss.

**DAY 5 Reading Workshop** **Small-Group Instruction**

**Guided Reading**

**ACTIVITY:** Pre-assessment and Guided Reading Leveling

Continue pre-assessment and Guided Reading Leveling using *Basic Reading Inventory* or *Reading A-Z* (see Day 1)

**DAY 5 Writing Workshop**

Because no lesson is planned for this time, continue the Writing Pre-assessment (if needed).

**WEEK 2** **At a Glance**  
Standards, Activities, and Resources

	DAY 1	DAY 2
<b>Word Study—Approximately 40 minutes/day</b>		
<b>Oral Vocabulary</b> Context clues: self-correct word recognition (LA.1.RF.5)	<b>Activity:</b> Introduce Anchor Text Vocabulary  <b>Resources:</b> <ul style="list-style-type: none"> <li>• Week 2 Vocabulary Word Cards (Appendix A)</li> </ul>	<b>Activity:</b> Guess My Word
<b>Phonemic Awareness</b> Identify initial phonemes in VC/CVC words (LA.1.RF.2)	<b>Activity:</b> Identify Initial Phonemes	<b>Activity:</b> Identify Initial Phonemes
<b>Spelling/Phonics</b> Spell words with simple phonogram patterns (LA.1.L.2, LA.1.RF.3)	<b>Activity:</b> Model the Sort  <b>Resources:</b> <ul style="list-style-type: none"> <li>• VC/CVC Sort (Appendix A)</li> <li>• Week 2 Spelling Word Cards (Appendix A)</li> </ul>	<b>Activity:</b> Word Pattern Sort  <b>Resources:</b> <ul style="list-style-type: none"> <li>• VC/CVC Sort (Appendix A)</li> <li>• Word Pattern Sort (Appendix A)</li> </ul>
	<b>Activity:</b> Sound-by-Sound Blending Routine Level 1  <b>Resources:</b> <ul style="list-style-type: none"> <li>• Sound-by-Sound Blending Routine Level 1 (Appendix E)</li> <li>• A Word Family Mini-Chart (Appendix A)</li> <li>• Chart paper and markers</li> </ul>	<b>Activity:</b> Sound-by-Sound Blending Routine Level 2  <b>Resources:</b> <ul style="list-style-type: none"> <li>• Sound-by-Sound Blending Routine Level 2 (Appendix E)</li> <li>• A Word Family Fluency (Appendix A)</li> </ul>
<b>Reading Workshop—Approximately 90 minutes/day</b>		
<b>Whole-Group Instruction</b> (20 minutes) <i>Note: Three days are devoted to Reading Comprehension Mini-Lessons. Those mini-lessons can be extended for the other days of the week, or the time can be added to small-group instruction and individual work.</i>		
<b>Shared Read-Aloud</b> Participate in collaborative discussions, including prayer (LA.1.SL.1, LA.1.SL.8)	<b>Activity:</b> Introduce Ellen Ochoa  <b>Resources:</b> <ul style="list-style-type: none"> <li>• <i>Ellen Ochoa</i> (one copy per student)</li> </ul>	<i>This time may be used for completing reading activities as needed.</i>

DAY 3	DAY 4	DAY 5
<p><b>Activity:</b> Introduce Academic Vocabulary</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Cardstock (8 ½" x 11")</li> <li>• Markers</li> </ul>	<p><b>Activity:</b> Dictionary Author</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Academic Vocabulary Dictionary Page 1 (Appendix A, Appendix D)</li> </ul>	<p><b>Activity:</b> Weekly Vocabulary Assessment</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Dictate, Write, Draw: Weekly Vocabulary Assessment (Appendix C)</li> </ul>
<p><b>Activity:</b> Sound Smack</p>	<p><b>Activity:</b> Clap and Stamp with Phonemes</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Initial Sounds Cards Set 1 (Appendix A)</li> <li>• Word Family Dictation Sentences (Appendix A)</li> </ul>	<p><i>This time may be used for vocabulary and spelling assessments.</i></p>
<p><b>Activity:</b> Word Hunt</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Books for Word Hunt</li> <li>• Word Hunt: Short a (Appendix A)</li> </ul>	<p><b>Activity:</b> Blind Writing Sort</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Blind Writing Sort (Appendix A)</li> </ul>	<p><b>Activity:</b> Weekly Spelling Assessment</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Weekly Spelling Test (Appendix C)</li> </ul>
<p><b>Activity:</b> Word Building</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Word Building Routine (Appendix E)</li> <li>• A Word Builder Log (Appendix A)</li> <li>• A Word Builder Letter Cards (Appendix A)</li> </ul>	<p><b>Activity:</b> Decodable Reader</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Decodable Reader Routine (Appendix E)</li> <li>• Copies of a Short a Decodable Reader</li> <li>• Word Ladder: Short a (Appendix A)</li> </ul>	<p><b>Activity:</b> Weekly Phonics Assessment</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Weekly Phonics Assessment (Appendix C)</li> </ul>
<p><b>Whole-Group Instruction</b> (20 minutes)</p> <p><i>Note: Three days are devoted to Reading Comprehension Mini-Lessons. Those mini-lessons can be extended for the other days of the week, or the time can be added to small-group instruction and individual work.</i></p>		
<p><b>Activity:</b> Text-Dependent Questions</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Ellen Ochoa</li> </ul>	<p><i>This time may be used for completing reading activities as needed.</i></p>	<p><b>Activity:</b> Text-Dependent Questions</p>

*Continues*



# At a Glance

Standards, Activities, and Resources *Continued*

	DAY 1	DAY 2
<b>Comprehension Mini-Lesson</b> Ask and answer questions about key details (LA.1.RI.1) Cognitive Rigor: Remember/DOK 1	<b>Activity:</b> Citing Evidence  <b>Resources:</b> <ul style="list-style-type: none"> <li>• Chart paper and markers</li> <li>• Favorite narrative text</li> <li>• Citing Evidence (Appendix B)</li> <li>• Sticky notes</li> </ul>	<i>This time may be used for completing reading activities as needed.</i>
<b>Small-Group Instruction (70 minutes)</b>		
<b>Guided Reading</b> Participate in guided reading activities	<i>Select texts according to the students' instructional levels, using the Teacher Manual for instructional support. In addition to the Reading Foundations standards, apply strategies taught in Whole-Group Instruction to Guided Reading texts.</i>	
<b>Independent Reading/Literacy Centers</b> Participate in independent reading/literacy center activities	<i>Guided Reading and Independent Reading may be scheduled simultaneously.</i>	
<b>Writing Workshop—Approximately 40 minutes/day</b>		
<b>Writing (30 minutes)</b> <i>Note: Two days are Writing Mini-Lessons; two days are Grammar Mini-Lessons. Mini-lessons should be no more than 10 minutes, with the rest of the time devoted to Independent Writing.</i>		
<b>Writing Mini-Lesson</b> (LA.1.W.3, LA.1.W.4, LA.1.W.5, LA.1.W.6, LA.1.W.7, LA.1.W.8, LA.1.W.9, LA.1.W.10)  <b>Grammar Mini-Lesson</b> Identify and use common nouns (LA.1.L.1)	<b>Writing</b>  <b>Activity:</b> Identifying Labels and Captions  <b>Resources:</b> <ul style="list-style-type: none"> <li>• <i>ByDesign</i> Science textbook—Grade 1, page 20</li> <li>• Nonfiction books (with great labels, diagrams, and captions)</li> <li>• Sticky notes</li> </ul>	<b>Grammar</b>  <b>Activity:</b> Brainstorming Nouns  <b>Resources:</b> <ul style="list-style-type: none"> <li>• Noun Storm (Appendix B)</li> <li>• Chart paper and markers</li> </ul>
<b>Independent Writing</b>	Activity: Captions to Describe Pictures	<i>This time may be used for completing writing activities as needed.</i>
<b>Handwriting (10 minutes)</b> Apply common conventions of handwriting (LA.1.W.7)	<i>Use school-wide selected handwriting program.</i>	

DAY 3	DAY 4	DAY 5
Activity: Citing Evidence <b>Resources:</b> <ul style="list-style-type: none"> <li>• Chart paper and markers</li> </ul>	<i>This time may be used for completing reading activities as needed.</i>	Activity: A Hero... <b>Resources:</b> <ul style="list-style-type: none"> <li>• A Hero... (Appendix B)</li> <li>• Chart paper and markers or projector/whiteboard</li> </ul>
<p>Select texts according to the students' instructional levels, using the Teacher Manual for instructional support. In addition to the Reading Foundations standards, apply strategies taught in Whole-Group Instruction to Guided Reading texts.</p>		
<p>Guided Reading and Independent Reading may be scheduled simultaneously.</p>		
<p><b>Writing</b> (30 minutes)  <i>Note: Two days are Writing Mini-Lessons; two days are Grammar Mini-Lessons. Mini-lessons should be no more than 20 minutes, with the rest of the time devoted to Independent Writing.</i></p>		
<p><b>Writing</b>  <b>Activity:</b> Drafting Captions  <b>Resources:</b> <ul style="list-style-type: none"> <li>• ByDesign Science textbook—Grade 1, page 59</li> <li>• Pictures (one per small group) of various locations (e.g., park, city, farm)</li> <li>• Sticky notes</li> </ul> </p>	<p><b>Grammar</b>  <b>Activity:</b> Noun Sort  <b>Resources:</b> <ul style="list-style-type: none"> <li>• Noun Sort (Appendix B)</li> <li>• Glue sticks and scissors</li> </ul> </p>	<p><i>This time may be used for completing writing activities as needed.</i></p>
<p><b>Activity:</b> Drafting a Caption</p>	<p><i>This time may be used for completing writing activities as needed.</i></p>	<p><i>his time may be used for completing writing activities as needed.</i></p>
<p>Use school-wide selected handwriting program.</p>		

## Vocabulary

**OBJECTIVE:** Use context clues to identify word meanings (LA.1.L.3/LA.1.L.4)

### Anchor Text Vocabulary Words:

1. **Earth:** the planet on which we live
2. **moon:** large round object that circles the Earth and that shines at night by reflecting light from the sun
3. **space:** the region beyond the Earth's atmosphere
4. **sun:** the star that the Earth orbits; it gives the Earth heat and light
5. **stars:** objects in space made of burning gas that look like points of light in the night sky

### ACTIVITY: Introduce Anchor Text Vocabulary

- If not already prepared last week, distribute Week 2 Vocabulary Word Cards (Appendix A) to students. Students should cut the cards apart and place in their storage pouches.
- Write the Vocabulary Words on the board/chart paper or post Vocabulary Words on the Focus Wall.
- Read each word out loud, pronouncing it clearly and slowly. Use the Sound-by-Sound Blending Routine of sliding the finger below the word as it is read (see Teacher Manual).
- Ask the students to read each word chorally as the teacher slides a finger under the word.
- Ask the following questions to clarify the meaning of each vocabulary word.

[KH – insert Week 2 Vocabulary Word Cards]

FPO

**Note:** Remind students to use a complete sentence to answer each question and use the proper vocabulary word in their answer.

- o What object circles the Earth and shines at night?

**Suggested Answer:** The moon circles the Earth and shines at night.

- o Around what star does the Earth orbit?

**Suggested Answer:** The Earth orbits around the sun.

- o What do we call objects that look like points of light in the night sky?

**Suggested Answer:** We call the objects that look like points of light in the night sky stars.

o *On which planet do we live?*

**Suggested Answer:** We live on planet Earth.

o *What do we call the region beyond our atmosphere?*

**Suggested Answer:** We call the region beyond our atmosphere space.

- As students answer the questions, encourage discussion and sharing of ideas about these words.
- Review repeatedly until students can verbally state the simplified definition of each word.

## Phonemic Awareness

**OBJECTIVE:** Identify initial phonemes of CVC (consonant/vowel/consonant) words.  
(LA.1.RF.2)

**ACTIVITY:** Identify Initial Phonemes

- Introduce the concept of initial phonemes.
  - o **Example of Suggested Script** “Remember that words are made of combined sounds. Each sound is called a phoneme. If I ask for the initial sound in *map*, I want you to tell me the first sound you hear. To help, you can stretch out the sounds and listen to each one (*mmmmaaaap*). What is the initial sound in *map*? /m/. Whenever I say *initial sound*, what do I mean? What is the initial phoneme in *cat*?”
- Complete the review by using the following words:
  - o pat /p/
  - o nap /n/
  - o tap /t/
  - o mat /m/
  - o car /k/
  - o pan /p/
  - o nag /n/
  - o tag /t/
  - o man /m/
- Provide support by correcting any incorrect answers, but only do so after giving students an opportunity to self-correct.
- Assess by asking each student to identify the initial phonemes for one or two CVC words.

### Teacher Note

A key indicator of reading readiness is the ability to hear and segment, as well as identify and enunciate sounds in words spoken aloud/heard. Students should isolate and replicate the sound, not the name of the letter that makes the sound.

Whenever the letter is written in the following manner: /a/, the sound should be enunciated instead of the name of the letter.

## Spelling

**OBJECTIVE:** Read, write, and spell VC/CVC words (LA.1.RF.3/LA.1.L.2)

**SPELLING WORDS:** am, at, dad, fat, mat, tap

**ACTIVITY:** VC/CVC Sort

- If not already prepared last week, distribute Week 2 Spelling Word Cards (Appendix A) to students. Students should cut the cards apart and place in their storage pouches.
- Display the Spelling Word Cards for this lesson; read each word aloud, and discuss any unclear meanings.
- Tell students that the words for this week are VC and CVC pattern words.
- Review vowels and consonants.
- Discuss the patterns of VC and CVC words, modeling how to sound them out for those who need extra support. (Remind students that VC and CVC words have short vowel sounds.)
- Tell students that the words will be sorted into two groups, VC or CVC words. Use the Spelling Word Cards am and dad as column headings (see example).
- As the sort is modeled, read each word and identify its spelling pattern.
- Ask students to take out their Spelling Word Cards and repeat the sort independently.

[KH – insert Week 2 Spelling Word Cards]

FPO

VC	CVC
am	dad
at	mat
	fat
	tap

*Note: Beginning with Week 2, keep the Spelling Word Cards at the end of the week unless instructed otherwise. Saving the cards is necessary because one of the first sorts that will be done the following week will be to sort the new word pattern from the previous one. Once that sort is done, the Spelling Word Cards may be discarded.*

## Phonics

**OBJECTIVE:** Read, write, and spell VC/CVC words (LA.1.RF.3/LA.1.L.2)

**ACTIVITY:** Sound-by-Sound Blending Routine Level 1

- Begin instruction by introducing the concept of a Word Family by creating an Anchor Chart for the -at family (see example). Model going through the alphabet from A to Z, placing a letter in front of the -at and seeing if it makes a word.
- Brainstorm with the class to complete the -am family using the same method.
- Read through the word family lists with the students, modeling Sound-by-Sound Blending Routine using the method outlined in the Sound-by-Sound Blending Routine Level 1 (Appendix E).

-at	-am
bat	dam
cat	ham
fat	jam
mat	Pam
pat	ram
rat	Sam
sat	yam
vat	

- o Draw the students' attention to the short a; the /a/ sound is the medial phoneme in both words.
- o Note the concept of rhyming, and point out how words in word families always rhyme.
- Draw a third column on the chart with the heading -ap.
- Have students work in small groups or individually to identify at least six members of the -ap family. (Use blank paper or mini-whiteboards.)
- Instruct students that they will get to share these words with the class at the end of that time.
- Assess by observing the students as they create their words; correct/reteach as needed.
- As students share the words they have brainstormed, complete the chart with the -ap words.
- As an independent assignment, students may complete the A Word Family Mini-Chart (Appendix A) with six self-selected words from each family.
- Challenge advanced students to use several of the words to create a word family poem.

[KH – insert A Word Family Mini-chart]

FPO

## DAY 1 Reading Workshop Whole-Group Instruction

### Shared Read-aloud

**OBJECTIVE:** Participate in collaborative discussions, including prayer (LA.1.SL.1/LA.1.SL.8)

**ACTIVITY:** Introduce *Ellen Ochoa*

- Review the Turn & Talk and Respond Positively Anchor Charts.
- Introduce the book *Ellen Ochoa* to the students; take note of the key features of this nonfiction/informational text.
- Read the title. Identify and discuss the role of the author. Note that there is no illustrator.
  - o Note the uniform that Ellen Ochoa is wearing, which gives information about her job. (Note the space shuttle model in the background.)
  - o Note that the title of the book is *Ellen Ochoa*.
  - o Note that there is a photograph rather than an illustration, which usually indicates a nonfiction text.

o Note that the upper-right corner has the words “Rookie biographies” written there. If students do not notice this, draw attention to it, and explain the definition of a biography.

- Ask students to make predictions about the topic/main idea of the book, creating a Predictions Chart if time allows.
- Read aloud the book to students straight through so they can experience the book as a whole. This book is very short, with few words per page.
- Revisit the predictions they made about the topic/main idea of the book.
- Reread the book, pointing out the vocabulary for the week as you read, clarifying word meanings through discussion. (If time does not allow on Day 1, this component of the lesson can be done on Day 2.)

## Comprehension Mini-Lesson

**OBJECTIVE:** Ask and answer questions about key details (LA.1.RI.1)

**ACTIVITY:** Citing Evidence

### Teach/Model

- Create a Citing Evidence Anchor Chart using the following sentence frames:
  - o On page \_\_, it said...
  - o The author wrote...
  - o The illustration/diagram showed...
  - o In the text, it said...
- Review the chart, pointing to each word and reading it aloud.
- Use a favorite/familiar narrative text to model the following questions and answers based on the Citing Evidence printable (Appendix B).
  - o **Example of Suggested Script** “Who is the first character introduced in this story?” (Possible Response: The first character in the story is \_\_\_\_\_. I know this because on page \_\_\_\_, I can see \_\_\_\_\_.) “What is the setting of our story?”
  - o **(Possible Responses:** The setting is \_\_\_\_\_ because on page \_\_\_\_ the author wrote \_\_\_\_\_. The picture on page \_\_\_\_\_ showed \_\_\_\_\_, so the setting is \_\_\_\_\_.)

[KH – insert Citing Evidence]

FPO

### Guided Practice

- Choose two or three students to come up and point/lead the group in a review of the reading of the Anchor Chart aloud together.
- Ask each student to choose a favorite book from their book boxes and put a sticky note on the page where the first character is introduced and another sticky note on a page where the setting is described/pictured.
- Students should practice with a buddy using one of the Citing Evidence sentence frames to create a complete statement citing text evidence for the two questions.

## Independent Practice

- Students will take turns showing the rest of the group their evidence, using the sentence frames.

DAY

1

# Reading Workshop

Small-Group  
Instruction

## Guided Reading

**Objective:** Participate in guided reading activities

Use the *Reading A–Z* guided reading format or another format selected by the teacher.

## Independent Reading/Literacy Centers

**OBJECTIVE:** Participate in independent reading and literacy center activities

DAY

1

# Writing Workshop

## Writing Mini-Lesson

**OBJECTIVE:** Name details that give information about a picture (LA.W.1.2)

**ACTIVITY:** Identifying Labels and Captions

### Teach/Model

- Review the terms *diagram* and *label* from the previous week.
- Introduce captions. Explain that captions are a group of words or sentences that give further information about a picture.
- Point to page 20 in the *ByDesign* Grade 1 science text (or any nonfiction book with excellent diagrams) and ask if what is shown is a picture or a diagram.
- Read aloud the captions on the diagram.
- Explain/review the parts of a diagram: title, labels, and captions. Ensure students understand that the labels name the parts of the diagram, whereas captions are usually sentences that give a description of the picture or illustration.
- Point out that without this information, readers might be unsure about the important details of the picture.

[KH – insert Plant Parts image—This is page 20 from *By Design* Grade 1, are you able to pull from your archive?]

FPO

### Guided Practice

- Revisit the Giraffe Diagram (Appendix B) from Week 1. Use the projected version (or a drawing on chart paper) to examine the labels and convert them to captions.

- o **Example of Suggested Script** “Students, if I were going to turn these labels into captions, I would start by taking the label for ‘neck’ and think about what I know about a giraffe’s neck. So, I might write something like this: ‘The giraffe’s neck is very long, which allows him to reach the tall acacia leaves he loves to eat.’ Next, I can take the label ‘spots’ and write a sentence about that like this: ‘The giraffe’s spots help camouflage him from predators.’ Remember, labels are one or two words that name things in a picture; captions are groups of words, usually complete sentences, that describe the picture or illustration and give more information.”

## Independent Practice

- Give partners some time to look at nonfiction books—in particular, the captions—in a new way.
- Assign students to groups of two or three, then ask them to get out their book boxes and choose their favorite nonfiction book. (Have 5–6 exemplar texts on hand in case some groups do not have enough great nonfiction books to explore.)
  - o **Example of Suggested Script** “I am going to give you about five minutes to look at your nonfiction books. I want you to find any pages that have diagrams/labels/captions and bookmark them with sticky notes. Your group may help you, and if you get done early, you can talk about them together. When the timer goes off, and we are done looking at our books, we are going to meet back here to share our favorite diagrams and captions with the whole group. We have seen how much more interesting nonfiction writing is when there are diagrams to give us more information about what we are learning. Let us try to use this feature when we are writing!”

## Independent Writing

Objective: Name details that give information about a picture (LA.1.3)

Activity: Captions to Describe Pictures

- Have students choose an illustration from a favorite book.
- On a separate piece of paper, ask students to write at least two captions for things they see in the illustration.

## Handwriting

*Note: Use school-wide selected handwriting program.*

**OBJECTIVE:** Apply common conventions of handwriting (LA.1.W.7)

## Vocabulary

**OBJECTIVE:** Use context as a clue to the meaning of a word or phrase (LA.1.L.3/LA.1.RF.5)

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### Anchor Text Vocabulary Words:

1. **Earth:** the planet on which we live
  2. **moon:** large round object that circles the Earth and that shines at night by reflecting light from the sun
  3. **space:** the region beyond the Earth's atmosphere
  4. **sun:** the star that the Earth orbits; it gives the Earth heat and light
  5. **stars:** objects in space made of burning gas that look like points of light in the night sky
- 

### ACTIVITY: Guess My Word!

- Review the Anchor Text Vocabulary words and their meanings with the students.
  - Tell the students that they will be playing a guessing game. They are to listen carefully to the clues they are given, and then name the Anchor Text Vocabulary word that matches that clue.
  - Read aloud the following clues. Ask students to guess the correct Anchor Text Vocabulary word.
- 

1. This glows because it reflects light from the sun. (*moon*)
  2. This orbits the sun. (*Earth*)
  3. This is a star. (*sun*)
  4. This is where astronauts and satellites go when they leave Earth. (*space*)
  5. God created these three nouns on the fourth day of Creation. (*sun, moon, stars*)
- 

- Give students an opportunity to make up their own clues or to use the vocabulary in new sentences that demonstrate their understanding of the words.

## Phonemic Awareness

**OBJECTIVE:** Identify initial phonemes (LA.1.RF.2)

**ACTIVITY:** Identify Initial Phonemes

### Short Vowels

- Quickly review yesterday's concept of identifying the initial consonants of several of the words: dad, mat, can, rat, Dan.
  - Remind students that words are made of combined sounds and that each unit of sound is called a phoneme.
- Instruct/remind students that initial = first, medial = middle, and final = last.
  - Lead the students to listen for the initial phonemes in the following words: apple, egg, inchworm, on, umbrella.
  - Complete the activity by asking students to identify the initial phonemes of the following words: ant, elephant, internet, English, octopus, under, art, inch, uncle.
- Support students by correcting any incorrect answers, but only do so after giving students an opportunity to self-correct.
- Assess by asking each student to identify initial phonemes for one or two words beginning with short vowels.

## Spelling

**OBJECTIVE:** Read, write, and spell VC/CVC words (LA.1.RF.3/LA.1.L.2)

**SPELLING WORDS:** am, at, dad, fat, mat, tap

**ACTIVITY:** Word Pattern Sort

- Students will independently repeat yesterday's sort VC/CVC using the VC/CVC Sort printable (Appendix A).
- Remind students of this week's pattern: words that have the short a sound, /a/ (spelled with the letter a in both the initial and medial positions).

[KH – insert VC/CVC Sort]

FPO

- Work with students to identify the words from their spelling list that rhyme with *cat*.
  - Draw or project a copy of the Word Pattern Sort (Appendix A) on the board.
  - Go through each word card.
    - **Example of Suggested Script** “The first word is *dad*. Does *dad* rhyme with *cat*?”

[KH – insert Word Pattern Sort]

FPO

- Repeat for the rest of the words, writing each of these words in the correct column on the board (see example).
- After all the words have been sorted, point to each word on the list as the class reads them together, modeling tracking and blending skills. Point out the reason that words rhyme is that their final sounds are the same.
- Instruct students to repeat the sort with their Spelling Word Cards and a partner. Students will complete the assignment by completing the Word Pattern Sort printable (Appendix A).

Rhymes with Cat	Does Not Rhyme
at mat fat	am dad tap

## Phonics

**OBJECTIVE:** Read, write, and spell VC/CVC words (LA.1.RE.3/LA.1.L.2)

**ACTIVITY:** Sound-by-Sound Blending Routine Level 2

- Begin instruction by reviewing the concept of a Word Family.
- Reread the Anchor Chart (from Day 1) for the -at and -am families. Add to the chart by going through the alphabet from A to Z, placing a letter in front of the -ap and seeing if it makes a word (see example).
- Use the Sound-by-Sound Blending Routine Level 2 instructions (Appendix E) to take students through a review of two words from each of the columns.

-at	-am	-ap
bat	dam	cap
cat	ham	gap
fat	jam	lap
mat	Pam	map
pat	ram	nap
rat	Sam	rap
sat	yam	sap
vat		tap

◦ **Note:** If students have forgotten the routine, feel free to use the Sound-by-Sound Blending Routine Level 1 (Appendix E) again. As students are being trained to use daily routines, they may need more modeled practice.

- Distribute the A Word Family Fluency printable (Appendix A) with the three word families studied. Ask students to choose any five words from each of the word families on the class chart to place in each category.
- Once students have copied the five words they have chosen into each column on their activity printables, they are to practice reading aloud each column vertically. Remind them that this is how fluency is built.
- Remind students to use Steps 5 and/or 6 of the Sound-by-Sound Blending method as they read, running a finger under each word as they blend the sounds together.
  - o Students should still track, running a finger under the letters as they say the word, to build and maintain the habit, even if they do not need to blend these words.
  - o Please use the word track to indicate the kinetic movement that is used during the blending/reading process and remind students that its purpose is to help keep their eyes and minds focused on the words.
- Take a few minutes to listen to each student read the words aloud, either in class or later in one-on-one setting. Struggling students should be coached through all the steps of the Sound-by-Sound Blending Routine Level 2.

[KH – insert A Word Family Fluency]

FPO

**DAY 2 Reading Workshop Whole-Group Instruction**

This time may be used for completing reading activities as needed.

**DAY 2 Reading Workshop Small-Group Instruction**

**Guided Reading**

**OBJECTIVE:** Participate in guided reading activities

Use the *Reading A–Z* guided reading format or another format selected by the teacher.

**Independent Reading/Literacy Centers**

**OBJECTIVE:** Participate in independent reading activities and literacy centers.

## Grammar Mini-Lesson

**OBJECTIVE:** Define and identify a noun as a person, place, or thing (Common Nouns LA.1.L.1)

**ACTIVITY:** Brainstorming Nouns

### Teach/Model

- Play a short game of “I Spy” with the class. Start the game by explaining that the “spy” will choose an object in the classroom. Instruct students that they are not going to tell anyone (other than the teacher) what object they selected but will answer questions from the other students about that object.
- Model the process, especially the questioning (e.g., Is it red? Can a person sit in it? Does it have legs?).
- The first student who guesses the object will get to come up next. The student will choose an object in the classroom, whisper it in the teacher’s ear in case support or supervision is needed, and then say, “I spy something in the classroom.” The game will continue as time allows. Try to give as many students as possible the chance to be the “spy.”
- Introduce nouns. Model by naming different nouns (e.g., car, teacher, desk, playground), asking students to identify them as a person, place, or thing.
- Create an Anchor Chart of a vocabulary web with the definition in the center and labeled examples around the web (e.g., man—person; school—place) or a modified Freyer Model (see example).

<p><b>Definition</b></p> <ul style="list-style-type: none"> <li>• A noun is a part of speech.</li> <li>• A word that names something is a noun</li> </ul>	<p><b>Characteristics</b></p> <ul style="list-style-type: none"> <li>• Nouns name people, places, and things.</li> </ul>
<p><b>Noun</b></p>	
<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• book</li> <li>• ocean</li> <li>• apple</li> <li>• teacher</li> <li>• school</li> </ul>	<p><b>Nonexamples</b></p> <ul style="list-style-type: none"> <li>• run</li> <li>• play</li> <li>• laughing</li> <li>• the</li> <li>• and</li> </ul>

## Guided Practice

- Lead students to generate nouns by category.
- On the board/screen, write the following category headings: *Person*, *Place*, and *Thing*.
- Instruct students that when their names are selected, they will choose a word for one of the categories; it should be a new word—no repeats.
- Select students to give an example of a noun from one of the categories.
- Distribute the Noun Storm printable (Appendix B). Ask students to point to the word *People* at the top of the first column on the printable. Set a timer for two minutes, and instruct students to write as many names of people at their school (e.g., Mrs. Green, teacher) in the column as they can during the time given. Remind students to use phonetic spelling.
- Have students point to the word *Places* at the top of the second column. Set the timer for two minutes, and have students write the names of places in their community or places they would like to visit (e.g., Pizza Hut, library, jungle).
- Have students point to the word *Things* at the top of the third column. Set the timer for two minutes, and have students write the names of things they would like to get for their birthday (e.g., game, tablet, dinosaur).

[KH – insert Noun Storm]

FPO

## Independent Practice

- Have students share their lists with other students in pairs or small groups. Ask several students to tell the rest of the class the most interesting noun that someone shared with them.
- The students' understanding of nouns can be assessed during the written activity. First, check to see if each student can generate a list of nouns. Second, check to see whether students can accurately identify those nouns as a person, place, or thing.

## Independent Writing

This time can be used to complete any written activity that students have not completed on previous days.

## Handwriting

*Note: Use school-wide selected handwriting program.*

**OBJECTIVE:** Apply common conventions of handwriting (LA.1.W.7)

## Vocabulary

**OBJECTIVE:** Use context as a clue to the meaning of a word (LA.1.L.3/LA.1.RF.5)

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### Academic Vocabulary Words:

1. **context:** the setting of a word or phrase that affects its meaning
  2. **label:** identifying or classifying an item or group
  3. **information:** knowledge or facts that come from a source
  4. **key details:** important or essential pieces of information including facts, statements, examples, explanations, and descriptions
- 

### ACTIVITY: Introduce Academic Vocabulary

- Using the Academic Vocabulary words, create vocabulary mini-posters out of 8 ½" x 11" sheets of cardstock (see example).
  - o These mini-posters will be more memorable if they are created together in class, have brief definitions, involve colorful examples and diagrams, and are posted where students can see them.
  - o After creating these posters together, use them to begin an Academic Vocabulary Word Wall that will be used all year, with four new words added per unit.

[KH – insert sample chart]

FPO

Context	Label	Information	Key Details
<p>use the sentence to help you</p>  <p>The moon reflects light from the <u>son/sun</u>.</p>	<p>words that help explain pictures</p> <p>Leaf—</p> <p>Flower—</p>	 <p>knowledge or facts (things that can be proven)</p>	 <p>important words or phrases found in a text</p>

## Phonemic Awareness

**OBJECTIVE:** Identify initial phonemes of CVC words (LA.1.RF.2)

**ACTIVITY:** Sound Smack

- **Introduce activity: Example of Suggested Script** “Today we are going to play a new game called Sound Smack, so listen to the directions carefully. First, I am going to say a letter phoneme. Then I will read a list of words. Your job will be to smack your hands together or on your knees when you hear that sound at the beginning of one of the words. Okay, our first initial phoneme is /b/. Listen carefully for the sound at the beginning of the word—your goal is to NOT make a sound for the other words. If I say the word *cat*, should you smack your hands? If I say the word *bicycle*, should you smack your hands? If I say the word *banana*, should you smack your hands? If I say the word *umbrella*, should you smack your hands?”
- Once students have successfully demonstrated their ability to follow directions, begin the game using the initial sounds and words shown (see example).

Sound Smack			
/b/	cat	bat	ban
/r/	ram	fan	at
/f/	fan	nap	fat
/m/	map	man	car
/s/	sap	rap	sat
/n/	rat	nap	nod

- o Observe students to ensure that everyone is identifying the correct initial sounds.
- o If students are making errors, ensure that they are not just having issues with coordination.