

**Academy of Dover Charter School
First Grade ELA Unit One**

Unit 1 Overview

Alignment to Common Core State Standards:

Reading Comprehension-

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.7 Use illustrations in a story to describe its characters, setting, or events.

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in text.

RI.1.7 Use illustrations and details in a text to describe its key ideas.

RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

Foundational Skills-

RF.1.1 Demonstrate understanding of the organization and basic features of print.

RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.3b Decode regularly spelled one-syllable words.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.3f Read words with inflectional endings.

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

RF.1.4a Read on-level text with purpose and understanding.

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language-

L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

L.1.2b Use end punctuation for sentences.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e Spell untought words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.3d Use conventional spelling for words with common spelling patterns and for frequently occurring regular words.

L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.6 Use words and phrases acquired through conversations, reading and being read to and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

Speaking and Listening-

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions about key details in a text read aloud or information presented orally or through other media.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Writing-

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on given topic and use them to write a sequence of instructions).

Unit Essential Questions (s):

How do key details affect the student's understanding of the story?

How does asking questions promote student learning?

How do readers use information from illustrations and text to demonstrate understanding?

How do readers and writers apply phonics to decode words?

How do students effectively use the conventions of Standard English mechanics to convey a message?

1 st Grade – Wonders Reading	
Lesson: Unit 1- Week 1- Day 1	At School
<p>CCSS: SL.1.1a, RF.1.1, RF.1.3b, RF.1.3g, L.1.2d, RF.1.3b, W.1.5, L.1.1j.</p> <p>Objectives: Build background knowledge. Discuss the Essential Question. Reinforce concepts of print. Develop concept understanding. Identify rhyming words. Apply phonics when decoding words with short a. Understand realistic fiction genre. Write sentences with a capital letter.</p>	
<p>Accommodations: (Highlight as needed) Small Group, Extended Time, Test Read Aloud, Modified Assignments, Preferential Seating, Oral Testing, Other:</p>	<p>Whole Group:</p> <ol style="list-style-type: none"> 1. Build Background: At School, T8-T9 2. Oral Vocabulary Words: <i>learn, subjects</i>, T8 3. Listening Comprehension : Big Book –<i>This School Year Will Be the Best!</i>, T10, Strategy: visualize 4. Word Work, T12-T15 <ul style="list-style-type: none"> • Fluency: Sound-Spellings • Phonological Awareness: Identify Rhyme • Phonic/Spelling: Introduce Short <i>a</i> • High Frequency Words: <i>does, not, school, what</i> 5. Shared Reading: <i>Jack Can</i>, T16-T17 6. Practice: Your Turn 1
<p>Technology: (Highlight as needed) interactive whiteboard, computer, projector, document camera, printer, other:</p>	
<p>Tested Skills: Phonics – Short a Comprehension Skill – Key Details Writing Traits – Ideas Grammar - Sentences</p>	<p>Small Group:</p> <ol style="list-style-type: none"> 1. <i>Approaching Level</i>- Leveled Reader: A Fun Day, T52-T53; Phonological Awareness, T54; Phonics, T56; HF Words, T59 2. <i>On Level</i>-Leveled Reader: We Like To Share, T62-T63; Phonics, T64 3. <i>Beyond Level</i>-Leveled Reader: Class Party, T66-T67; Oral Vocabulary, T68
<p>Assessments: Formal : Your Turn 1 Informal: Quick Check T11, T15 Alternative:</p>	<p>Writing/Grammar:</p> <ol style="list-style-type: none"> 1. <i>Shared Writing</i> Writing Trait: Ideas, T18 Personal Narrative, T18 2. <i>Grammar</i> Sentences, T19 Mechanics: Sentence Capitalization, T19
<p>Reflection:</p>	<p>Daily Wrap Up:</p> <ol style="list-style-type: none"> 1. Ask: What do you like to do at school? 2. Prompt children to share what skills they learned. How do these skills help you read?

Week 1- Day 1

Whole Group

➤ Introduce the Concept (5 mins)

Build Background:

EQ: *What do you do at your school?* Tell students that this week they will be talking and reading about things that happen at school.

Vocabulary: Tell students that you will share some words that they can use as they discuss what they do at school. Use the Define/Example/Ask routine to introduce the oral vocabulary words **learn** and **subjects**.

Oral vocabulary routine:

Define: When you learn, you gain knowledge or a new skill.

Example: You will learn many new things this year.

Ask: What special things would you like to learn to do?

Think-Pair-Share: In a Think-Pair-Share students will take turns discussing their answers to the question. Students will then share their answers with the class.

Talk about it:

- Discuss the theme of “At School” and explain that we do many special things at school. Have students name things that they do at school. *What do you learn at school? What subjects do you study?*
- Use the Reading/Writing Workshop pages 8-9 to guide students to discuss what the children are doing in the picture: Where are the children? What are they doing? How do you think they might feel?
- Use graphic organizer of Where? What? To record students details. Then have students complete the Talk about It activity on page 9 with a partner: What are these girls in the picture doing in school?

➤ Listening Comprehension (10 mins)

Connect to Concept: At School

Tell students that they will now read story that takes place on the first day of school. In the story, children take turns making a wish for the new school year. Ask: What do you think the children will wish for? (Students will listen to the read aloud “This School Year will be the Best!” to find out what the children wish for.)

Strategy- Visualize

Tell students that as you read the story, they can use the words and illustrations to visualize, or create pictures in their minds. This can help them understand the text.

Teacher Think Aloud: Visualizing what is happening in the story can help you to better understand the text. When you visualize, you read the author’s words and look at the illustrations. Then you close your eyes and create a picture in your mind of what is happening in the story. In your mind, you can see the characters, where they are, and what they are doing. Today, as we read “This School Year Will Be the Best!”, picture in your mind the characters, where they are, and what they are doing.

Model: As you read, use the Think Aloud Cloud to model applying the strategy.

Teacher Think Aloud: Remember that you can visualize the story in your mind as you read. When I read “I’ll bring my pet snake for show-and-tell”, I am able to picture in my mind the

snake in the classroom. I can see it slithering on the floor. I can imagine the surprised faces of the teacher and children and I can hear them gasp!

Guided Practice: As you continue to read the Big Book, pause to help students visualize. Guide them in visualizing what the children wish for in the story. Tell students to close their eyes and think about what we just read; ask them what do they see.

Respond to Reading: After reading, prompt students to share which wish they liked best and why. Discuss what they visualized when they read the wish.

➤ **Phonological Awareness (5 mins)**

Identify rhyme:

Model: Show students how to identify rhyming words. Say two words and if the two words that rhyme clap your hands. Remind students that rhyming words sound the same at the end of the word. Ask students what other words rhyme with *fan* and *man*? Tell students that to figure that out you need to think of words that end in /an/, so it rhymes with *fan* and *man*.

Guided Practice: Have students practice identifying rhyming words. Do the first one with them: *sad, bad mad, let nap, pan back, pack mad, let rag, flag ham, him*

➤ **Phonics (10 mins)**

Introduce short a:

Model: Display the apple sound-spelling card. Teach short a using the words *am* and *mat*. Model writing the letter *a*. Say the sound of *short a* and have students repeat the sound. Say the word *apple* and point out that the short a sound is as the beginning of the word *apple*.

Guided Practice: Have students practice connecting the letter *a* to the sound short a by writing it (Use dry erase boards to have students write the letter *a*.) Say the short a sound and write the letter *a*; repeat five times.

Blend words with short a:

Model: Display Word-Building cards *m, a, p*. Model how to blend the sounds. Show the letter *m* and identify the sound; do the same for *a* and *p*. Have students listen as you blend the sounds together /maaap/. Then have them say it with you. Continue by modeling the words: *man, bad, and tap*.

Guided Practice: Display Day 1 Phonics Practice Activity. Read each word in the first row, blending the sounds; for example /aaat/. The word is *at*. Have students blend each word with you. Prompt students to read the connected text, sounding out the decodable words.

➤ **Spelling (5 mins)**

Words with short a:

Dictation: Use the Spelling Dictation routine to help children transfer their growing knowledge of sound-spellings to writing.

Pretest: After dictation, pronounce each spelling word. Read the sentence and pronounce the word again. Ask students to say each word softly and stretch the sounds before writing it. After pretest, display the spelling words and write each word as you say the letter names. Have students check their words.

*For Approaching Level and Beyond Level students, refer to the differentiated spelling lists for modified lists.

➤ **High-Frequency Words (5 mins)**

Model: Display the HFW cards (does, not, school, what). Use the read/spell/write routine to teach each word.

Guided Practice: Have students read the sentences.

- Does a cat nap?
- Pam is not sad.
- I like school.
- What can you see?

Prompt students to identify the HFW in connected text and to blend the decodable words.

➤ **Shared Read (10 mins)**

Model Skills and Strategies:

Tell students that you will read a selection called *Jack Can*. As we read, look for the words: does, not, school, what. Look for words in which the letter A stands for the /a/ sound.

Story words: Display the word *helps*. Spell the word and model reading it. Tell students that they will be reading the word in the selection. Guide students in reading the story.

Genre: Tell students that *Jack Can* is realistic fiction.

Realistic fiction:

- Is an invented story with imaginary characters and events
- Could happen in real life
- Is not true, but could be based on real events

Partner Read: Have partners use their Reading/Writing workshop pg. 14-23 to review the skills and strategies while reading the story *Jack Can*.

➤ **Shared Writing (5 mins)**

Writing Trait: Ideas

Model: Tell students that they will now reread the story paying close attention to the idea the author chose to write about. Explain that writers think of an idea to write about. They can write a story about one main event.

Guided Practice: Point out how the story is about an event that happens at school. Ask: What is the main event in the story? What might the author's idea have been for the story?

Personal Narrative:

Focus: Tell students that this week they will be writing about what happened to them on the first day of school. Explain that the sentences they write will be a retelling of actual events that happened to them.

Brainstorm: Create a word web using teacher poster 40 to help brainstorm ideas to write about the first day of school. Record ideas on the web.

Write: Tell students that you will work together to write about something that happened on the first day of school. Model writing sentences based on an idea from the web. Work together to write sentences that tell details related to the event.

➤ **Grammar (5 mins)**

Sentences:

Model: Tell students that a sentence is a group of words that tells a whole idea. Display the following sentences:

- Jan can play at school.
- I like to play tag.

Explain that a sentence begins with a capital letter and ends with a punctuation mark. Point out the capitals and periods.

Guided practice: Display sentences and read them aloud. Prompt students to read them chorally with you. Have students circle errors in the sentences and correct the errors.

Sentence Capitalization:

Model: Remind children that a sentence always begins with a capital letter.

Guided Practice: Prompt children to correct each sentence.

➤ **Whole Group Wrap-up**

- Review the EQ and encourage students to discuss using the new oral vocabulary words.
Ask: What do you like to do at school?
- Prompt students to share what skills they learned. Ask: How do these skills help you read?

1 st Grade – Wonders Reading	
Lesson: Unit 1- Week 1- Day 2	At School
<p>CCSS: SL.1.1c, RF.1.2c, RF.1.3b, RF.1.3f, RF.1.3g, L.1.2d, RL.1.1, W.1.5, L.1.1j</p> <p>Objectives: Develop oral language. Discuss the essential question. Understand realistic fiction genre. Capitalize the first word of sentences.</p>	
<p>Accommodations: (Highlight as needed)</p> <p>Small Group, Extended Time, Test Read Aloud, Modified Assignments, Preferential Seating, Oral Testing, Other:</p>	<p>Whole Group:</p> <ol style="list-style-type: none"> 1. Oral Language: At School, T20 2. Oral Vocabulary Words: <i>common, object, recognize</i>, T20 3. Listening Comprehension - Strategy: visualize, T21 4. Interactive Read-Aloud Cards: "Schools Around the World", T21 5. Word Work T22-T25 <ul style="list-style-type: none"> • Fluency: Sound-Spelling • Phonemic Awareness: Phoneme Isolation • Phonic/Spelling: Review Short <i>a</i> • Structural Analysis: Inflectional Ending –s • High-Frequency Words: <i>does, not, school, what</i> 6. Shared Reading: <i>Jack Can</i>, T26-T27 7. Comprehension <ul style="list-style-type: none"> • Genre: Realistic Fiction, T26 • Skill: Key Details, T27 8. Practice: Your Turn, pp. 2-4
<p>Technology: (Highlight as needed)</p> <p>interactive whiteboard, computer, projector, document camera, printer, other:</p>	
<p>Tested Skills:</p> <p>Phonics – Short <i>a</i> Comprehension Skill – Key Details Writing Traits – Ideas Grammar - Sentences</p>	<p>Small Group:</p> <ol style="list-style-type: none"> 1. <i>Approaching Level</i>- Leveled Reader: A Fun Day, T52-T53; Phonological Awareness, T54; Phonics, T56; HF Words, T59; Comprehension, T60 2. <i>On Level</i>-Leveled Reader: We Like To Share, T62-T63; HF Words, T64 3. <i>Beyond Level</i>-Leveled Reader: Class Party, T66-T67; Oral Vocabulary, T68
<p>Assessments:</p> <p>Formal : Your Turn 2-4 Informal: Quick Check T25, T27 Alternative:</p>	<p>Writing/Grammar:</p> <ol style="list-style-type: none"> 1. <i>Interactive Writing</i> Writing Trait: Ideas, T28 Personal Narrative, T28 2. <i>Grammar</i> Sentences, T29 Mechanics: Sentence Capitalization, T29
<p>Reflection:</p>	<p>Daily Wrap Up:</p> <ol style="list-style-type: none"> 1. Ask: What do you do during the school day? 2. Prompt children to share what skills they learned. How do these skills help you read and write?

Week 1- Day 2

Whole Group

➤ Build the Concept (5 mins)

Essential Question:

Remind students that you have been talking and reading about what they do at school. Discuss the EQ using information from what they read on Day 1.

Oral vocabulary routine:

Review the vocab from Day 1. Use the define/Example/Ask routine to introduce *common*, *object*, and *recognize*. Prompt students to use the words as they discuss what they do at school.

➤ Listening Comprehension (10 mins)

Strategy- Visualize

Remind students that they can use the words and photographs in the story to create a picture in their minds. Model the strategy using the Think Aloud Cloud. Tell students that you will be reading true facts and details about schools around the world. Display the interactive read-aloud cards as you read "Schools around the world".

➤ Phonological Awareness (5 mins)

Phoneme isolation:

Model: Show students how to isolate a phoneme in a word.

Guided Practice: Have students practice isolating initial phonemes. Do the first one with them: *as, am, up, sit, jump, mad, ax, an, big, not*

➤ Phonics (5 mins)

Review short a:

Model: Display the apple sound-spelling card. Review short a using the words *an* and *sad*.

Guided Practice: Have students practice connecting the letter *a* to the sound

Blend words with short a:

Model: Display Word-Building cards *s, a, t*. Model how to generate and blend the sounds.

Guided Practice: Repeat the routine with *am, cap, man, pan, ram, nap, ran, rat, sad, has, tap, pat*

Build words with short a:

Model: Display the word building cards *n,a,p*. Blend these letters to make words.

Guided Practice: Continue with *man, pan, pat, rat, ram, am, at, mat, sat, sap*. Guide students to build and blend each word.

➤ Spelling (5 mins)

Word sort with -an, -ap, -at:

Model: Display the spelling word cards from the resource book. Have students read each word, listening for short a and the ending sound. Use cards for *fan, lap, and sat* to create a 3 column chart. Say each word and pronounce the sounds.

Guided Practice: Have students place each spelling word in the column with the words containing the same final sounds and spellings. When completed, have students chorally read the words in each column. Then call out a word. Have a child find the word card and point to it as the class chorally spells the word.

➤ **High-Frequency Words (5 mins)**

Guided Practice: Say each word and have students read/spell/write it. Ask them to picture the word in their minds, and write it the way they see it. Display the words for students to self correct.

Practice: Add the HFW to the word bank. Have students work with partners to create sentences using the words.

Do: Practice book pg. 2

➤ **Comprehension (10 mins)**

Genre: Realistic Fiction:

Model: Tell students that they will now reread the realistic fiction selection *Jack Can*. explain that as they read they will look for info in the text to help them understand the selection. Explain that like most stories, realistic fiction has a clear beginning, middle, and end. Display pages 16-17. Go over where the story takes place, and who characters are. Continue with pages 18-19.

Skill: Key Details:

Model: tell students that when they read realistic fiction they can use the text and illustrations to find key details. Have students look at pages 24-25 in the Reading/Writing workshop. Read together the definition of Key Details.

Guided Practice: Read together the Find Text Evidence section and model finding a key detail in *Jack Can*. Point out the added details to the graphic organizer.

Do: Practice book pg. 7

➤ **Interactive Writing (5 mins)**

Personal Narrative:

Discuss: Guide students to think of something that happened in the classroom on the first day of school. Prompt students to brainstorm ideas and record details using Teaching poster 40.

Apply: Tell students they will be working together to write sentences about their idea. Remind them that a sentence is a group of words that tells a whole idea.

Write: Collaborate with students to write sentences about a topic. Guide them to use the Word Web to get ideas.

Review: Review with students the sentences you wrote on Day 1. Remind them to focus on a single event. Discuss how the sentences they wrote today focus on a single event- what they did on the first day of school.

➤ **Grammar (5 mins)**

Sentences:

Review: review that a sentence is a group of words that tells a whole idea. Look at different sentences to determine if they are complete sentences or not.

➤ **Whole Group Wrap-up**

- Review the EQ and encourage students to discuss using the new oral vocabulary words. Ask: What do you do during the school day?
- Prompt students to share what skills they learned. Ask: How will the skills you learned help you read and write?

1 st Grade – Wonders Reading	
Lesson: Unit 1- Week 1- Day 3	At School
CCSS: RL.1.2, RF.1.4b, RF.1.2b, RF.1.3b, RF.1.3f, RF.1.3g, L.1.2d, W.1.5, L.1.2. Objectives: Visualize story events. Identify key details. Capitalize the first words of sentences.	
Accommodations: (Highlight as needed) Small Group, Extended Time, Test Read Aloud, Modified Assignments, Preferential Seating, Oral Testing, Other:	Whole Group: <ol style="list-style-type: none"> 1. Oral Language: At School, T30 2. Review Oral Vocabulary Words: <i>learn, subjects, common, object, recognize</i>, T30 3. Listening Comprehension Big Book: <i>This School Year Will Be the Best!</i>, T31 <ul style="list-style-type: none"> • Strategy: Visualize, T31 • Retelling, T31 • Fluency: Phrasing, T31 4. Word Work T32-T35 <ul style="list-style-type: none"> • Fluency: Sound-Spelling • Phonemic Awareness: Phoneme Blending • Phonic/Spelling: Blend words with short <i>a</i> • Structural Analysis: Inflectional Ending –s • High-Frequency Words: <i>does, not, school, what</i> 5. Close Reading: <i>Nat and Sam</i>, T35A-T35H 6. Practice: Your Turn, pp. 5-7
Technology: (Highlight as needed) interactive whiteboard, computer, projector, document camera, printer, other:	
Tested Skills: Phonics – Short a Comprehension Skill – Key Details Writing Traits – Ideas Grammar - Sentences	Small Group: <ol style="list-style-type: none"> 1. <i>Approaching Level</i>- Leveled Reader: A Fun Day, T52-T53; Phonological Awareness, T55; Phonics, T57; Structural Analysis, T58; Comprehension, T61 2. <i>On Level</i>-Leveled Reader: We Like To Share, T62-T63; Comprehension, T65 3. <i>Beyond Level</i>-Leveled Reader: Class Party, T66-T67; Comprehension, T69
Assessments: Formal : Your Turn 5-7 Informal: Quick Check T35 Alternative:	Writing/Grammar: <ol style="list-style-type: none"> 1. <i>Independent Writing</i> Writing Trait: Ideas, T36 Personal Narrative: Prewrite/Draft, T36-T37 1. <i>Grammar</i> Sentences, T37 Mechanics: Sentence Capitalization, T37
Reflection:	Daily Wrap Up: <ol style="list-style-type: none"> 1. Ask: What did you like doing at school today? 2. Prompt children to share what skills they learned. How did you use capitalization today?

Week 1- Day 3

Whole Group

➤ Build the Concept (5 mins)

Essential Question:

Remind students that you have been talking and reading about things that happen at school.

Oral vocabulary review:

Review the vocab words *learn*, *subjects*, *common*, *object*, and *recognize*. Encourage students to discuss what they do at school when coming up with examples for each word.

➤ Listening Comprehension (10 mins)

Reread Literature Big Book

Strategy- Visualize

Remind students that they can use the words and photographs in the story to create a picture in their minds. Read aloud the story. Pause to model visualizing. Prompt students to use text evidence to identify key details.

Model Retelling

Pause to retell portions of the selection. After reading, model retelling the entire selection, using your own words to tell the important events in the correct order. Point out that using the word and illustrations to visualize what you read can help you to retell the story.

Model Fluency

Phrasing: Turn to pg. 4 of the story. Point to the punctuation and end marks. Explain that these represent pauses that you should take when reading the text. Read aloud pg. 4 with slightly exaggerated phrasing. Have students identify the punctuation marks and then reread the passage chorally.

➤ Phonological Awareness (5 mins)

Phoneme blending:

Model: Place markers on the Response Board to represent sounds. Show students how to blend phonemes, adding a marker to each sound you hear.

Guided Practice: Have students practice phoneme blending.

➤ Phonics (5 mins)

Blend words with short a:

Model: Display Word-Building cards *p*, *a*, *n*. Model how to blend the sounds.

Guided Practice: Repeat the routine with *am*, *cap*, *man*, *pan*, *ram*, *nap*, *ran*, *rat*, *sad*, *has*, *tap*, *pat*

Build words with short a:

Model: Display the word building cards *n,a,p*. Blend these letters to make words.

Guided Practice: Continue with words on the Day 3 Phonics Practice Activity with students.

➤ Spelling (5 mins)

Word families –an, -ap, -at:

Model: Display the spelling word cards from the resource book. Have students read each word, listening for short a and the ending sound. Say each word and pronounce the sounds.

Guided Practice: Have students place each spelling word in the column with the words containing the same final sounds and spellings. When completed, have students chorally read the words in each column. Then call out a word. Have a child find the word card and point to it as the class chorally spells the word.

Do: Phonics/Spelling practice book pg. 3

➤ **High-Frequency Words (5 mins)**

Guided Practice: Say each word and have students read/spell/write it. Display the Visual Vocab Cards to review this week's HFW.

➤ **Comprehension (10 mins)**

Develop Comprehension:

Review the key characteristics of realistic fiction. Direct student's attention to the pages 6-7 and read aloud the title and EQ. Students read the selection aloud. Complete graphic organizer pg. 4 as you model recording the key details of each section. Check understanding throughout selection by asking comprehension questions in the TE.

Respond to Reading:

Guide students in retelling the selection. Remind them that as they read Nat and Sam, they paid attention to key details and visualized what was happening in the story. Now they will use that information to retell the selection.

Text Evidence:

Guide students to use text evidence to answer the Text Evidence questions on Literature Anthology pg. 19. Model answering the questions as needed.

➤ **Independent Writing (5 mins)**

Writing Trait: Ideas:

Review: Tell students that today they will write a draft.

Guided Practice: Have students open to pg. 26 in the Reading/writing workshop. Read the student model aloud. Point out how Jan wrote about only one idea.

Personal Narrative:

Model: Have students look at Jan's story, noting her event and details.

Prewrite: Display the Web of ideas from Day 2. Tell students that to begin writing, they must choose one event. Preview ideas with students.

Draft: Have students use their webs to write their narratives. Prompt them to use complete sentences and correct spelling. As they write their drafts, remind them to write about one ideas and make sure all details are about one event. Conference with students to provide guidance as they work.

➤ **Grammar (5 mins)**

Sentences:

Review: review that a sentence is a group of words that tells a whole idea. Look at different sentences to determine if they are complete sentences or not.

➤ **Whole Group Wrap-up**

- Review the EQ and encourage students to discuss using the new oral vocabulary words.
Ask: What did you doing at school today?

1 st Grade – Wonders Reading	
Lesson: Unit 1- Week 1- Day 4	At School
CCSS: RI.1.5, RI.1.7, RF.1.2c, RF.1.3b, L.1.2d, W.1.5, L.1.1j, W.1.7 Objectives: Review vocabulary. Capitalize the first word of sentences. Build background knowledge. Research information using technology.	
Accommodations: (Highlight as needed) Small Group, Extended Time, Test Read Aloud, Modified Assignments, Preferential Seating, Oral Testing, Other:	Whole Group: <ol style="list-style-type: none"> 1. Oral Language: At School, T38 2. Comprehension: Text Features-photographs, T38 3. Close Reading: "Rules at School", T39-T39B 4. Word Work T40-T41 <ul style="list-style-type: none"> • Fluency: Sound-Spelling • Phonemic Awareness: Phoneme Isolation • Phonic/Spelling: Build words with short <i>a</i> • Structural Analysis: Inflectional Ending –s • High-Frequency Words: <i>does, not, school, what</i> 5. Integrate Ideas: Research and Inquiry, T44-T45 6. Practice: Your Turn, pp. 8-9
Technology: (Highlight as needed) interactive whiteboard, computer, projector, document camera, printer, other:	
Tested Skills: Phonics – Short a Comprehension Skill – Key Details Writing Traits – Ideas Grammar - Sentences	Small Group: <ol style="list-style-type: none"> 1. <i>Approaching Level</i>- Paired Read: "We Share", T53; Phonological Awareness, T55; Phonics, T57; Structural Analysis, T58; Comprehension, T60 2. <i>On Level</i>-Paired Read: "Look at Signs", T63 3. <i>Beyond Level</i>-Paired Read: "Our Classroom Rules!", T67
Assessments: Formal : Your Turn 8-9 Informal: Quick Check T41 Alternative:	Writing/Grammar: <ol style="list-style-type: none"> 2. <i>Independent Writing</i> Writing Trait: Ideas, T42 Personal Narrative: Revise/Proofread/Edit, T42-T43 1. <i>Grammar</i> Sentences, T43 Mechanics: Sentence Capitalization, T43
Reflection:	Daily Wrap Up: <ol style="list-style-type: none"> 1. Ask: What would you like to do at school tomorrow? 2. Prompt children to share what skills they learned. What skills did you use today?

Week 1- Day 4
Whole Group

➤ **Extend the Concept (5 mins)**

Essential Question:

Remind students that you have been talking and reading about things that happen at school.

Text Feature: Photographs:

Explain: Tell students that they can use nonfiction selections to find facts and details. Explain that nonfiction text often has photographs that go with the text.

Model: Display teaching poster 12. Point to the photographs and discuss what they show.

Guided Practice: Guide students to discuss what information the photos provide. Tell students to look for photos as they read nonfiction selections and to find the info in each photo.

➤ **Develop Comprehension (10 mins)**

Reread Literature Big Book

Compare Texts

Review with students that in Nat and Sam, they read about a boy at school. Now they will read a selection about the rules followed at school. Tell students that as they read they should think about how the school in the photos is like the school in Nat and Sam. Reread the story and pay attention to the photos.

➤ **Phonological Awareness (5 mins)**

Phoneme isolation:

Model: Show students how to isolate a phoneme in a word.

Guided Practice: Have students practice isolating medial vowel phonemes.

➤ **Phonics (5 mins)**

Blend words with short a:

Review: Display Word-Building cards *p, a, n*. Model how to blend the sounds.

Guided Practice: Repeat the routine with *am, cap, man, pan, ram, nap, ran, rat, sad, has, tap, pat*

Build words with short a:

Model: Display the word building cards *c, a, t*. Blend these letters to make words.

Continue with words *mat, rat, pat, pan, man, ran, can, cap, tap*.

➤ **Spelling (5 mins)**

Word sort with -an, -ap, -at:

Review: Provide pairs of students with copies of the Spelling Word cards. While one partner reads the words one at a time, the other partner should orally segment the word and then write the word. After reading all the words, partners should switch roles.

➤ **High-Frequency Words (5 mins)**

Guided Practice: Display the Visual Vocab Cards to review this week's HFW. Point to a word and call on a student to use it in a sentence.

➤ **Independent Writing (5 mins)**

Personal Narrative:

Revise: Tell students that writers revise their writing to correct any mistakes and make their writing better. Explain that a writer may revise sentences in a story to make sure they all are about one single event. Remind students that a writer picks one idea to write about before starting to write. Tell them the idea for this story was playing at school. Have students work in pairs to do a peer review, reading each other's drafts. Have partner discuss what they like most.

Proofread/Edit: Introduce proofreader's marks to students. Have them reread their drafts and fix mistakes. Next, have partners exchange their drafts and take turns reading for mistakes.

Final Draft: After students have edited their own papers and finished their peer edits, have them write their final draft. Encourage them to create or find a photo that relates to their writing. Conference with them as needed.

1st Grade – Wonders Reading

Lesson: Unit 1- Week 1- Day 5

At School

CCSS: RI.1.9, W.4.9, W.1.7, RF.1.2d, RF.1.3b, L.1.2d, W.1.6, L.1.1j

Objectives: Develop answers to the Essential Question. Make text connections to the world. Present a personal narrative. Capitalize the first word of sentences. Complete assessments with 75% or better accuracy.

Accommodations:

(Highlight as needed)

Small Group, Extended Time, Test Read Aloud, Modified Assignments, Preferential Seating, Oral Testing, Other:

Technology:

(Highlight as needed)

interactive whiteboard, computer, projector, document camera, printer, other:

Whole Group:

1. Integrate Ideas: Research and Inquiry, T44-T45
 - Text Connections, T46
 - Write About Reading, T47
2. Word Work T40-T41
 - Fluency: Word Automaticity
 - Phonemic Awareness: Phoneme Blending/Segmentation
 - Phonic/Spelling: Blend and Build words with short *a*
 - Structural Analysis: Inflectional Ending –s
 - High-Frequency Words: *does, not, school, what*
3. Practice: Your Turn, p. 10
4. Complete weekly Reading, Phonics, and Spelling assessments.

Tested Skills:

Phonics – Short *a*
Comprehension Skill – Key Details
Writing Traits – Ideas
Grammar - Sentences

Small Group:

1. *Approaching Level*- Literature Circles, T53; Phonics, T57; HF Words, T59; Comprehension, T61
2. *On Level*-Paired Read: Literature Circles, T63; Comprehension, T65
3. *Beyond Level*-Literature Circles, T67; Comprehension, T69

Assessments:

Formal : Your Turn 10, Weekly Tests
Informal: Quick Check T49
Alternative:

Writing/Grammar:

1. *Independent Writing*
Personal Narrative: Publish and Present, T50
2. *Grammar*
Sentences, T51
Mechanics: Sentence Capitalization, T51
Complete Weekly Grammar Assessment

Reflection:

Daily Wrap Up:

1. Review the Essential Question and encourage children to discuss using the oral vocabulary words.
2. Review that picturing story events and finding key story details can help children understand the story.
3. Review blending words with medial short *a*. Remind children that the inflectional ending –s is used at the end of an action words when it follows he, she or it.
4. Use the Visual Vocabulary Cards to review the Words to Know.
5. Remind children that realistic fiction is a made-up story that could really happen.

Week 1- Day 5

Whole Group

➤ Text Connections (5 mins)

Essential Question:

Remind students that all week they have been reading selections about school. Tell them that now they can think about how the selections were similar to one another. This is called making connections across texts. Use graphic organizer 42 to help organize this information from the two stories.

➤ Phonics (5 mins)

Blend and build words with short a:

Review: Have students read and say the words sat, can, man, and nap. Follow the word building routine with Word Building cards to build other words. Help students practice word automaticity. Test how many words they can read in one minute.

➤ Spelling (5 mins)

Word sort with -an, -ap, -at:

Assess: Assess students on their ability to spell words in the word families. Say each word, provide a sentence, then allow them to write the words.

➤ Independent Writing (5 mins)

Personal Narrative:

Prepare: Provide time for students to finish preparing their presentations. Remind them to practice using any drawings they have made of their sentences.

Present: Have students take turns giving presentations of their first day of school personal narratives.

Evaluate: Have students discuss their own presentations and evaluate their performance using the presentation rubric.

Publish: After students finish presenting their stories, discuss how the class will display their stories on a bulletin board. Suggest that they illustrate their stories.

➤ Weekly Assessment

Tested skills:

- Comprehension
- Phonemic awareness
- High frequency words

Unit 1 Week 1

Story

Nat and Sam

Genre

Realistic Fiction

Story

"Rules at School"

Genre

Nonfiction

Story

Jack Can

Genre

Realistic Fiction

Essential Question

What do you do at your school?

Comprehension Strategy

visualize

Comprehension Skill

key details

Writing Traits

ideas

Grammar

sentences

Structural Analysis

inflectional ending -s

Mechanics

sentence capitalization

SPELLING/ PHONICS

Short a

man

can

nap

tap

cat

hat

not

does

Oral Vocabulary

learn- gain knowledge or a new skill

subjects- things you study at school

common- normal or ordinary

object- a thing or an item

recognize- remember something because you have seen it before

High Frequency Words

does, not, school, what

1st Grade – Wonders Reading

Lesson: Unit 1- Week 2- Day 1

Where I Live

CCSS: SL.1.1a, RF.1.1, RF.1.2c, RF.1.3b, RF.1.3g, L.1.2d, W.1.5, L.1.2b,

Objectives: Build background knowledge. Discuss the Essential Question. Develop concept understanding. Visualize a text read aloud. Recognize and generate initial sound alliteration. Understand fantasy genre. Identify and use correct word order.

Accommodations:

(Highlight as needed)

Small Group, Extended Time, Test Read Aloud, Modified Assignments, Preferential Seating, Oral Testing, Other:

Technology:

(Highlight as needed)

Interactive whiteboard, computer, projector, document camera, printer, other:

Tested Skills:

Phonics – Short *i*

Comprehension Skill – Key Details

Writing Traits – Ideas

Grammar – Word Order

Whole Group:

1. Build Background: Where I Live, T86-T87
2. Oral Vocabulary Words: *city, country*, T86
3. Listening Comprehension : Big Book –*Alicia's Happy Day*, T88, Strategy: visualize, T89
4. Word Work, T90 – T93
 - Fluency: Sound-Spellings
 - Phonological Awareness: Alliteration
 - Phonic/Spelling: Introduce Short *i*
 - High Frequency Words: *down, out, up, very*
5. Shared Reading: *Six Kids*, T94-T95
6. Practice: Your Turn, p. 11

Small Group:

1. *Approaching Level*- Leveled Reader: "What Can We See?", T130-T131; Phonological Awareness, T132; Phonics, T134; HF Words, T137
2. *On Level*-Leveled Reader:"A Trip to the City", T140-T141; Phonics, T142
3. *Beyond Level*-Leveled Reader:"Harvest Time", T144-T145; Oral Vocabulary, T146

Assessments:

Formal : Your Turn 11

Informal: Quick Check T89, T93

Alternative:

Writing/Grammar:

1. *Shared Writing*
Writing Trait: Ideas, T96
Descriptive Sentences About a Place, T96
2. *Grammar*
Word Order, T97
Mechanics: Sentence Punctuation (periods), T97

Reflection:

Daily Wrap Up:

1. Ask: What did you learn about where people live?
2. Prompt children to share what skills they learned. How do these skills help you read and write?

Week 2- Day 1

Whole Group

➤ Introduce the Concept (5 mins)

Build Background:

EQ: *What is it like where you live?* Tell students that this week they will be talking and reading about the different places where people live.

Vocabulary: Tell students that you will share some words that they can use as they discuss what they do at school. Use the Define/Example/Ask routine to introduce the oral vocabulary words **city** and **country**.

Talk about it:

- Discuss the theme of “Where I Live” and explain that people live in many different kinds of places. Have students talk about where they live. Do you live in a city or in the country? What is it like?
- Use the Reading/Writing Workshop pages 28-29 to guide students to discuss what it might be like to live in the city in the photo. Is this child in the city or in the country? What might this girl see if she lived in the country?
- Use Teacher Poster 42 and prompt students to complete the chart.

➤ Listening Comprehension (10 mins)

Connect to Concept: Where I Live

Tell students that they will now read story that takes place in a busy city neighborhood. In the story, a girl has lots of fun while she and her mother walk through the neighborhood. Ask: What fun things do you think the girl will do? Display the big book, *Alicia's Happy Day*. Ask students to listen to the story to find out what the girl and her mother see and do on their walk.

Strategy- Visualize

Tell students that as you read the story, they can use the words and illustrations to visualize, or create pictures in their minds. This can help them understand the text.

Model: As you read, use the Think Aloud Cloud to model applying the strategy.

Guided Practice: As you continue to read the Big Book, pause to ask if students are able to visualize what is happening in the book. Remind them that looking at illustrations can help them understand the text.

Respond to Reading: After reading, prompt students to share which part of Alicia's day looked like the most fun.

➤ Phonological Awareness (5 mins)

Alliteration:

Model: Read the rhyme *To Market, To Market*. Point out the words that begin with the same sound.

Guided Practice: Have students identify other examples of initial sound alliteration.

➤ Phonics (10 mins)

Introduce short i:

Model: Display the *insect* sound-spelling card. Teach short i using the words *in* and *big*. Model writing the letter *i*. Say the sound of *short i* and have students repeat the sound.

Guided Practice: Have students practice connecting the letter *i* to the sound short i by writing it.

Blend words with short i:

Model: Display Word-Building cards *f*, *i*, *t*. Model how to blend the sounds. Show the letter *f* and identify the sound; do the same for *i* and *t*. Have students listen as you blend the sounds together. Then have them say it with you. Continue by modeling the words: *bit*, *wig*, and *pin*.

Guided Practice: Display Day 1 Phonics Practice Activity. Read each word in the first row, blending the sounds; for example */iiit/*. The word is *it*. Have students blend each word with you. Prompt students to read the connected text, sounding out the decodable words.

Do: Practice book pg. 11

➤ **Spelling (5 mins)**

Words with short i:

Dictation: Use the Spelling Dictation routine to help children transfer their growing knowledge of sound-spellings to writing.

Pretest: After dictation, pronounce each spelling word. Read the sentence and pronounce the word again. Ask students to say each word softly and stretch the sounds before writing it. After pretest, display the spelling words and write each word as you say the letter names. Have students check their words.

*For Approaching Level and Beyond Level students, refer to the differentiated spelling lists for modified lists.

➤ **High-Frequency Words (5 mins)**

Model: Display the HFW cards (*down*, *out*, *up*, *very*). Use the read/spell/write routine to teach each word.

Guided Practice: Have students read the sentences.

- I sat down.
- We can go out to play.
- Look up!
- I am very sad.

Prompt students to identify the HFW in connected text and to blend the decodable words.

➤ **Shared Read (10 mins)**

Model Skills and Strategies:

Tell students that you will read a selection called *Six Kids*. As we read, look for the words: *down*, *out*, *up* and *very*. Look for words in which the letter *i* stands for the */i/* sound.

Story words: Display the words *blue* and *that*. Spell the words and model reading them. Tell students that they will be reading the word in the selection. Guide students in reading the story.

Genre: Tell students that *Six Kids* is a Fantasy.

Fantasy:

- Has made up characters and settings
- Has events that could not happen in real life

Partner Read: Have partners use their Reading/Writing workshop pg. 30-33 to review the skills and strategies while reading the story *Six Kids*.

➤ **Shared Writing (5 mins)**

Writing Trait: Ideas

Model: Tell students that they will now reread the story paying close attention to the details the author uses to describe the ideas in the story.

Guided Practice: Reread the selection. Point out examples of descriptive details about the family of chickens and where they live. Continue asking questions about the descriptive details in the story.

Descriptive Sentences:

Focus: Tell students that this week they will be writing descriptive sentences about a place. Remind them that a sentence tells the whole idea. A descriptive sentence tells about size, look, number, shape, or color.

Brainstorm: Create a word web using teacher poster 40 to help record descriptive words or phrases to describe the place shown.

Write: Tell students that you will work together to write descriptive sentences about the place in the picture. Model writing sentences based on the Word Web. Work together to write descriptive sentences to tell how the place looks and sounds.

➤ **Grammar (5 mins)**

Word Order:

Model: Tell students that a sentence must have words written in an order that makes sense. This makes the sentence tell a complete idea.

Guided practice: Display sentences and read them aloud. Have students work together to read the sentences and determine if the word order makes sense. Help them correct the sentences that are not in an order that makes sense.

Sentence Punctuation:

Model: Remind children that a sentence always ends with a punctuation mark.

Guided Practice: Prompt children to correct each sentence.

➤ **Whole Group Wrap-up**

- Review the EQ and encourage students to discuss using the new oral vocabulary words.
Ask: What did you learn about where people live?
- Prompt students to share what skills they learned. Ask: How do these skills help you read and write?

1st Grade – Wonders Reading

Lesson: Unit 1- Week 2- Day 2

Where I Live

CCSS: SL.1.1c, RF.1.2c, RF.1.3b, RF.1.3g, L.1.2d, RL.1.1, W.1.5, L.1.2b

Objectives: Develop oral language. Discuss the essential question. Categorize words by phoneme. Spell words with short *i*. Recognize and read high-frequency words. Understand fantasy genre. Identify and use correct word order.

Accommodations:

(Highlight as needed)

Small Group, Extended Time, Test Read Aloud, Modified Assignments, Preferential Seating, Oral Testing, Other:

Whole Group:

1. Oral Language: Where I Live, T98
2. Oral Vocabulary Words: *bored, feast, scurried*; T98
3. Listening Comprehension - Strategy: visualize, T99
4. Interactive Read-Aloud Cards: "The City Mouse and the Country Mouse", T99
5. Word Work T100-T103
 - Fluency: Sound-Spelling
 - Phonemic Awareness: Phoneme Categorization
 - Phonic/Spelling: Review Short *i*
 - Structural Analysis: Double Final Consonants
 - High-Frequency Words: *down, out, up, very*
6. Shared Reading: *Six Kids*, T104-T105
7. Comprehension
 - Genre: Fantasy, T104
 - Skill: Key Details, T105
8. Practice: Your Turn, pp. 12-14

Technology:

(Highlight as needed)

interactive whiteboard, computer, projector, document camera, printer, other:

Tested Skills:

Phonics – Short *i*
Comprehension Skill – Key Details
Writing Traits – Ideas
Grammar – Word Order

Small Group:

1. *Approaching Level*- Leveled Reader: "What Can We See?", T130-T131; Phonological Awareness, T132; Phonics, T134; HF Words, T137; Comprehension, T138
2. *On Level*-Leveled Reader: "A Trip to the City", T140-T141; HF Words, T142
3. *Beyond Level*-Leveled Reader: "Harvest Time", T144-T145; Oral Vocabulary, T146

Assessments:

Formal: Your Turn 12-14
Informal: Quick Check T103, T105
Alternative:

Writing/Grammar:

1. *Interactive Writing*
Writing Trait: Ideas, T106
Descriptive Sentences About a Place, T106
2. *Grammar*
Word Order, T107
Mechanics: Sentence Punctuation (periods), T107

Reflection:

Daily Wrap Up:

1. Ask: What are different places people live? Describe them.
2. Prompt children to review and discuss the skills they used today. How do those skills help them?

Week 2- Day 2

Whole Group

➤ Build the Concept (5 mins)

Essential Question:

Remind students that you have been talking and reading about what it is like where they live. Discuss the EQ using information from what they read on Day 1.

Oral vocabulary routine:

Review the vocab from Day 1. Use the define/Example/Ask routine to introduce *bored*, *feast*, and *scurried*. Prompt students to use the words as they discuss what it's like where they live.

➤ Listening Comprehension (10 mins)

Strategy- Visualize

Remind students that as they read, they can use the words and illustrations to create pictures in their mind. Model the strategy using the Think Aloud Cloud. Tell students that you will be reading a fictional story about two mice, one who lives in the city and one in the country. Display the Read Aloud cards as you read *The City Mouse and the Country Mouse*.

➤ Phonological Awareness (5 mins)

Phoneme categorization:

Model: Show students how to categorize phonemes.

Guided Practice: Have students practice categorizing words by focusing on their medial sounds. Do the first set with them: *fit/sad/lip*, *map/big/tan*, *cat/fan/vill*, *pal/sick/fit*

➤ Phonics (5 mins)

Review short i:

Model: Display the *insect* sound-spelling card. Review short i using the words *it* and *six*.

Guided Practice: Have students practice connecting the letter and sound. What is this letter? What sound does it stand for?

Blend words with short i:

Model: Display Word-Building cards *p*, *i*, *g*. Model how to generate and blend the sounds.

Guided Practice: Repeat the routine with *in*, *is*, *big*, *dig*, *dip*, *hip*, *fit*, *fix*, *sick*, *pick*, *rip*, *lip*, *kick*

Build words with short i:

Model: Display the word building cards *h*, *i*, *d*. Blend these letters to make words.

Guided Practice: Continue with *tip*, *win*, *tin*, *pin*, *pit*, *fit*, *fix*. Guide students to build and blend each word.

➤ Spelling (5 mins)

Word sort with -in, -it, -iss:

Model: Display the spelling word cards from the resource book. Have students read each word, listening for short i and the ending sound. Use cards for *fin*, *bit*, and *hiss* to create a 3 column chart.

Guided Practice: Have students place each spelling word in the column with the words containing the same final sounds and spellings. When completed, have students chorally read the words in each column. Then call out a word. Have a child find the word card and point to it as the class chorally spells the word.

➤ **High-Frequency Words (5 mins)**

Guided Practice: Say each word and have students read/spell/write it. Ask them to picture the word in their minds, and write it the way they see it. Display the words for students to self correct.

Practice: Add the HFWs to the word bank. Have students work with partners to create sentences using the words.

Do: Practice book pg. 12

➤ **Comprehension (10 mins)**

Genre: Fantasy:

Model: Tell students that they will now reread the fantasy story *Six Kids*. explain that as they read they will look for info in the text to help them understand the selection. Explain that like most stories, fantasy stories have a clear beginning, middle, and end. The beginning of the story includes details about who is in the story and where the story happens. The middle of the story and the end of the story have details about what happens. Display pages 36-37 in Reading Writing workshop.

Skill: Key Details:

Model: tell students that when they read fantasy stories they can use the text to find the key details. Have students look at pages 44-45 in the reading writing workshop. Read together the definition of Key Details.

Guided Practice: Read together the Find Text Evidence section and model finding a key detail in *Six Kids*. Point out the added details to the graphic organizer using teaching poster 27.

Do: Practice book pg. 17

➤ **Interactive Writing (5 mins)**

Descriptive Sentences:

Discuss: Ask students to name a familiar place in the community that they could describe such as a park, river, or library. Record their ideas. As a group, select a place to write about. Brainstorm words or phrases to describe the location. Record details using Teaching poster 40.

Apply: Tell students they will be working together to write descriptive sentences to tell more about the place in the community.

Write: Collaborate with students to write descriptive sentences about the place you chose together. Guide them to use the Word Web to get ideas.

Review: Review with students the descriptive sentences you wrote on Day 1.

➤ **Grammar (5 mins)**

Word Order:

Review: review that the words in a sentence are in an order that makes sense.

Practice: Practice with the following sentences:

- Cat the naps
- The rips map

Have students work in pairs to decide if the sentence has the correct word order. If not, correct the order.

1 st Grade – Wonders Reading	
Lesson: Unit 1- Week 2- Day 3	Where I Live
CCSS: RL.1.2, RF.1.4b, RF.1.2b, RF.1.3b, RF.1.3g, L.1.2d, W.1.5, L.1.2b Objectives: Visualize a text read aloud. Identify and use correct word order.	
Accommodations: (Highlight as needed) Small Group, Extended Time, Test Read Aloud, Modified Assignments, Preferential Seating, Oral Testing, Other:	Whole Group: <ol style="list-style-type: none"> Oral Language: Where I Live, T108 Review Oral Vocabulary Words: <i>city, country, bored, feast, scurried</i>; T108 Listening Comprehension Big Book: <i>Alicia's Happy Day</i>, T109 <ul style="list-style-type: none"> Strategy: Visualize, T109 Retelling, T109 Fluency: Intonation, T109 Word Work T110-T113 <ul style="list-style-type: none"> Fluency: Sound-Spelling Phonemic Awareness: Phoneme Blending Phonic/Spelling: Blend words with short i Structural Analysis: Double Final Consonants High-Frequency Words: <i>down, out, up, very</i> Close Reading: <i>Go Pipl</i>, T113A-T113J Practice: Your Turn, pp. 15-17
Technology: (Highlight as needed) interactive whiteboard, computer, projector, document camera, printer, other:	
Tested Skills: Phonics – Short / Comprehension Skill – Key Details Writing Traits – Ideas Grammar – Word Order	Small Group: <ol style="list-style-type: none"> <i>Approaching Level</i>- Leveled Reader: "What Can We See?", T130-T131; Phonological Awareness, T133; Phonics, T135; Structural Analysis, T136; Comprehension, T139 <i>On Level</i>-Leveled Reader:"A Trip to the City", T140-T141; Comprehension, T143 <i>Beyond Level</i>-Leveled Reader:"Harvest Time", T144-T145;Comprehension, T147
Assessments: Formal : Your Turn 15-17 Informal: Quick Check T113 Alternative:	Writing/Grammar: <ol style="list-style-type: none"> <i>Independent Writing</i> Writing Trait: Ideas, T114 Descriptive Sentences About a Place: Prewrite/Draft, T114-T115 <i>Grammar</i> Word Order, T115 Mechanics: Sentence Punctuation (periods), T115
Reflection:	Daily Wrap Up: <ol style="list-style-type: none"> Ask: How can you describe the place where you live? Prompt children to review and discuss today's skills. Guide them to give examples of how they used each skill.

Week 2- Day 3

Whole Group

➤ Build the Concept (5 mins)

Essential Question:

Remind students that you have been talking and reading about the different places people can live.

Oral vocabulary review:

Review the vocab words *city*, *country*, *bored*, *feast*, and *scurried*. Encourage students to discuss where people live when coming up with examples for each word.

➤ Listening Comprehension (10 mins)

Reread Literature Big Book

Strategy- Visualize

Remind students that they can use the text and illustrations in the story to create a picture in their mind. This can help them understand what is happening.

Model Retelling

Pause to retell portions of the selection. After reading, model retelling the entire selection, using your own words to tell the important events in the correct order. Point out that using the word and illustrations to visualize what you read can help you to retell the story.

Model Fluency

Intonation: Turn to pg. 25 of the story. Help students read with intonation by pointing out that as you read, you emphasize certain words. Read pg. 25 with slightly exaggerated stress on the words laugh, loud, no one, all, happy birthday, and you. Have students echo read for more practice.

➤ Phonological Awareness (5 mins)

Phoneme blending:

Model: Place markers on the Response Board to represent sounds. Show students how to blend phonemes, adding a marker to each sound you hear.

Guided Practice: Have students practice phoneme blending.

➤ Phonics (5 mins)

Blend words with short i:

Model: Display Word-Building cards *d,i,g*. Model how to blend the sounds.

Guided Practice: review the words and sentences on the Day 3 Phonics Practice Activity with students. Read each word in the row, blending the sounds. Have students blend each word with you.

➤ Spelling (5 mins)

Word families –in, -it, -iss:

Model: Display the spelling word cards from the resource book. Have students read each word, listening for short i and the ending sound. Say each word and pronounce the sounds.

Guided Practice: Have students spell each word. Display the words nap, can, out, and up in a separate column. Read and spell the words together with students. Point out that these spelling words do not contain the /i/ sound.

Do: Phonics/Spelling practice book pg. 8

➤ **High-Frequency Words (5 mins)**

Guided Practice: Say each word and have student's read/spell/write it. Display the Visual Vocab Cards to review this week's HFW. Review the previous words in the word bank.

➤ **Comprehension (10 mins)**

Develop Comprehension:

Review the key characteristics of a fantasy. Direct student's attention to the pages 26-27 and read aloud the title and EQ. Students read the selection aloud. Complete graphic organizer pg. 14 as you model recording the key details of each section. Check understanding throughout selection by asking comprehension questions in the TE.

Respond to Reading:

Guide students in retelling the selection. Remind them that as they read *Go, Pip!* they paid attention to key details and visualized what was happening in the story. Now they will use that information to retell the selection.

Text Evidence:

Guide students to use text evidence to answer the Text Evidence questions on Literature Anthology pg. 41. Remind students to look for key details in the pictures.

➤ **Independent Writing (5 mins)**

Writing Trait: Ideas:

Review: Tell students that today they will write a draft.

Guided Practice: Have students open to pg. 46 in the Reading/writing workshop. Read the student model aloud.

Descriptive Sentences:

Model: Have students look again at Bill's story, noting the descriptive details he uses. Have students complete the Your Turn section on pg. 47.

Prewrite: Display the list of topics from Day 2. Guide students to choose a topic, or an idea. Review the choices with students.

Draft: Have students use their webs to write. They should write at least one sentence to describe the place they chose. Remind them to include words that describe the place. Conference with students to provide guidance as they work.

➤ **Grammar (5 mins)**

Sentences:

Review: Have students look at the Readers to Writers page in the Reading/Writing workshop. Remind them that sentences must be in an order that makes sense.

Practice: Guide students to discuss the word order in each sentence. Have them work in partners to write one new sentence about Sid the Pig, using correct word order.

➤ **Whole Group Wrap-up**

- Review the EQ and encourage students to discuss using the new oral vocabulary words.
Ask: How can you describe the place where you live?

1 st Grade – Wonders Reading	
Lesson: Unit 1- Week 2- Day 4	Where I Live
CCSS: RI.1.5, RF.1.2c, RF.1.3g, L.1.2d, W.1.5, L.1.2b, W.1.7 Objectives: Recognize and generate initial sound alliteration. Identify and use correct word order. Build background knowledge. Research information using technology.	
Accommodations: (Highlight as needed) Small Group, Extended Time, Test Read Aloud, Modified Assignments, Preferential Seating, Oral Testing, Other:	Whole Group: <ol style="list-style-type: none"> 1. Oral Language: Where I Live, T116 2. Comprehension: Text Features-Bold Print, T116 3. Close Reading: "I Live Here", T117-T117B 4. Word Work T118-T119 <ul style="list-style-type: none"> • Fluency: Sound-Spelling • Phonological Awareness: Alliteration • Phonic/Spelling: Build words with short i • Structural Analysis: Double Final Consonants • High-Frequency Words: <i>down, out, up, very</i> 5. Integrate Ideas: Research and Inquiry, T122-T123 6. Practice: Your Turn, pp. 18-19
Technology: (Highlight as needed) interactive whiteboard, computer, projector, document camera, printer, other:	
Tested Skills: Phonics – Short <i>i</i> Comprehension Skill – Key Details Writing Traits – Ideas Grammar – Word Order	Small Group: <ol style="list-style-type: none"> 1. <i>Approaching Level</i>- Paired Read: "My Home", T131; Phonological Awareness, T133; Phonics, T135; Structural Analysis, T136; Comprehension, T138 2. <i>On Level</i>-Paired Read: "Where I Live", T141 3. <i>Beyond Level</i>-Paired Read: "Where We Live", T145
Assessments: Formal : Your Turn 18-19 Informal: Quick Check T119 Alternative:	Writing/Grammar: <ol style="list-style-type: none"> 3. <i>Independent Writing</i> Writing Trait: Ideas, T120 Descriptive Sentences About a Place: Revise/Proofread/Edit, T120-T121 1. <i>Grammar</i> Word Order, T121 Mechanics: Sentence Punctuation (periods), T121
Reflection:	Daily Wrap Up: <ol style="list-style-type: none"> 1. Ask: What places would you like to live someday? 2. Prompt children to discuss the skills they practiced and learned today. Guide them to share examples of each skill.

Week 2- Day 4

Whole Group

➤ Extend the Concept (5 mins)

Essential Question:

Remind students that they have been learning about the places people live. Guide them to discuss the question using information from what they have read and discussed.

Text Feature: Bold Print:

Explain: Tell students that they can use nonfiction selections to find facts and details about where people live. Explain that nonfiction text often has words in bold print. Authors use bold print to point out important information.

Model: Display teaching poster 13. Discuss each picture about morning, noon, and night.

Guided Practice: Read together the text under each picture. Guide students to identify the word in bold.

➤ Develop Comprehension (10 mins)

Compare Texts

Tell students as they read they should think about which place is most like where Pip lives.

➤ Phonological Awareness (5 mins)

Alliteration:

Model: Show students how to recognize and generate alliteration.

Guided Practice: Have students practice recognizing and generating alliteration.

➤ Phonics (5 mins)

Build words with short i:

Review: Display Word-Building cards to make words using short i, such as *lick*. Model how to blend the sounds.

Guided Practice: Repeat the routine with *sit, six, fix, fit, fin, pill, hill, him*

➤ Spelling (5 mins)

Word sort with -in, -it, -iss:

Review: Provide pairs of students with copies of the Spelling Word cards. While one partner reads the words one at a time, the other partner should orally segment the word and then write the word. After reading all the words, partners should switch roles.

➤ High-Frequency Words (5 mins)

Guided Practice: Display the Visual Vocab Cards to review this week's HFW. Point to a word and call on a student to use it in a sentence.

➤ Independent Writing (5 mins)

Descriptive Sentences:

Revise: Tell students that writers revise their work to make their ideas clearer and more interesting. When a writer revises, they add descriptive details or delete ideas that don't tell about the topic. Have students work in pairs to do a peer review, reading each other's drafts. Have partner discuss topics.

Proofread/Edit: Introduce proofreader's marks to students. Have them reread their drafts and fix mistakes. Next, have partners exchange their drafts and take turns reading for mistakes.

Final Draft: After students have edited their own papers and finished their peer edits, have them write their final draft. Encourage them to create or find a illustrations that relate to their writing. Conference with them as needed.

➤ **Whole Group Wrap-up**

- Review the EQ and encourage students to discuss using the oral vocabulary words. Ask:
What places would you like to live someday?

1 st Grade – Wonders Reading	
Lesson: Unit 1- Week 2- Day 5	Where I Live
CCSS: RI.1.9, W.4.9, W.1.7, RF.1.2d, L.1.2d, W.1.6, L.1.2b Objectives: Develop answers to the Essential Question. Make text connections to the world. Present a personal narrative. Identify and use correct word order. Complete assessments with 75% or better accuracy.	
Accommodations: (Highlight as needed) Small Group, Extended Time, Test Read Aloud, Modified Assignments, Preferential Seating, Oral Testing, Other:	Whole Group: <ol style="list-style-type: none"> Integrate Ideas: <ul style="list-style-type: none"> Text Connections, T124 Write About Reading, T125 Word Work T126-T127 <ul style="list-style-type: none"> Fluency: Word Automaticity Phonemic Awareness: Phoneme Blending/Segmentation Phonic/Spelling: Blend and Build words with short <i>i</i> Structural Analysis: Double Final Consonants High-Frequency Words: <i>down, out, up, very</i> Practice: Your Turn, p. 20 Complete weekly Reading, Phonics, and Spelling assessments.
Technology: (Highlight as needed) interactive whiteboard, computer, projector, document camera, printer, other:	
Tested Skills: Phonics – Short <i>i</i> Comprehension Skill – Key Details Writing Traits – Ideas Grammar – Word Order	Small Group: <ol style="list-style-type: none"> <i>Approaching Level</i>- Literature Circles, T133; Phonics, T135; HF Words, T137; Comprehension, T139 <i>On Level</i>-Paired Read: Literature Circles, T141; Comprehension, T143 <i>Beyond Level</i>-Literature Circles, T145; Comprehension, T147
Assessments: Formal : Your Turn 20, Weekly Tests Informal: Quick Check T127 Alternative:	Writing/Grammar: <ol style="list-style-type: none"> <i>Independent Writing</i> Personal Narrative: Publish and Present, T128 <i>Grammar</i> Word Order, T129 Mechanics: Sentence Punctuation (periods), T129
Reflection:	Daily Wrap Up: <ol style="list-style-type: none"> Review the Essential Question and encourage children to discuss using the oral vocabulary words. Review that when children picture key details and events in their minds it can help children understand the story. Review blending words with short <i>i</i> and double final consonants. Use the Visual Vocabulary Cards to review the Words to Know. Remind children that a fantasy is a made-up story with characters, setting, or events that could not exist in real life.

Week 2- Day 5

Whole Group

➤ Text Connections (5 mins)

Essential Question:

Remind students that all week they have been reading selections about where people live. Tell them that now they can think about how the selections were similar to one another. This is called making connections across texts. Use graphic organizer 42 to help organize this information from the two stories.

➤ Phonics (5 mins)

Blend and build words with short i:

Review: Have students read and say the words *is*, *six*, *hip*, and *kiss*. Follow the word building routine with Word Building cards to build other words. Help students practice word automaticity. Test how many words they can read in one minute.

➤ Spelling (5 mins)

Word sort with -in, -it, -iss:

Assess: Assess students on their ability to spell words in the word families. Say each word, provide a sentence, and then allow them to write the words.

➤ Independent Writing (5 mins)

Personal Narrative:

Prepare: Provide time for students to finish preparing their presentations. Remind them to practice using a drawing or photo of their location and other visuals they are using.

Present: Have students take turns giving presentations of their descriptive sentences.

Evaluate: Have students discuss their own presentations and evaluate their performance using the presentation rubric.

Publish: After students finish presenting their stories, discuss how the class will display their work on a bulletin board. Suggest that they illustrate their stories.

➤ Weekly Assessment

Tested skills:

- Comprehension
- Phonemic awareness
- High frequency words

Unit 1 Week 2

Story

Go, Pip!

Genre

Fantasy

Story

"I Live Here"

Genre

Nonfiction

Story

Six Kids

Genre

Fantasy

Essential Question

What is it like where you live?

Comprehension Strategy

visualize

Comprehension Skill

key details

Writing Traits

ideas

Grammar

word order

Structural Analysis

double final consonants

Mechanics

sentence punctuation

SPELLING/ PHONICS

Short i

pin

win

hit

sit

miss

kiss

nap

can

out

up

Oral Vocabulary

city- a large town with tall buildings and many people

country- land outside a town or city where there are not many buildings or people.

bored- having nothing to do or nothing that is interested.

feast- a big fancy meal with many different foods

scurried- moved very quickly

High Frequency Words

down, out, up, very

1 st Grade – Wonders Reading	
Lesson: Unit 1- Week 3- Day 1	Our Pets
CCSS: SL.1.1c, RF.1.1, RF.1.2c, RF.1.3b, RF.1.3g, W.1.5, L.1.2b Objectives: Build background knowledge. Discuss the Essential Question. Reinforce concepts of print. Develop concept understanding. Understand fantasy genre. Correctly capitalize and punctuate sentences.	
Accommodations: (Highlight as needed) Small Group, Extended Time, Test Read Aloud, Modified Assignments, Preferential Seating, Oral Testing, Other:	Whole Group: <ol style="list-style-type: none"> 1. Build Background: Our Pets, T164-T165 2. Oral Vocabulary Words: <i>care, train</i>, T164 3. Listening Comprehension : Big Book –<i>Cool Dog, School Dog</i>, T166; Strategy: visualize, T167 4. Word Work, T168 – T171 <ul style="list-style-type: none"> • Fluency: Sound-Spellings • Phonological Awareness: Contrast Vowel Sounds • Phonic/Spelling: Introduce /-blends • High Frequency Words: <i>be, come, good, pull</i> 5. Shared Reading: <i>A Pig for Cliff</i>, T172-T173 6. Practice: Your Turn, p. 21
Technology: (Highlight as needed) interactive whiteboard, computer, projector, document camera, printer, other:	
Tested Skills: Phonics – / - blends Comprehension Skill – Key Details Writing Traits – Ideas Grammar – Statements	Small Group: <ol style="list-style-type: none"> 1. <i>Approaching Level</i>- Leveled Reader: "Mouse's Moon Party", T208-T209; Phonological Awareness, T210; Phonics, T212; HF Words, T215 2. <i>On Level</i>-Leveled Reader:"Pet Show", T218-T219; Phonics, T220 3. <i>Beyond Level</i>-Leveled Reader:"Polly the Circus Star", T222-T223; Oral Vocabulary, T224
Assessments: Formal : Your Turn 21 Informal: Quick Check T167, T171 Alternative:	Writing/Grammar: <ol style="list-style-type: none"> 1. <i>Shared Writing</i> Writing Trait: Ideas, 174 Descriptive Sentences, T174 2. <i>Grammar</i> Statements, T175 Mechanics: Capitalization and Punctuation, T175
Reflection:	Daily Wrap Up: <ol style="list-style-type: none"> 1. Ask: What makes pets special? 2. Prompt children to share what skills they learned. How might they use those skills?

Week 3- Day 1

Whole Group

➤ Introduce the Concept (5 mins)

Build Background:

EQ: *What makes a pet special?* Tell students that this week they will be talking and reading about what makes pets special and how to take care of them.

Vocabulary: Tell students that you will share some words that they can use as they discuss what they do at school. Use the Define/Example/Ask routine to introduce the oral vocabulary words **care** and **train**.

Talk about it:

- Discuss the theme of “Our Pets” and explain that some people like to care for animals. Have students name animals that can be pets.
- Use the Reading/Writing Workshop pages 48-49 to guide students to discuss this special pet. Ask: Why might a turtle be a special pet? Why might this turtle be in the classroom?
- Use Teacher Poster 40 and prompt students to complete the chart.

➤ Listening Comprehension (10 mins)

Connect to Concept: Our Pets

Tell students that they will now read story about a pet dog that follows its owner to school. Ask: Why do you think a dog would follow its owner to school?

Strategy- Visualize

Tell students that as you read the story, they can use the words and illustrations to visualize, or create pictures in their minds. This can help them understand the text.

Model: As you read, use the Think Aloud Cloud to model applying the strategy.

Guided Practice: As you continue to read the Big Book, pause to ask if students are able to visualize what is happening in the book. Remind them that looking at illustrations can help them understand the text.

Respond to Reading: After reading, prompt students to share why they thought Tinka was a good pet, or not. Discuss what they visualized when they read and how that helped them to understand the text.

➤ Phonological Awareness (5 mins)

Contrast Vowel Sounds:

Model: Listen as I say a word: bit. I hear /i/ in the middle of bit. Have students clap when they hear the /i/ sound in the middle.

Guided Practice: Have students practice contrasting vowel sounds. Guide the practice with the first set of words: hit/hat, set/sit, back/bake, tub/tube

➤ Phonics (10 mins)

Introduce l blends:

Model: Display the cloud photo card. Teach that when two consonants appear together in a word we often blend the sounds together.

Guided Practice: Have students practice connecting the letters bl to the sounds /bl/ by writing the letters. Repeat for cl, fl, gl, pl, and sl.

Blend words with l-blends:

Model: Display Word-Building cards c, l, i, p. Model how to blend the sounds together to make a word. Then have them say it with you. Continue by modeling the words: glass, slick, flat, and blab.

Guided Practice: Display Day 1 Phonics Practice Activity. Read each word in the first row, blending the sounds; for example /blaaak/. The word is black. Have students blend each word with you. Prompt students to read the connected text, sounding out the decodable words.

Do: Practice book pg. 21

➤ **Spelling (5 mins)**

Words with l-blends:

Dictation: Use the Spelling Dictation routine to help children transfer their growing knowledge of sound-spellings to writing.

Pretest: After dictation, pronounce each spelling word. Read the sentence and pronounce the word again. Ask students to say each word softly and stretch the sounds before writing it. After pretest, display the spelling words and write each word as you say the letter names. Have students check their words.

*For Approaching Level and Beyond Level students, refer to the differentiated spelling lists for modified lists.

➤ **High-Frequency Words (5 mins)**

Model: Display the HFW cards (be, come, good, pull). Use the read/spell/write routine to teach each word.

Guided Practice: Have students read the sentences.

- I will be back.
- Can you come here?
- He had a good hit.
- I can pull it up.

Prompt students to identify the HFW in connected text and to blend the decodable words.

➤ **Shared Read (10 mins)**

Model Skills and Strategies:

Tell students that you will read a selection called *A Pig for Cliff*. As we read, look for the words: be, come, good and pull. Look for words that begin with bl, cl, fl, gl, and sl.

Story words: Display the words *new* and *pet*. Spell the words and model reading them. Tell students that they will be reading the word in the selection. Guide students in reading the story.

Genre: Tell students that *A Pig for Cliff* is a Fantasy.

Fantasy:

- Has made up characters and events
- Has events that could not happen in real life
- Often has talking animals

Partner Read: Have partners use their Reading/Writing workshop pg. 54-63 to review the skills and strategies while reading the story *A Pig for Cliff*.

➤ **Shared Writing (5 mins)**

Writing Trait: Ideas

Model: Tell students that they will now reread the story paying close attention to describing details that support the author's ideas.

Guided Practice: Reread the selection. Point out that the words and pictures that describe.

Descriptive Sentences:

Focus: Tell students that this week they will be writing descriptive sentences about a pet.

Remind them that a sentence tells the whole idea.

Brainstorm: Create a word web using teacher poster 40 to help record ideas for their sentences.

Write: Tell students that you will work together to write sentences that describe. Model writing sentences based on the Word Web. Work together to write descriptive sentences.

➤ **Grammar (5 mins)**

Statements:

Model: Tell students that a statement is a sentence that tells something.

Guided practice: Display statements and read them aloud. Have students work together to read the statements. Have partners work together to generate complete statements. Prompt them to talk about pets they have or might like to have.

➤ **Whole Group Wrap-up**

- Review the EQ and encourage students to discuss using the new oral vocabulary words.
Ask: What makes pets special?
- Prompt students to share what skills they learned.

1 st Grade – Wonders Reading	
Lesson: Unit 1- Week 3- Day 2	Our Pets
CCSS: SL.1.1c, RF.1.2b, RF.1.3b, RF.1.3f, L.1.2d, RL.1.1, W.1.5, L.1.2b Objectives: Develop oral language. Discuss the essential question. Spell words with l-blend. Recognize and read high-frequency words. Understand fantasy genre. Correctly capitalize and punctuate sentences.	
Accommodations: (Highlight as needed) Small Group, Extended Time, Test Read Aloud, Modified Assignments, Preferential Seating, Oral Testing, Other:	Whole Group: <ol style="list-style-type: none"> Oral Language: Our Pets, T176 Oral Vocabulary Words: <i>groom, companion, popular</i>; T176 Listening Comprehension - Strategy: visualize, T177 Interactive Read-Aloud Cards: "Our Pets", T177 Word Work T178-T181 <ul style="list-style-type: none"> Fluency: Sound-Spelling Phonemic Awareness: Phoneme Blending Phonic/Spelling: Review l-blends Structural Analysis: Plural Nouns (-s) High-Frequency Words: <i>be, come, good, pull</i> Shared Reading: <i>A Pig for Cliff</i>, T182-T183 Comprehension <ul style="list-style-type: none"> Genre: Fantasy, T182 Skill: Key Details, T183 Practice: Your Turn, pp. 22-24
Technology: (Highlight as needed) interactive whiteboard, computer, projector, document camera, printer, other:	
Tested Skills: Phonics – l - blends Comprehension Skill – Key Details Writing Traits – Ideas Grammar – Statements	Small Group: <ol style="list-style-type: none"> <i>Approaching Level</i>- Leveled Reader: "Mouse's Moon Party", T208-T209; Phonological Awareness, T210; Phonics, T212; HF Words, T215; Comprehension, T216 <i>On Level</i>-Leveled Reader:"Pet Show", T218-T219;HF Words, T220 <i>Beyond Level</i>-Leveled Reader:"Polly the Circus Star", T222-T223; Oral Vocabulary, T224
Assessments: Formal : Your Turn 22-24 Informal: Quick Check T181, T183 Alternative:	Writing/Grammar: <ol style="list-style-type: none"> <i>Interactive Writing</i> Writing Trait: Ideas, T184 Descriptive Sentences, T184 <i>Grammar</i> Statements, T185 Mechanics: Capitalization and Punctuation, T185
Reflection:	Daily Wrap Up: <ol style="list-style-type: none"> Discuss the Essential Question and encourage children to use the oral vocabulary words. Prompt children to review and discuss the skills they used today. How do these skills help you?

Week 3- Day 2

Whole Group

➤ Build the Concept (5 mins)

Essential Question:

Remind students that you have been talking and reading about pets. Remind them of the little boy and the turtle and what happened when Tinka the dog went to school. Discuss the EQ using information from what they read on Day 1.

Oral vocabulary routine:

Review the vocab from Day 1. Use the define/Example/Ask routine to introduce *companion*, *groom*, and *popular*. Prompt students to use the words as they discuss what makes a pet special.

➤ Listening Comprehension (10 mins)

Strategy- Visualize

Remind students that as they read, they can use the words and illustrations to create pictures in their mind. Model the strategy using the Think Aloud Cloud. Tell students that you will be reading true facts and information about different pets and how to care for them. Display the read aloud cards as you read the story Our Pets. Pause to model using the strategy. Guide students to tell how they used the words and illustrations to form a picture in their mind.

➤ Phonological Awareness (5 mins)

Phoneme blending:

Model: Place markers on the Response Boards to show children how to orally blend phonemes.

Guided Practice: Have students practice blending. L-i-p, l-a-p, p-a-n

➤ Phonics (5 mins)

Review l-blends:

Model: Display the word building cards. Review the sounds /sl/ spelled sl using the word slim.

Repeat with other words: clap, glad, flag, and plan.

Guided Practice: Have students practice connecting the letters and sounds. What are these letters? What sound do they stand for?

Blend words with l-blends:

Model: Display Word-Building cards c,l,a,p. Model how to generate and blend the sounds.

Guided Practice: Repeat the routine with *slip, plop, black, clam, flat, class, flag*.

Build words with l-blends:

Model: Display the word building cards c,l,i,p. Blend these letters to make words.

Guided Practice: Continue with lip, lap, clap, flap, slam, and clam. Guide students to build and blend each word.

➤ Spelling (5 mins)

Word sort with l-blends:

Model: Display the spelling word cards from the resource book. Have students read each word, listening for the beginning l-blend. Use cards for *bl, cl, fl, pl, and sl* to create a 5 column chart.

Guided Practice: Have students place each spelling word in the column with the words containing the same l-blend. When completed, have students chorally read the words in each

column. Then call out a word. Have a child find the word card and point to it as the class chorally spells the word.

➤ **High-Frequency Words (5 mins)**

Guided Practice: Say each word and have student's read/spell/write it. Ask them to picture the word in their minds, and write it the way they see it. Display the words for students to self correct.

Practice: Add the HFWs to the word bank. Have students work with partners to create sentences using the words.

Do: Practice book pg. 22

➤ **Comprehension (10 mins)**

Genre: Fantasy:

Model: Tell students that they will now reread the fantasy story *A Pig for Cliff*. Explain that as they read they will look for info in the text to help them understand the selection. Explain that like most stories, fantasy stories have a clear beginning, middle, and end. The beginning of the story includes details about who is in the story and where the story happens. The middle of the story and the end of the story have details about what happens. Display pages 56-57 in Reading Writing workshop.

Skill: Key Details:

Model: Tell students that when they read fantasy stories they can use the text to find the key details. Have students look at pages 64-65 in the reading writing workshop. Read together the definition of Key Details.

Guided Practice: Read together the Find Text Evidence section and model finding a key detail in *A Pig for Cliff*. Point out the added details to the graphic organizer using teaching poster.

Do: Practice book pg. 27

➤ **Interactive Writing (5 mins)**

Descriptive Sentences:

Discuss: Guide children to think of different pets they could describe. Record details using Teaching poster 40.

Apply: Tell students they will be working together to write sentences about a pet.

Write: Collaborate with students to write descriptive sentences about the animal they chose. Remind them that using describing words makes their writing more interesting. Discuss with students how the sentences they wrote today tell interesting things about a pet animal.

➤ **Grammar (5 mins)**

Statements:

Review: Remind students that a statement is a sentence that tells something.

Practice: Write phrases and complete sentences. Read each sentence or phrase and ask: Is this a statement? How do you know?

1st Grade – Wonders Reading

Lesson: Unit 1- Week 3- Day 3

Our Pets

CCSS: RL.1.2, RF.1.4c, RF.1.3b, RF.1.3f, RF.1.3g, L.1.3d, W.1.5, L.1.2

Objectives: Visualize story events. Decode and spell words with l-blends. Correctly capitalize and punctuate sentences.

Accommodations:

(Highlight as needed)

Small Group, Extended Time, Test Read Aloud, Modified Assignments, Preferential Seating, Oral Testing, Other:

Technology:

(Highlight as needed)

interactive whiteboard, computer, projector, document camera, printer, other:

Whole Group:

1. Oral Language: Our Pets, T186
2. Review Oral Vocabulary Words: *care, train, groom, companion, popular*; T186
3. Listening Comprehension
Big Book: *Cool Dog, School Dog*, T187
 - Strategy: Visualize, T187
 - Retelling, T187
 - Fluency: Phrasing, T187
4. Word Work T188-T191
 - Fluency: Sound-Spelling
 - Phonemic Awareness: Phoneme Substitution
 - Phonic/Spelling: Blend words with l-blends
 - Structural Analysis: Plural Nouns (-s)
 - High-Frequency Words: *be, come, good, pull*
5. Close Reading: *Flip*, T191A-T191J
6. Practice: Your Turn, pp. 25-27

Tested Skills:

Phonics – l - blends
Comprehension Skill – Key Details
Writing Traits – Ideas
Grammar – Statements

Small Group:

1. *Approaching Level*- Leveled Reader: "Mouse's Moon Party", T208-T209; Phonological Awareness, T211; Phonics, T213; Structural Analysis, T214; Comprehension, T217
2. *On Level*-Leveled Reader: "Pet Show", T218-T219; Comprehension, T221
3. *Beyond Level*-Leveled Reader: "Polly the Circus Star", T222-T223; Comprehension, T225

Assessments:

Formal : Your Turn 25-27
Informal: Quick Check T191
Alternative:

Writing/Grammar:

1. *Independent Writing*
Writing Trait: Ideas, T192
Descriptive Sentences: Prewrite/Draft, T192-T193
2. *Grammar*
Statements, T193
Mechanics: Capitalization and Punctuation, T193

Reflection:

Daily Wrap Up:

1. Ask: What did you learn about pets today?
2. Prompt children to review and discuss today's skills. Guide them to give examples of how they used each skill.

Week 3- Day 3
Whole Group

➤ **Build the Concept (5 mins)**

Essential Question:

Remind students that you have been talking and reading about pets and what makes them special. Guide students to discuss the question using information from what they have read and talked about throughout the week.

Oral vocabulary review:

Review the vocab words *care, train, groom, companion, and popular*. Encourage students to discuss caring for pets when coming up with examples for each word.

➤ **Listening Comprehension (10 mins)**

Reread Literature Big Book

Strategy- Visualize

Remind students that as they read, they should pay attention to the words and the illustrations. They can use them to help create a picture in their minds of the story events. This can help them understand what is happening in the story.

Model Retelling

Pause to retell portions of the selection. After reading, retell the entire selection, using your own words to tell the important events in the correct order.

Model Fluency

Phrasing: Turn to pg. 27 of the story. Read aloud with slightly exaggerated phrasing. Have students identify the punctuation marks and then reread the passage chorally. Repeat the reading to give children more practice with natural phrasing and intonation.

➤ **Phonological Awareness (5 mins)**

Phoneme Substitution:

Model: Show students how to orally substitute initial phonemes.

Guided Practice: Have students practice phoneme blending.

➤ **Phonics (5 mins)**

Blend words with short i:

Model: Display Word-Building cards *g, l, a, d*. Model how to blend the sounds.

Guided Practice: Review the words and sentences on the Day 3 Phonics Practice Activity with students. Read each word in the row, blending the sounds. Have students blend each word with you.

➤ **Spelling (5 mins)**

Word sort with l-blends:

Model: Display the word building cards for *bl, cl, fl, pl, and sl*. Blend the l-blends with students.

Guided Practice: Have students spell each word. Repeat the process with the other l-blends.

Display the words *win, sit, be, and pull* in a separate column. Read and spell the words together with children. Point out that these spelling words do not begin with l-blends.

Do: Phonics/Spelling practice book pg. 13

➤ **High-Frequency Words (5 mins)**

Guided Practice: Say each word and have student's read/spell/write it. Display the Visual Vocab Cards to review this week's HFW. Review the previous words in the word bank.

➤ **Comprehension (10 mins)**

Develop Comprehension:

Review the key characteristics of a fantasy. Direct student's attention to the pages 48-49 and read aloud the title and EQ. Students read the selection aloud. Complete the detail graphic organizer on page 24 as you model recording the key details of each section. Check understanding throughout selection by asking comprehension questions in the TE.

Respond to Reading:

Guide students in retelling the selection. Remind them that as they read *Flip* they paid attention to key details and visualized what was happening in the story. Now they will use that information to retell the selection.

Text Evidence:

Guide students to use text evidence to answer the Text Evidence questions on Literature Anthology pg. 61.

➤ **Independent Writing (5 mins)**

Writing Trait: Ideas:

Review: Tell students that today they will write a draft.

Guided Practice: Have students open to pg. 66 in the Reading/writing workshop. Read the student model aloud.

Descriptive Sentences:

Model: Have students look again Kim's sentences, noting that each sentence tells a whole idea.

Prewrite: Display the list of topics from Day 2. Guide students to choose one animal.

Draft: Have students use their webs to write sentences. They should write at least one sentence about the pet that they chose. Conference with students to provide guidance as they work.

➤ **Grammar (5 mins)**

Statements:

Review: Have students look at the Readers to Writers page in the Reading/Writing workshop. Remind them that a statement tells an idea.

Practice: Guide students to write new sentences about a pet. Then have them circle the period in each statement.

➤ **Whole Group Wrap-up**

- Review the EQ and encourage students to discuss using the new oral vocabulary words.
Ask: What did you learn about pets today?

1 st Grade – Wonders Reading	
Lesson: Unit 1- Week 3- Day 4	Our Pets
CCSS: RI.2.5, RF.1.3b, RF.1.3f, L.1.2d, W.1.5, L.1.2j, W.1.7 Objectives: Research Information using technology. Build background knowledge, Research information using technology.	
Accommodations: (Highlight as needed) Small Group, Extended Time, Test Read Aloud, Modified Assignments, Preferential Seating, Oral Testing, Other:	Whole Group: <ol style="list-style-type: none"> Oral Language: Our Pets, T194 Comprehension: Text Features-Labels, T195 Close Reading: "What Pets Need", T195A-T195B Word Work T196-T197 <ul style="list-style-type: none"> Fluency: Sound-Spelling Phonological Awareness: Contrast Vowel Sounds Phonic/Spelling: Build words with /-blends Structural Analysis: Plural Nouns (-s) High-Frequency Words: <i>be, come, good, pull</i> Integrate Ideas: Research and Inquiry, T200-T201 Practice: Your Turn, pp. 28-29
Technology: (Highlight as needed) Interactive whiteboard, computer, projector, document camera, printer, other:	
Tested Skills: Phonics – / - blends Comprehension Skill – Key Details Writing Traits – Ideas Grammar – Statements	Small Group: <ol style="list-style-type: none"> <i>Approaching Level</i>- Paired Read: "A Mouse in the House", T209; Phonological Awareness, T211; Phonics, T213; Structural Analysis, T214; Comprehension, T216 <i>On Level</i>-Paired Read: "Love That Llama", T219 <i>Beyond Level</i>-Paired Read: "Birds That Talk", T223
Assessments: Formal : Your Turn 28-29 Informal: Quick Check T197 Alternative:	Writing/Grammar: <ol style="list-style-type: none"> <i>Independent Writing</i> Writing Trait: Ideas, T198 Descriptive Sentences: Revise/Proofread/Edit, T198-T199 <i>Grammar</i> Statements, T199 Mechanics: Capitalization and Punctuation, T199
Reflection:	Daily Wrap Up: <ol style="list-style-type: none"> Review the Essential Question and encourage children to discuss using the oral vocabulary words. Prompt children to discuss the skills they practiced and learned today. Guide them to share examples of each skill.

Week 3- Day 4

Whole Group

➤ Extend the Concept (5 mins)

Essential Question:

Remind students that they have been learning about pets and what makes them special. Guide them to discuss the question using information from what they have read and discussed.

Text Feature: Labels:

Explain: Tell students that they can use informational selections to find facts and details. Remind them that they have learned that photographs and illustrations in informational text include important details.

Model: Display teaching poster 17. Read the labels on the pictures.

Guided Practice: Read together the labels on each picture. Guide students to tell what the labels identify.

➤ Develop Comprehension (10 mins)

Compare Texts

Tell students they will read a selection about caring for pets. Tell them that as they read they should think about how these pets are like the pet in *Flip*.

➤ Phonological Awareness (5 mins)

Contrast Vowel Sounds:

Model: Practice sounding out words such as flap. Have students raise their hands when they hear the vowel sound.

Guided Practice: Have students practice contrasting vowel sounds.

➤ Phonics (5 mins)

Build words with l-blends:

Review: Display Word-Building cards to build words with cl and other l-blends. Model how to blend the sounds.

Guided Practice: Repeat the routine with *slap, slip, slick, click, flap, and lick*

➤ Spelling (5 mins)

Word sort with -in, -it, -iss:

Review: Provide pairs of students with copies of the Spelling Word cards. While one partner reads the words one at a time, the other partner should orally segment the word and then write the word. After reading all the words, partners should switch roles.

➤ High-Frequency Words (5 mins)

Guided Practice: Display the Visual Vocab Cards to review this week's HFW. Point to a word and call on a student to use it in a sentence.

➤ Independent Writing (5 mins)

Descriptive Sentences:

Revise: Tell students that writers revise their work to correct any mistakes and make their writing more interesting. When a writer revises, they add descriptive words. Have students work in pairs to do a peer review, reading each other's drafts. Have partner discuss topics.

Proofread/Edit: Introduce proofreader's marks to students. Have them reread their drafts and fix mistakes. Next, have partners exchange their drafts and take turns reading for mistakes.

Final Draft: After students have edited their own papers and finished their peer edits, have them write their final draft. Encourage them to create or find a photo that relates to their writing. Conference with them as needed.

➤ **Whole Group Wrap-up**

- Review the EQ and encourage students to discuss using the oral vocabulary words.

1st Grade – Wonders Reading

Lesson: Unit 1- Week 3- Day 5

Our Pets

CCSS: RI.1.9, W.4.9, W.1.7, RF.1.2d, RF.1.2dd, RF.1.3b, RF.1.3f, W.1.6, L.1.2b

Objectives: Develop answers to the Essential Question. Make text connections to the world. Present a personal narrative. Correctly capitalize and punctuate sentences. Complete assessments with 75% or better accuracy.

Accommodations:

(Highlight as needed)

Small Group, Extended Time, Test Read Aloud, Modified Assignments, Preferential Seating, Oral Testing, Other:

Technology:

(Highlight as needed)

interactive whiteboard, computer, projector, document camera, printer, other:

Whole Group:

1. Integrate Ideas:
 - Text Connections, T202
 - Write About Reading, T203
2. Word Work T204-T205
 - Fluency: Word Automaticity
 - Phonemic Awareness: Phoneme Blending/Segmentation
 - Phonic/Spelling: Blend and Build words with /- blends
 - Structural Analysis: Plural Nouns {-s}
 - High-Frequency Words: *be, come, good, pull*
3. Practice: Your Turn, p. 30
4. Complete weekly Reading, Phonics, and Spelling assessments.

Tested Skills:

Phonics – /- blends
Comprehension Skill – Key Details
Writing Traits – Ideas
Grammar – Statements

Small Group:

1. *Approaching Level*- Literature Circles, T209; Phonics, T213; HF Words, T215; Comprehension, T217
2. *On Level*-Paired Read: Literature Circles, T219; Comprehension, T221
3. *Beyond Level*-Literature Circles, T223; Comprehension, T225

Assessments:

Formal : Your Turn 30, Weekly Tests
Informal: Quick Check T205
Alternative:

Writing/Grammar:

1. *Independent Writing*
Descriptive Sentences: Publish and Present, T206
2. *Grammar*
Statements, T207
Mechanics: Capitalization and Punctuation, T207

Reflection:

Daily Wrap Up:

1. Review the Essential Question and encourage children to discuss using the oral vocabulary words.
2. Review that when children picture key details and events in their minds it can help children understand the story.
3. Review blending words with /-blends. Remind children that -s at the end of a naming word means there is more than one.
4. Use the Visual Vocabulary Cards to review the Words to Know.
5. Remind children that a fantasy is a made-up story with characters, setting, or events that could not exist in real life.

Week 3- Day 5
Whole Group

➤ **Text Connections (5 mins)**

Essential Question:

Remind students that all week they have been reading selections about pets and what makes them special. Tell them that now they can think about how the selections were similar to one another. This is called making connections across texts. Use graphic organizer 42 to help organize this information from the two stories.

➤ **Phonics (5 mins)**

Blend and build words with l-blends:

Review: Have students read and say the words *black, cliff, flag, glad, plan and slip*. Follow the word building routine with Word Building cards to build other words. Help students practice word automaticity. Test how many words they can read in one minute.

➤ **Spelling (5 mins)**

Word sort with l-blends:

Assess: Assess students on their ability to spell words with l-blends. Say each word, provide a sentence, and then allow them to write the words.

➤ **Independent Writing (5 mins)**

Descriptive Sentences:

Prepare: Provide time for students to finish preparing their presentations. Remind them to practice both reading their sentences and talking about any illustrations they have.

Present: Have students take turns giving presentations of their pet descriptions.

Evaluate: Have students discuss their own presentations and evaluate their performance using the presentation rubric.

Publish: After students finish presenting their sentences, discuss how the class will illustrate and then publish a book of pet descriptions.

➤ **Weekly Assessment**

Tested skills:

- Comprehension
- Phonemic awareness
- High frequency words

Unit 1 Week 3

Story

Flip

Genre

Fantasy

Story

"What Pets Need"

Genre

Nonfiction

Story

A Pig for Cliff

Genre

Fantasy

Essential Question

What makes a pet special?

Comprehension Strategy

visualize

Comprehension Skill

key details

Writing Traits

ideas

Grammar

statements

Structural Analysis

plural nouns

Mechanics

capitalization and punctuation

SPELLING/ PHONICS

L-blends

clip

flip

slip

flag

black

plan

win

sit

be

pull

Oral Vocabulary

care- to give something what it needs to stay healthy and happy

train- teach something to do things

companion- an animal or person that keeps you company

groom- wash and brush

popular- enjoyed by many people

High Frequency Words

be, come, good, pull

<p align="center">1st Grade – Wonders Reading</p> <p>Lesson: Unit 1- Week 4- Day 1 Let's Be Friends</p>	
<p>CCSS: SL.1.1a, RI.1.1, RF.1.1, RF.1.3b, RF.1.2c, RF.1.3g, W.1.3, L.1.2b</p> <p>Objectives: Build background knowledge. Discuss the Essential Question. Develop concept understanding. Understand non-fiction genre. Correctly capitalize and punctuate sentences. Correctly use question marks and exclamation marks.</p>	
<p>Accommodations: (Highlight as needed)</p> <p>Small Group, Extended Time, Test Read Aloud, Modified Assignments, Preferential Seating, Oral Testing, Other:</p>	<p>Whole Group:</p> <ol style="list-style-type: none"> 1. Build Background: Let's Be Friends, T242-T243 2. Oral Vocabulary Words: <i>cooperate, relationship</i>, T242 3. Listening Comprehension : Big Book –<i>Friends All Around</i>, T244; Strategy: Ask and Answer Questions, T245 4. Word Work, T246 – T249 <ul style="list-style-type: none"> • Fluency: Sound-Spellings • Phonological Awareness: Phoneme Categorization • Phonic/Spelling: Introduce short o • High Frequency Words: <i>fun, make, they, too</i> 5. Shared Reading: <i>Toss! Kick! Hop!</i>, T250-T251 6. Practice: Your Turn, p. 31
<p>Technology: (Highlight as needed)</p> <p>interactive whiteboard, computer, projector, document camera, printer, other:</p>	
<p>Tested Skills:</p> <p>Phonics – Short o</p> <p>Comprehension Skill – Key Details</p> <p>Writing Traits – Organization</p> <p>Grammar – Questions and Exclamations</p>	<p>Small Group:</p> <ol style="list-style-type: none"> 1. <i>Approaching Level-</i> Leveled Reader: "Friends are Fun", T286-T287; Phonological Awareness, T288; Phonics, T290; HF Words, T293 2. <i>On Level-</i> Leveled Reader: "Friends are Fun", T296-T297; Phonics, T298 3. <i>Beyond Level-</i> Leveled Reader: "Friends are Fun", T300-T301; Oral Vocabulary, T302
<p>Assessments:</p> <p>Formal : Your Turn 31</p> <p>Informal: Quick Check T245, T249</p> <p>Alternative:</p>	<p>Writing/Grammar:</p> <ol style="list-style-type: none"> 1. <i>Shared Writing</i> Writing Trait: Organization, T252 Personal Narrative, T252 2. <i>Grammar</i> Questions and Exclamations, T253 Mechanics: Questions and Exclamation Marks, T253
<p>Reflection:</p>	<p>Daily Wrap Up:</p> <ol style="list-style-type: none"> 1. Ask: What did you learn about what friends do when they play together? 2. Prompt children to share what skills they learned. How might they use those skills?

Week 4- Day 1
Whole Group

➤ **Introduce the Concept (5 mins)**

Build Background:

EQ: *What do friends do together?* Tell students that this week they will be talking and reading about things friends do when they are together.

Vocabulary: Tell students that you will share some words that they can use as they discuss what they do at school. Use the Define/Example/Ask routine to introduce the oral vocabulary words **cooperate** and **relationship**.

Talk about it:

- Discuss the theme of “Let’s Be Friends” and explain what it means to be a friend. Have students tell why it’s good to have friends. Ask: What do friends do together? How do friends treat each other?
- Use the Reading/Writing Workshop pages 68-69 to guide students to discuss what the children are doing. Ask: What are the children doing together? How do you think they might feel?
- Use Teacher Poster 40 and prompt students to complete the chart.

➤ **Listening Comprehension (10 mins)**

Connect to Concept: Let’s Be Friends

Tell students they will read about friends in different parts of the world and the things they do together. Ask: What do you think friends in other parts of the world do together?

Strategy- Ask and Answer Questions

Tell students that as you read the story, they can ask themselves questions about the text. This can help them understand the information.

Model: As you read, use the Think Aloud Cloud to model applying the strategy.

Guided Practice: As you continue to read the Big Book, pause to elicit questions from students. Guide them in asking questions about information they want to know more about.

Respond to Reading: After reading, prompt students to share what they learned about friends around the world. Discuss what questions they asked themselves and how they found the answers.

➤ **Phonological Awareness (5 mins)**

Phoneme Categorization:

Model: Model for students how to categorize words by their middle sound. Say three words: mop, cob, sit. Have students tell you which words have the same middle sound and which one is different.

Guided Practice: Have students practice categorizing words by focusing on the middle sounds in the following word sets. Have them tell you which word has a different middle sound.

➤ **Phonics (10 mins)**

Introduce short o:

Model: Display the Octopus sound spelling card. Discuss what sound the /o/ makes and model with short o words.

Guided Practice: Have students practice connecting the letter o to the sound /o/ by writing it.

Blend words with short o:

Model: Display Word-Building cards n, o, t. Model how to blend the sounds together to make a word. Then have them say it with you. Continue by modeling the words: dot, job, and pot.

Guided Practice: Display Day 1 Phonics Practice Activity. Read each word in the first row, blending the sounds; for example /mmmooommm/. The word is mom. Have students blend each word with you. Prompt students to read the connected text, sounding out the decodable words.

Do: Practice book pg. 31

➤ **Spelling (5 mins)**

Words with short o:

Dictation: Use the Spelling Dictation routine to help children transfer their growing knowledge of sound-spellings to writing.

Pretest: After dictation, pronounce each spelling word. Read the sentence and pronounce the word again. Ask students to say each word softly and stretch the sounds before writing it. After pretest, display the spelling words and write each word as you say the letter names. Have students check their words.

*For Approaching Level and Beyond Level students, refer to the differentiated spelling lists for modified lists.

➤ **High-Frequency Words (5 mins)**

Model: Display the HFW cards (fun, make, they, too). Use the read/spell/write routine to teach each word.

Guided Practice: Have students read the sentences.

- It is fun to play.
- I can make a doll.
- They will win.
- Do you like dogs, too?

Prompt students to identify the HFW in connected text and to blend the decodable words.

➤ **Shared Read (10 mins)**

Model Skills and Strategies:

Tell students that you will read a selection called *Toss! Kick! Hop!* As we read, look for the words: fun, make, they, and too. Look for words in which the letter o stands for the /o/ sound.

Story words: Display the words *together* and *houses*. Spell the words and model reading them. Tell students that they will be reading the word in the selection. Guide students in reading the story.

Genre: Tell students that *Toss! Kick! Hop!* is Nonfiction.

Nonfiction:

- Tells about real people, places, or things
- Tells about real events
- Gives information and facts

Partner Read: Have partners use their Reading/Writing workshop pg. 74-83 to review the skills and strategies while reading the story *Toss! Kick! Hop!*

➤ **Shared Writing (5 mins)**

Writing Trait: Organization

Model: Tell students that they will now reread the story paying close attention to how the author organizes the information.

Guided Practice: Reread the selection. Point out examples of comparison and contrast. Prompt students to understand that the author shows similar ways students play while pointing out the differences.

Personal Narrative:

Focus: Tell students that this week they will be writing sentences for a personal narrative. Explain that when something is personal it has to do with yourself.

Brainstorm: Display a compare/contrast chart using teacher poster 42. Brainstorm ideas for a personal narrative about different ways we play with friends.

Write: Tell students that you will write a personal narrative about different ways we play with friends.

➤ **Grammar (5 mins)**

Questions and Exclamations:

Model: Tell students that a question is a sentence that asks something and ends with a question mark. Show two sentences:

- Rob can hop.
- Can Rob hop?

Ask students to identify the statement and the question. Point out the difference in word order.

Guided practice: Display different sentences and read them aloud. Have students work together to read the sentences and identify the questions and exclamations.

➤ **Whole Group Wrap-up**

- Review the EQ and encourage students to discuss using the new oral vocabulary words.
Ask: What did you learn about what friends do when they play together?
- Prompt students to share what skills they learned. How might they use those skills?

1st Grade – Wonders Reading

Lesson: Unit 1- Week 4- Day 2

Let's Be Friends

CCSS: SL.1.2, RF.1.2d, RF.1.3b, RF.1.3g, L.1.2d, RL.1.1, W.1.3, L.1.2b

Objectives: Develop oral language. Discuss the essential question. Alphabetize words. Spell word with short o. Recognize and read high-frequency words. Understand non-fiction genre. Correctly use question marks and exclamation marks.

Accommodations:

(Highlight as needed)

Small Group, Extended Time, Test Read Aloud, Modified Assignments, Preferential Seating, Oral Testing, Other:

Technology:

(Highlight as needed)

interactive whiteboard, computer, projector, document camera, printer, other:

Whole Group:

1. Oral Language: Let's Be Friends , T254
2. Oral Vocabulary Words: *chore, collect, deliver*; T254
3. Listening Comprehension - Strategy: Ask and Answer Questions, T255
4. Interactive Read-Aloud Cards: "Games Long Ago", T255
5. Word Work T256-T259
 - Fluency: Sound-Spelling
 - Phonemic Awareness: Phoneme Segmentation
 - Phonic/Spelling: Review short o
 - Structural Analysis: Alphabetical Order
 - High-Frequency Words: *fun, make, they, too*
6. Shared Reading: *Toss! Kick! Hop!*, T260-T261
7. Comprehension
 - Genre: Informational Text/Nonfiction, T260
 - Skill: Key Details, T261
8. Practice: Your Turn, pp. 32-34

Tested Skills:

Phonics – Short o
Comprehension Skill – Key Details
Writing Traits – Organization
Grammar – Questions and Exclamations

Small Group:

1. *Approaching Level*- Leveled Reader: "Friends are Fun", T286-T287; Phonological Awareness, T288; Phonics, T290; HF Words, T293; Comprehension, T294
2. *On Level*-Leveled Reader: " Friends are Fun", T296-T297; HF Words, T298
3. *Beyond Level*-Leveled Reader: " Friends are Fun", T300-T301; Oral Vocabulary, T302

Assessments:

Formal : Your Turn 32-34
Informal: Quick Check T259, T261
Alternative:

Writing/Grammar:

1. *Interactive Writing*
Writing Trait: Organization, T262
Personal Narrative, T262
2. *Grammar*
Questions and Exclamations, T263
Mechanics: Questions and Exclamation Marks, T263

Reflection:

Daily Wrap Up:

1. Ask: What do you do when you play with your friends?
2. Prompt children to review and discuss the skills they used today. How do these skills help you?

Week 4- Day 2

Whole Group

➤ Build the Concept (5 mins)

Essential Question:

Remind students that you have been talking and reading about friends. Remind them of the girls taking a picture of themselves, the friends all around the world, and the friends kicking and hopping. Discuss the EQ using information from what they read on Day 1.

Oral vocabulary routine:

Review the vocab from Day 1. Use the define/Example/Ask routine to introduce *chore*, *collect*, and *deliver*. Prompt students to use the words as they discuss what friends do together.

➤ Listening Comprehension (10 mins)

Strategy- Ask and Answer Questions

Remind students that as they read, they can ask questions about the text and images. Then they can continue reading to find the answers. Model the strategy using the Think Aloud Cloud. Tell students that you will be reading true facts and information about games people played long ago. Display the read aloud cards as you read “Games Long Ago”. Pause to model using the strategy. Guide students to find the answers in the text and photos.

➤ Phonological Awareness (5 mins)

Phoneme Segmentation:

Model: Place markers on the Response Boards to show children how to segment words.

Guided Practice: Have students practice segmenting words.

➤ Phonics (5 mins)

Review short o:

Model: Display the Octopus Sound Spelling card. Review the sound /o/ spelled o using the words on and dog.

Guided Practice: Have students practice connecting the letter and sound. Ask: What is this letter? What sound does it stand for?

Blend words with short o:

Model: Display Word-Building cards *h*, *o*, *p*. Model how to generate and blend the sounds.

Guided Practice: Repeat the routine with *lot*, *mom*, *pot*, *rock*, *dog*, *doll*, *sock*, *block*, and *clock*.

Build words with short o:

Model: Display the word building cards *p*, *o*, *t*. Blend these letters to make words.

Guided Practice: Continue with *hot*, *hat*, *hack*, *sack*, *sock*, and *rock*. Guide students to build and blend each word.

➤ Spelling (5 mins)

Word sort with -op, -og, -ot:

Model: Display the spelling word cards from the resource book. Have students read each word, listening for short o and the ending sound.

Guided Practice: Have students place each spelling word in the column with the words containing the same final sounds and spellings. When completed, have students chorally read the

words in each column. Then call out a word. Have a child find the word card and point to it as the class chorally spells the word.

➤ **High-Frequency Words (5 mins)**

Guided Practice: Say each word and have student's read/spell/write it. Ask them to picture the word in their minds, and write it the way they see it. Display the words for students to self correct.

Practice: Add the HFWs to the word bank. Have students work with partners to create sentences using the words.

Do: Practice book pg. 32

➤ **Comprehension (10 mins)**

Genre: Informational Text/Nonfiction:

Model: Tell students that they will now reread the nonfiction story *Toss! Kick! Hop!* Explain that as they read they will look for info in the text to help them understand the selection. Tell students that when a text compares and contrasts two or more facts or details, it shows how they are alike and different. Nonfiction text can compare and contrast many things. Display pages 80-81 in Reading Writing workshop. Point to each photo and compare how they are alike/different.

Skill: Key Details:

Model: Tell students that when they read informational text they can use the text to find the key details. Have students look at pages 84-85 in the reading writing workshop. Read together the definition of Key Details.

Guided Practice: Read together the Find Text Evidence section and model finding a key detail in *Toss! Kick! Hop!* Point out the added details to the graphic organizer using teaching poster.

Do: Practice book pg. 37

➤ **Interactive Writing (5 mins)**

Personal Narrative:

Discuss: Guide children to think of different ways they play with their friends. For example, they may tell different ways they play with two different friends. Record their ideas using Teaching poster 42.

Apply: Tell students they will be working together to write a personal narrative about playing with friends.

Write: Collaborate with students to write sentences for the personal narrative. Work together to write sentences that compare and contrast ways to play with friends. Remind students to listen for the sounds in each word.

➤ **Grammar (5 mins)**

Questions and Exclamations:

Review: Remind students that questions are sentences that ask something. Exclamations are sentences that show strong feeling.

Practice: Write and read aloud sample sentences. Have students work with a partner to identify each as a question or exclamation.

1 st Grade – Wonders Reading	
Lesson: Unit 1- Week 4- Day 3	Let's Be Friends
CCSS: RI.1.2, RF.1.4b, RF.1.2d, RF.1.3b, RF.1.3g, L.1.2d, W.1.3, L.1.2b Objectives: Ask and answer questions while reading a text. Delete initial phonemes in words. Alphabetize words. Correctly use question marks and exclamation marks.	
Accommodations: (Highlight as needed) Small Group, Extended Time, Test Read Aloud, Modified Assignments, Preferential Seating, Oral Testing, Other:	Whole Group: <ol style="list-style-type: none"> Oral Language: Let's Be Friends, T264 Review Oral Vocabulary Words: <i>chore, collect, cooperate, deliver, relationship</i>; T264 Listening Comprehension Big Book: <i>Friends All Around</i>, T265 <ul style="list-style-type: none"> Strategy: Ask and Answer Questions, T265 Retelling, T265 Fluency: Phrasing, T265 Word Work T266-T269 <ul style="list-style-type: none"> Fluency: Sound-Spelling Phonemic Awareness: Phoneme Deletion Phonic/Spelling: Blend words with short o Structural Analysis: Alphabetical Order High-Frequency Words: <i>fun, make, they, too</i> Close Reading: <i>Friends</i>, T269A-T269J Practice: Your Turn, pp. 35-37
Technology: (Highlight as needed) interactive whiteboard, computer, projector, document camera, printer, other:	
Tested Skills: Phonics – Short o Comprehension Skill – Key Details Writing Traits – Organization Grammar – Questions and Exclamations	Small Group: <ol style="list-style-type: none"> <i>Approaching Level</i>- Leveled Reader: "Friends are Fun", T286-T287; Phonological Awareness, T289; Phonics, T291; Structural Analysis, T292; Comprehension, T295 <i>On Level</i>-Leveled Reader: "Friends are Fun", T296-T297; Comprehension, T299 <i>Beyond Level</i>-Leveled Reader: "Friends are Fun", T300-T301; Comprehension, T303
Assessments: Formal : Your Turn 35-37 Informal: Quick Check T269 Alternative:	Writing/Grammar: <ol style="list-style-type: none"> <i>Independent Writing</i> Writing Trait: Organization, T270 Personal Narrative: Prewrite/Draft, T270-T271 <i>Grammar</i> Questions and Exclamations, T271 Mechanics: Questions and Exclamation Marks, T271
Reflection:	Daily Wrap Up: <ol style="list-style-type: none"> Ask: How can friends cooperate when they play? Prompt children to review and discuss today's skills. Guide them to give examples of how they used each skill.

Week 4- Day 3

Whole Group

➤ Build the Concept (5 mins)

Essential Question:

Remind students that you have been talking and reading about friends. Remind them of what they learned about friends all around the world. Discuss the EQ using information from what they read on Day 1.

Oral vocabulary routine:

Review the vocab *chore, collect, and deliver*. Prompt students to discuss friendship when coming up with examples for each word.

➤ Listening Comprehension (10 mins)

Strategy- Ask and Answer Questions

Remind students that as they read, they can ask questions about the text. This can help them understand the information presented in the text. Model asking questions. Prompt students to use text evidence to identify key details in the text.

Model Fluency

Phrasing: Turn to pg. 6-7 of big book story “Friends all around”. Read aloud with exaggerated rhythm, emphasizing the repeated phrases. Have students identify the words that are the same and then reread the passage chorally. Repeat the reading to give students more practice with appropriate phrasing.

➤ Phonological Awareness (5 mins)

Phoneme Deletion:

Model: Show students how to orally delete sounds from words to form new words.

Guided Practice: Have students practice deleting phonemes.

➤ Phonics (5 mins)

Blend words with short o:

Model: Display Word-Building cards *l, o, c, k*. Model how to blend the sounds.

Guided Practice: Repeat the routine with *lot, mom, pot, rock, dog, doll, sock, block, and clock*.

Build words with short o:

Model: Display the word building cards *h, o, t*. Blend these letters to make words.

Guided Practice: Review the words and sentences on the Day 3 phonics practice activity. Have students blend each word with you to read the words.

➤ Spelling (5 mins)

Word sort with -op, -og, -ot:

Model: Display the spelling word cards from the resource book. Have students read each word, listening for short o and the ending sound.

Guided Practice: Have students place each spelling word in the column with the words containing the same final sounds and spellings. When completed, have students chorally read the words in each column. Then call out a word. Have a child find the word card and point to it as the class chorally spells the word.

Do: Phonics/spelling book pg. 18

➤ **High-Frequency Words (5 mins)**

Guided Practice: Say each word and have student's read/spell/write it. Ask them to picture the word in their minds, and write it the way they see it. Display the words for students to self correct.

Practice: Review the HFWs in the word bank. Have students work with partners to create sentences using the words.

➤ **Comprehension (10 mins)**

Develop Comprehension:

Review the key characteristics of nonfiction. Direct student's attention to the page 69 and read aloud the title and EQ. Students read the selection aloud. Complete the detail graphic organizer on page 24 as you model recording the key details of each section. Check understanding throughout selection by asking comprehension questions in the TE.

Respond to Reading:

Guide students in retelling the selection. Remind them that as they read *Friends* they paid attention to important details and asked/answered questions about the text. Now they will use that information to retell the selection.

Text Evidence:

Guide students to use text evidence to answer the Text Evidence questions on Literature Anthology pg. 83.

➤ **Independent Writing (5 mins)**

Personal Narrative:

Model: Have students look again at Roz's story, noting her details about how she likes to play with different friends. Have students complete the Your Turn practice to discuss Roz's process.

Prewrite: Display the chart from Day 2. Tell students that to begin writing, they must choose a topic.

Draft: Have students use their charts to write their personal narratives. They should write sentences that tell how they play with their friends.

➤ **Grammar (5 mins)**

Questions and Exclamations:

Review: Remind students that questions are sentences that ask something. Exclamations are sentences that show strong feeling.

Practice: Write and read aloud sample sentences. Have students work with a partner to identify each as a question or exclamation.

➤ **Whole Group Wrap-up**

- Review the EQ and encourage students to discuss using the new oral vocabulary words.
Ask: How can friends cooperate when they play?

1 st Grade – Wonders Reading	
Lesson: Unit 1- Week 4- Day 4	Let's Be Friends
CCSS: RL.2.4, RF.1.3b, RF.1.3g, L.1.2d, W.1.5, L.1.2b, W.1.7 Objectives: Review vocabulary. Identify and generate rhyme. Alphabetize words by first letter. Correctly use question marks and exclamation marks. Build background knowledge. Research information using technology.	
Accommodations: (Highlight as needed) Small Group, Extended Time, Test Read Aloud, Modified Assignments, Preferential Seating, Oral Testing, Other:	Whole Group: <ol style="list-style-type: none"> Oral Language: Let's Be Friends, T272 Comprehension: Literary Element-Rhyme, T272 Close Reading: "There are Days and There are Days", T273 Word Work T274-T275 <ul style="list-style-type: none"> Fluency: Sound-Spelling Phonological Awareness: Identify and Generate Rhyme Phonic/Spelling: Build words with short o Structural Analysis: Alphabetical Order High-Frequency Words: <i>fun, make, they, too</i> Integrate Ideas: Research and Inquiry, T278-T279 Practice: Your Turn, pp. 38-39
Technology: (Highlight as needed) interactive whiteboard, computer, projector, document camera, printer, other:	
Tested Skills: Phonics – Short o Comprehension Skill – Key Details Writing Traits – Organization Grammar – Questions and Exclamations	Small Group: <ol style="list-style-type: none"> <i>Approaching Level</i>- Paired Read: "I Like to Play", T287; Phonological Awareness, T289; Phonics, T291; Structural Analysis, T292; Comprehension, T294 <i>On Level</i>-Paired Read: "I Like to Play", T297 <i>Beyond Level</i>-Paired Read: "I Like to Play", T301
Assessments: Formal : Your Turn 38-39 Informal: Quick Check T275 Alternative:	Writing/Grammar: <ol style="list-style-type: none"> <i>Independent Writing</i> Writing Trait: Organization, T276 Personal Narrative: Revise/Proofread/Edit, T276-T277 <i>Grammar</i> Questions and Exclamations, T277 Mechanics: Questions and Exclamation Marks, T277
Reflection:	Daily Wrap Up: <ol style="list-style-type: none"> Ask: What games would you like to play with your friends? Prompt children to discuss the skills they practiced and learned today. Guide them to share examples of each skill.

Week 4- Day 4
Whole Group

➤ **Extend the Concept (5 mins)**

Essential Question:

Remind students that they have been learning about what friends do together. Guide them to discuss the question using information from what they have read and discussed.

Literary Element: Rhyme:

Explain: Tell students that they can read poetry selections for enjoyment. Explain that poems often have words that rhyme. Words that rhyme have the same ending sound. Rhyming words make poems fun and interesting to listen to.

Model: Display teaching poster 22. Read aloud the poem. Point out rhyming words.

Guided Practice: Ask students to point out two other rhyming word pairs in the poem. Have children suggest other words that rhyme with these rhyming pairs. Tell students to look for rhymes as they read.

➤ **Develop Comprehension (10 mins)**

Compare Texts

Tell students they will read a poem. Tell them that as they read they should think about how the boy and his friend in the poem are like Pam and Jill in *Friends*.

➤ **Phonological Awareness (5 mins)**

Identify and Generate Rhyme:

Model: Show students how to identify and generate rhyming words.

Guided Practice: Have students practice identifying and generating rhyming words.

➤ **Phonics (5 mins)**

Build words with short o:

Review: Display Word-Building cards to build words with short o. Model how to blend the sounds.

Guided Practice: Repeat the routine with *slot, not, hot, mop, rap, rock, lock, clock*.

➤ **Spelling (5 mins)**

Word sort with -op, -og, -ot:

Review: Provide pairs of students with copies of the Spelling Word cards. While one partner reads the words one at a time, the other partner should orally segment the word and then write the word. After reading all the words, partners should switch roles.

➤ **High-Frequency Words (5 mins)**

Guided Practice: Display the Visual Vocab Cards to review this week's HFW. Point to a word and call on a student to use it in a sentence.

➤ **Independent Writing (5 mins)**

Personal Narrative:

Revise: Tell students that revising helps make their ideas clearer. When a writer revises, they might change the order of sentences or add a detail to compare or contrast. Guide students to work in pairs to do a peer review in which they will each read their partner's draft.

Proofread/Edit: Review proofreader's marks to students. Have them reread their drafts and fix mistakes. Next, have partners exchange their drafts and take turns reading for mistakes.

Final Draft: After students have edited their own papers and finished their peer edits, have them write their final draft. Encourage them to create or find a photo that relates to their writing. Conference with them as needed.

➤ **Whole Group Wrap-up**

- Review the EQ and encourage students to discuss using the oral vocabulary words. Ask: What games would you like to play with your friends?
- Prompt students to discuss the skills they practiced and learned today. Guide them to share examples of each skill.

1st Grade – Wonders Reading

Lesson: Unit 1- Week 4- Day 5

Let's Be Friends

CCSS: RI.1.9, W.4.9, W.1.7, RF.1.2b, RF.1.2d, RF.1.3g, RF.1.3f, W.1.6, L.1.2b

Objectives: Develop answers to the Essential Question. Make text connections to the world. Present a personal narrative. Correctly use question marks and exclamation marks. Complete assessments with 75% or better accuracy.

Accommodations:

(Highlight as needed)

Small Group, Extended Time, Test Read Aloud, Modified Assignments, Preferential Seating, Oral Testing, Other:

Technology:

(Highlight as needed)

interactive whiteboard, computer, projector, document camera, printer, other:

Whole Group:

1. Integrate Ideas:
 - Text Connections, T280
 - Write About Reading, T281
2. Word Work T282-T283
 - Fluency: Word Automaticity
 - Phonemic Awareness: Phoneme Blending/Segmentation
 - Phonic/Spelling: Blend and Build words with short o
 - Structural Analysis: Alphabetical Order
 - High-Frequency Words: *fun, make, they, too*
3. Practice: Your Turn, p. 40
4. Complete weekly Reading, Phonics, and Spelling assessments.

Tested Skills:

Phonics – Short o
Comprehension Skill – Key Details
Writing Traits – Organization
Grammar – Questions and Exclamations

Small Group:

1. *Approaching Level*- Literature Circles, T287; Phonics, T291; HF Words, T293; Comprehension, T295
2. *On Level*-Paired Read: Literature Circles, T297; Comprehension, T299
3. *Beyond Level*-Literature Circles, T301; Comprehension, T303

Assessments:

Formal : Your Turn 40, Weekly Tests
Informal: Quick Check T283
Alternative:

Writing/Grammar:

1. *Independent Writing*
Personal Narrative: Publish and Present, T284
2. *Grammar*
Questions and Exclamations, T285
Mechanics: Questions and Exclamation Marks, T285

Reflection:

Daily Wrap Up:

1. Review the Essential Question and encourage children to discuss using the oral vocabulary words.
2. Review asking and answering questions about text and identifying key details.
3. Review blending words with short o. Remind children that the letters of the alphabet follow a certain order.
4. Use the Visual Vocabulary Cards to review the Words to Know.
5. Remind children that nonfiction tells facts about a topic.

Week 4- Day 5

Whole Group

➤ Text Connections (5 mins)

Essential Question:

Remind students that all week they have been reading selections about friends. Tell them that now they can think about how the selections were similar to one another. This is called making connections across texts. Use graphic organizer 40 to help organize this information from the two stories.

➤ Phonics (5 mins)

Blend and build words with short o:

Review: Have students read and say the words *lot*, *not*, *box*, and *block*. Follow the word building routine with Word Building cards to build other words. Help students practice word automaticity. Test how many words they can read in one minute.

➤ Spelling (5 mins)

Word sort with -op, -og, -ot:

Assess: Assess students on their ability to spell words with short o. Say each word, provide a sentence, and then allow them to write the words.

➤ Independent Writing (5 mins)

Personal Narrative:

Prepare: Provide time for students to finish preparing their presentations. Remind them to practice using a drawing or props and any other visuals they are using.

Present: Have students take turns giving presentations of their personal narratives.

Evaluate: Have students discuss their own presentations and evaluate their performance using the presentation rubric.

Publish: After students finish presenting their sentences, discuss how the class will make a bulletin board of all the personal narratives.

➤ Weekly Assessment

Tested skills:

- Comprehension
- Phonemic awareness
- High frequency words

Unit 1 Week 4

Story

Friends

Genre

Nonfiction

Story

"There Are Days
and There Are
Days"

Genre

Poetry

Story

Toss! Kick! Hop!

Genre

Nonfiction

Essential Question

What do friends do together?

Comprehension Strategy

ask and answer questions

Comprehension Skill

key details

Writing Traits

organization

Grammar

questions and exclamations

Structural Analysis

ABC order

Mechanics

question and exclamation marks

SPELLING/ PHONICS

short o

hop

top

log

hog

hot

lot

flip

black

they

too

Oral Vocabulary

cooperate- work together to get something done

relationship- a connection with a person

chore- a small job you must do

collect- gather things together

deliver- take something to the person it belongs to

High Frequency Words

fun, make, they, too

<p align="center">1st Grade – Wonders Reading</p> <p>Lesson: Unit 1- Week 5- Day 1 Let's Move</p>	
<p>CCSS: SL.1.1b, RI.1.1, RF.1.1, RF.1.2c, RF.1.3b, RF.1.3g, L.1.2d, W.1.3, L.1.2b</p> <p>Objectives: Build background knowledge. Discuss the Essential Question. Develop concept understanding. Understand non-fiction genre. Identify complete sentences. Capitalize first word in a sentence.</p>	
<p><u>Accommodations:</u> (Highlight as needed) Small Group, Extended Time, Test Read Aloud, Modified Assignments, Preferential Seating, Oral Testing, Other:</p>	<p><u>Whole Group:</u></p> <ol style="list-style-type: none"> 1. Build Background: Let's Move!, T320-T321 2. Oral Vocabulary Words: <i>exercise, physical</i>, T320 3. Listening Comprehension : Big Book –<i>Move!</i>, T322; Strategy: Ask and Answer Questions, T323 4. Word Work, T324 – T327 <ul style="list-style-type: none"> • Fluency: Sound-Spellings • Phonological Awareness: Phoneme Categorization • Phonic/Spelling: Introduce <i>r-</i> and <i>s-</i> Blends • High Frequency Words: <i>jump, move, run, two</i> 5. Shared Reading: <i>Move and Grin!</i>, T328-T329 6. Practice: Your Turn, p. 41
<p><u>Technology:</u> (Highlight as needed) interactive whiteboard, computer, projector, document camera, printer, other:</p>	
<p><u>Tested Skills:</u> Phonics – <i>r-</i> and <i>s-</i> Blends Comprehension Skill – Key Details Writing Traits – Organization Grammar – Writing Sentences</p>	<p><u>Small Group:</u></p> <ol style="list-style-type: none"> 1. <i>Approaching Level</i>- Leveled Reader: "We Can Move!", T364-T365; Phonemic Awareness, T366; Phonics, T368; HF Words, T371 2. <i>On Level</i>-Leveled Reader: "We Can Move!", T374-T375; Phonics, T376 3. <i>Beyond Level</i>-Leveled Reader:" "We Can Move!", T378-T379; Oral Vocabulary, T380
<p><u>Assessments:</u> Formal : Your Turn 41 Informal: Quick Check T323, T327 Alternative:</p>	<p><u>Writing/Grammar:</u></p> <ol style="list-style-type: none"> 1. <i>Shared Writing</i> Writing Trait: Organization, T330 Personal Narrative, T330 2. <i>Grammar</i> Writing Sentences, T331 Mechanics: Capitalization and Punctuation, T331
<p><u>Reflection:</u></p>	<p><u>Daily Wrap Up:</u></p> <ol style="list-style-type: none"> 1. Ask: How does your body move when you play a sport? 2. Prompt children to share what skills they learned. How do these skills help you read and write?

Week 5- Day 1

Whole Group

➤ Introduce the Concept (5 mins)

Build Background:

EQ: How does your body move? Tell students that this week they will be talking and reading about how their bodies move and what they can do.

Vocabulary: Tell students that you will share some words that they can use as they discuss how their bodies move. Use the Define/Example/Ask routine to introduce the oral vocabulary words **exercise** and **physical**.

Talk about it:

- Discuss the theme of "Let's Move!" by have students tell what their bodies can do.
- Use the Reading/Writing Workshop pages 88-89 to guide students to discuss how the children are using their bodies. Ask: How are these people using their bodies? Do you think soccer is good exercise? Why?
- Use Teacher Poster 40 and prompt students to complete the chart.

➤ Listening Comprehension (10 mins)

Connect to Concept: Let's Move!

Tell students they will read about how some animals move. Ask: Do you think animals and people can move in the same ways? Why?

Strategy- Ask and Answer Questions

Tell students that as you read the story, they can ask themselves questions about the text. This can help them understand the information.

Model: As you read, use the Think Aloud Cloud to model applying the strategy.

Guided Practice: As you continue to read the Big Book, pause to elicit questions from students. Guide them to look for the answers in the text and illustrations.

Respond to Reading: After reading, prompt students to share what they learned about how animals move. Discuss what questions they asked themselves and how they found the answers.

➤ Phonological Awareness (5 mins)

Phoneme Categorization:

Model: Model for students how to categorize phonemes. Provide three words: Bread, bake, drum. Ask which two have the same beginning sounds. Repeat with other words.

Guided Practice: Have students practice identifying the word that does not belong in each set.

➤ Phonics (10 mins)

Introduce r-blends and s-blends:

Model: Display the Bridge Photo card. Discuss what sound the /br/ makes and model with other words.

Guided Practice: Have students practice connecting the letters b and r to make /br/ words by writing them.

Blend with r-blends and s-blends:

Model: Display Word-Building cards s, t, o, p. Model how to blend the sounds together to make a word. Then have them say it with you. Continue by modeling the words: crack, trip, snap, drop.

Guided Practice: Display Day 1 Phonics Practice Activity. Read each word in the first row, blending the sounds; for example /frooog/. The word is frog. Have students blend each word with you. Prompt students to read the connected text, sounding out the decodable words.

Do: Practice book pg. 41

➤ **Spelling (5 mins)**

Words with r- and s- blends:

Dictation: Use the Spelling Dictation routine to help children transfer their growing knowledge of sound-spellings to writing.

Pretest: After dictation, pronounce each spelling word. Read the sentence and pronounce the word again. Ask students to say each word softly and stretch the sounds before writing it. After pretest, display the spelling words and write each word as you say the letter names. Have students check their words.

*For Approaching Level and Beyond Level students, refer to the differentiated spelling lists for modified lists.

➤ **High-Frequency Words (5 mins)**

Model: Display the HFW cards (jump, move, run, two). Use the read/spell/write routine to teach each word.

Guided Practice: Have students read the sentences.

- I like to jump.
- Can you move this big box?
- We will run to school.
- Brad has two black cats.

Prompt students to identify the HFW in connected text and to blend the decodable words.

➤ **Shared Read (10 mins)**

Model Skills and Strategies:

Tell students that you will read a selection called *Move and Grin!* As we read, look for the words: jump, run, move, and two. Look for words with r-blends and s-blends.

Story words: Display the words *long, legs, front, horse* and *claw*. Spell the words and model reading them. Tell students that they will be reading the word in the selection. Guide students in reading the story.

Genre: Tell students that *Move and Grin!* is Nonfiction.

Nonfiction:

- Tells about real people, places, or things
- Tells about real events
- Gives information and facts

Partner Read: Have partners use their Reading/Writing workshop pg. 94-103 to review the skills and strategies while reading the story *Move and Grin!*

➤ **Shared Writing (5 mins)**

Writing Trait: Organization

Model: Tell students that they will now reread a familiar story, paying close attention to how the author organizes the events.

Guided Practice: Reread the selection. Point out the story's organization. Ask: What happens first? What happens in the middle? What happens at the end?

Personal Narrative:

Focus: Tell students that this week they will be writing sentences for a personal narrative. Explain that when something is personal it has to do with yourself.

Brainstorm: Display the sequence chart on Teaching Poster 31. Organize the events of playing a sport, such as soccer. Record ideas on the chart.

Write: Tell students that you will write a personal narrative about playing a sport.

➤ **Grammar (5 mins)**

Writing Sentences:

Model: Tell students that a sentence is a group of words that tells a whole idea. Display the following sentence: Brad can skip up the hill. Explain that this sentence tells a whole idea. It tells who the sentence is about and what he can do.

Guided practice: Display different sentences and read them aloud. Have students work together to identify which are sentences and which are not.

➤ **Whole Group Wrap-up**

- Review the EQ and encourage students to discuss using the new oral vocabulary words. Ask: How does your body move when you play a sport?
- Prompt students to share what skills they learned. Ask: How do these skills help you read and write?

<p align="center">1st Grade – Wonders Reading</p> <p>Lesson: Unit 1- Week 5- Day 2 Let's Move</p>	
<p>CCSS: RL.1.1, RF.1.2d, RF.1.3b, RF.1.3g, L.1.2d, RI.1.1, W.1.3, L.1.2b</p> <p>Objectives: Develop oral language. Discuss the essential question. Spell word with r-blends and s-blends. Recognize and read high-frequency words. Understand non-fiction genre. Identify complete sentences. Capitalize first word in a sentence.</p>	
<p><u>Accommodations:</u> (Highlight as needed)</p> <p>Small Group, Extended Time, Test Read Aloud, Modified Assignments, Preferential Seating, Oral Testing, Other:</p>	<p><u>Whole Group:</u></p> <ol style="list-style-type: none"> 1. Oral Language: Let's Move!, T332 2. Oral Vocabulary Words: <i>agree, difficult, exhausted</i>; T332 3. Listening Comprehension - Strategy: Ask and Answer Questions, T333 4. Interactive Read-Aloud Cards: "Rabbit and Coyote Race", T333 5. Word Work T334-T337 <ul style="list-style-type: none"> • Fluency: Sound-Spelling • Phonemic Awareness: Phoneme Segmentation • Phonic/Spelling: Review <i>r-</i> and <i>s-</i> Blends • Structural Analysis: Possessives • High-Frequency Words: <i>jump, move, run, two</i> 6. Shared Reading: <i>Move and Grin!</i>, T338-T339 7. Comprehension <ul style="list-style-type: none"> • Genre: Informational Text/Nonfiction, T338 • Skill: Key Details, T339 8. Practice: Your Turn, pp. 42-44
<p><u>Technology:</u> (Highlight as needed)</p> <p>interactive whiteboard, computer, projector, document camera, printer, other:</p>	
<p><u>Tested Skills:</u></p> <p>Phonics – <i>r-</i> and <i>s-</i> Blends Comprehension Skill – Key Details Writing Traits – Organization Grammar – Writing Sentences</p>	<p><u>Small Group:</u></p> <ol style="list-style-type: none"> 1. <i>Approaching Level</i>- Leveled Reader: "We Can Move!", T364-T365; Phonemic Awareness, T366; Phonics, T368; HF Words, T371; Comprehension, T372 2. <i>On Level</i>-Leveled Reader: "We Can Move!", T374-T375; HF Words, T376 3. <i>Beyond Level</i>-Leveled Reader: "We Can Move!", T378-T379; Oral Vocabulary, T380
<p><u>Assessments:</u></p> <p>Formal : Your Turn 42-44 Informal: Quick Check T337, T339 Alternative:</p>	<p><u>Writing/Grammar:</u></p> <ol style="list-style-type: none"> 1. <i>Interactive Writing</i> Writing Trait: Organization, T340 Personal Narrative, T340 2. <i>Grammar</i> Writing Sentences, T341 Mechanics: Capitalization and Punctuation, T341
<p><u>Reflection:</u></p>	<p><u>Daily Wrap Up:</u></p> <ol style="list-style-type: none"> 1. Ask: How did you move your body when you played today? 2. Prompt children to review and discuss the skills they used today. What skills did you use today in your writing? What skills did you use in your reading?

Week 5- Day 2

Whole Group

➤ Introduce the Concept (5 mins)

Essential Question:

Remind students that you have been talking and reading about how their bodies move. Discuss the EQ using information from what they read on Day 1.

Oral vocabulary routine:

Review the vocab from Day 1. Use the define/Example/Ask routine to introduce *agree*, *difficult*, and *exhausted*. Prompt students to use the words as they discuss how their bodies can move.

➤ Listening Comprehension (10 mins)

Strategy- Ask and Answer Questions

Tell students that as you read the story, they can ask themselves questions about the text. This can help them understand the information.

Think Aloud: Tell students that you will be reading a story about a race between a rabbit and a coyote. Display the interactive Read-Aloud cards. Read the story then pause to model using the strategy. Prompt students to ask questions.

➤ Phonological Awareness (5 mins)

Phoneme Segmentation:

Model: Use the Response Boards to show students how to segment words into phonemes.

Guided Practice: Have students place markers in boxes as they segment the following words: Snack, still, drum, trip, skin, cross, swim, grass

➤ Phonics (10 mins)

Introduce r-blends and s-blends:

Model: Display the word building cards *s*, *t*. Review the sounds /st/ spelled st using the word stop. Repeat for other r and s blends.

Guided Practice: Have students practice connecting the letters and sounds.

Blend with r-blends and s-blends:

Model: Display Word-Building cards s, k, l, p. Model how to generate and blend the sounds to say the word.

Guided Practice: Continue blending other words: sniff, frog, trip, snack, skin, grip

➤ Spelling (5 mins)

Word sort with r-blends and s-blends:

Model: Display the spelling word cards from the resource book. Have students read each word, listening for the /sp/, /gr/, or /dr/ sounds.

Guided Practice: Have students place each spelling word in the column with the words containing the same beginning blend. When completed, have students read the words in each column. Then call out a word. Have a child find the word card and point to it as the class chorally spells the word.

➤ **High-Frequency Words (5 mins)**

Guided Practice: Say each word and have student's read/spell/write it. Ask them to picture the word in their minds, and write it the way they see it. Display the words for students to self correct.

Practice: Add the HFWs to the word bank. Have students work with partners to create sentences using the words.

Do: Practice book pg. 42

➤ **Comprehension (10 mins)**

Genre: Informational Text/Nonfiction:

Model: Tell students that they will now reread the nonfiction story *Move and Grin!* Explain that as they read they will look for info in the text to help them understand the selection. Display pages 96-97 in Reading Writing workshop. Point out the diagram and labels.

Skill: Key Details:

Model: Tell students that key details are pieces of important information. Have students look at pages 104-105 in the reading writing workshop. Read together the definition of Key Details.

Guided Practice: Read together the Find Text Evidence section and model finding a key detail in *Move and Grin!* Point out the added details to the graphic organizer using teaching poster.

Do: Practice book pg. 47

➤ **Interactive Writing (5 mins)**

Personal Narrative:

Model: Guide students to think of sports they can play. Brainstorm the topic and record details on a sequence chart.

Write: Tell students that they will be working together to write a personal narrative about their topic. Model how to choose different action words to complete the sentences. Work together to write sentences.

➤ **Grammar (5 mins)**

Writing Sentences:

Model: Tell students that a sentence is a group of words that tells a whole idea. Display the following sentence: Fran likes to swim. Point out how the sentence tells a whole idea.

Guided practice: Display the sentences and read them aloud. Have students work together to identify which are statements, questions, or exclamations.

➤ **Whole Group Wrap-up**

- Review the EQ and encourage students to discuss using the new oral vocabulary words. Ask: How did you move your body when you played today?
- Prompt students to share what skills they learned. Ask: What skills did you use today in your writing/reading?

1 st Grade – Wonders Reading	
Lesson: Unit 1- Week 5- Day 3	Let's Move
CCSS: RI.1.1, RI.1.2, RF.1.3b, RF.1.3g, L.1.2d, W.1.3, L.1.2b Objectives: Ask and answer questions while reading a text. Delete sounds in words. Identify complete sentences. Capitalize first word in a sentence.	
Accommodations: (Highlight as needed) Small Group, Extended Time, Test Read Aloud, Modified Assignments, Preferential Seating, Oral Testing, Other:	Whole Group: <ol style="list-style-type: none"> Oral Language: Let's Move!, T342 Review Oral Vocabulary Words: <i>agree, difficult, exercise, exhausted, physical</i>; T342 Listening Comprehension Big Book: <i>Move!</i>, T343 <ul style="list-style-type: none"> Strategy :Ask and Answer Questions, T343 Retelling, T343 Fluency: Phrasing, T343 Word Work T344-T347 <ul style="list-style-type: none"> Fluency: Sound-Spelling Phonemic Awareness: Phoneme Deletion Phonic/Spelling: Blend words with <i>r-</i> and <i>s-</i> Blends Structural Analysis: Possessives High-Frequency Words: <i>jump, move, run, two</i> Close Reading: <i>Move It!</i>, T347A-T347F Practice: Your Turn, pp. 45-47
Technology: (Highlight as needed) interactive whiteboard, computer, projector, document camera, printer, other:	
Tested Skills: Phonics – <i>r-</i> and <i>s-</i> Blends Comprehension Skill – Key Details Writing Traits – Organization Grammar – Writing Sentences	Small Group: <ol style="list-style-type: none"> <i>Approaching Level</i>- Leveled Reader: "We Can Move!", T364-T365; Phonemic Awareness, T367; Phonics, T369; Structural Analysis, T370; Comprehension, T373 <i>On Level</i>-Leveled Reader: "We Can Move!", T374-T375; Comprehension, T376 <i>Beyond Level</i>-Leveled Reader: "We Can Move!", T378-T379; Comprehension, T381
Assessments: Formal : Your Turn 45-47 Informal: Quick Check T347 Alternative:	Writing/Grammar: <ol style="list-style-type: none"> <i>Independent Writing</i> Writing Trait: Organization, T348 Personal Narrative: Prewrite/Draft, T348-T349 <i>Grammar</i> Writing Sentences, T349 Mechanics: Capitalization and Punctuation, T349
Reflection:	Daily Wrap Up: <ol style="list-style-type: none"> Ask: What did we read about how people move their bodies? Prompt children to review and discuss today's skills. Ask: What are some ways you used each skill?

Week 5- Day 3
Whole Group

➤ **Introduce the Concept (5 mins)**

Essential Question:

Remind students that you have been talking and reading about how their bodies move.

Oral vocabulary routine:

Review the vocab from Day 1. Use the define/Example/Ask routine to review *agree*, *difficult*, and *exhausted*. Prompt students to discuss how our bodies move when coming up with examples for each word.

➤ **Listening Comprehension (10 mins)**

Strategy- Ask and Answer Questions

Tell students that as you read the story, they can ask themselves questions about the text. This can help them understand the information presented in the text. Reread the selection aloud. Pause to model asking and answering questions.

Retell: After reading, retell the selection using your own words to tell the important facts and details in the correct order.

➤ **Phonological Awareness (5 mins)**

Phoneme Deletion:

Model: Show students how to delete, or take away, sounds in words.

Guided Practice: Have students practice taking away sounds from words. Ex. Brat without /b/

➤ **Phonics (10 mins)**

Blend with r-blends and s-blends:

Model: Display Word-Building cards c, r, o, p. Model how to generate and blend the sounds to say the word. Continue with other words: swim, brick, grip, and stick.

Guided Practice: Review the words and sentences on the Day 3 phonics practice activity with students. Read each word in the first row, blending the sounds. Have students practice more with you.

➤ **Spelling (5 mins)**

Word sort with r-blends and s-blends:

Model: Display the spelling word cards from the resource book. Have students read each word, listening for the /sp/, /gr/, or /dr/ sounds.

Guided Practice: Have students place each spelling word in the column with the words containing the same beginning blend. When completed, have students read the words in each column. Then call out a word. Have a child find the word card and point to it as the class chorally spells the word.

Do: Phonics Spelling Practice book pg. 23

➤ **High-Frequency Words (5 mins)**

Guided Practice: Say each word and have student's read/spell/write it. Review the Visual Vocab cards.

Practice: Review words in the word bank. Have students work with partners to create sentences using the words.

➤ **Comprehension (10 mins)**

Develop Comprehension:

Review the key characteristics of informational text. Direct student's attention to the pages 86-87 and read aloud the title and EQ. Students read the selection aloud. Complete the detail graphic organizer on page 44 as you model recording the key details of each section. Check understanding throughout selection by asking comprehension questions in the TE.

Respond to Reading:

Guide students in retelling the selection. Remind them that as they read *Move it!* they paid attention to important details and asked/answered questions about the text. Now they will use that information to retell the selection.

Text Evidence:

Guide students to use text evidence to answer the Text Evidence questions on Literature Anthology pg. 93.

➤ **Independent Writing (5 mins)**

Personal Narrative:

Model: Have students look at a personal narrative from page 106-107 in the Reading/Writing Workshop. Note what happened first, next, and last.

Pre-Write: Display the topic from Day 2. Guide students to choose a topic. Organize students into pairs based on their chosen topic. Use the sequence chart to organize their narrative.

Draft: Have students write their drafts. Remind them to put events in order with First, Next, and Last. Conference with them to provide guidance.

➤ **Grammar (5 mins)**

Writing Sentences:

Model: Remind students that a sentence can be a statement, a question, or an exclamation.

Guided practice: Display the sentences and read them aloud. Have students work together to identify which are statements, questions, or exclamations.

➤ **Whole Group Wrap-up**

- Review the EQ and encourage students to discuss using the new oral vocabulary words.
Ask: What did we read about how people move their bodies?
- Prompt students to share what skills they learned. Ask: What skills did you used each skill?

1 st Grade – Wonders Reading	
Lesson: Unit 1- Week 5- Day 4	Let's Move
CCSS: RI.1.5, RF.1.3b, RF.1.3g, L.1.2d, W.1.5, L.1.2b, W.1.7 Objectives: Review vocabulary. Identify complete sentences. Capitalize first word in a sentence. Build background knowledge. Research information using technology.	
Accommodations: (Highlight as needed) Small Group, Extended Time, Test Read Aloud, Modified Assignments, Preferential Seating, Oral Testing, Other:	Whole Group: <ol style="list-style-type: none"> 1. Oral Language: Let's Move!, T350 2. Comprehension: Text Feature-Diagram, T350 3. Close Reading: "Use a Diagram", T351 4. Word Work T352-T353 <ul style="list-style-type: none"> • Fluency: Sound-Spelling • Phonemic Awareness: Phoneme Categorization • Phonic/Spelling: Build words with r- and s- Blends • Structural Analysis: Possessives • High-Frequency Words: <i>jump, move, run, two</i> 5. Integrate Ideas: Research and Inquiry, T356-T357 6. Practice: Your Turn, pp. 48-49
Technology: (Highlight as needed) interactive whiteboard, computer, projector, document camera, printer, other:	
Tested Skills: Phonics – r- and s- Blends Comprehension Skill – Key Details Writing Traits – Organization Grammar – Writing Sentences	Small Group: <ol style="list-style-type: none"> 1. <i>Approaching Level</i>- Paired Read: "What's Under Your Skin?", T365; Phonemic Awareness, T367; Phonics, T369; Structural Analysis, T370; Comprehension, T372 2. <i>On Level</i>-Paired Read: "What's Under Your Skin?", T375 3. <i>Beyond Level</i>-Paired Read: "What's Under Your Skin?", T379
Assessments: Formal : Your Turn 48-49 Informal: Quick Check T353 Alternative:	Writing/Grammar: <ol style="list-style-type: none"> 1. <i>Independent Writing</i> Writing Trait: Organization, T354 Personal Narrative: Revise/Proofread/Edit, T354-T355 2. <i>Grammar</i> Writing Sentences, T355 Mechanics: Capitalization and Punctuation, T355
Reflection:	Daily Wrap Up: <ol style="list-style-type: none"> 1. Ask: How are you using your body right now? 2. Prompt children to discuss the skills they practiced and learned today. Guide them to share examples of each skill.

Week 5- Day 4
Whole Group

➤ **Extend the Concept (5 mins)**

Essential Question:

Remind students that they have been learning about how their bodies move. Guide them to discuss the question using information from what they have read and discussed.

Text Feature: Diagram:

Explain: Tell students that they can use informational selections to find facts and details. Explain that informational text can have diagrams.

Model: Display teaching poster 16. Read the labels and diagrams about the parts of a wasp.

Guided Practice: Read together the other labels as you point to corresponding parts. Guide students to discuss the info the diagram gives. Tell students to look for diagrams and labels as they read informational text.

➤ **Develop Comprehension (10 mins)**

Compare Texts

Tell students that as they read pages 94-95, they should think about how the diagrams are like the ones in *Move it!*

➤ **Phonological Awareness (5 mins)**

Phoneme Categorization:

Model: Show students how to categorize phonemes.

Guided Practice: Have students practice identifying the word that does not belong.

➤ **Phonics (5 mins)**

Build words with r-blends and s-blends:

Review: Display Word-Building cards to build words with r and s blends. Model how to blend the sounds.

Guided Practice: Repeat the routine with *track, tap, tip, trip, grip, grin, drip, and crop*.

➤ **Spelling (5 mins)**

Word sort with r-blends and s-blends:

Review: Provide pairs of students with copies of the Spelling Word cards. While one partner reads the words one at a time, the other partner should orally segment the word and then write the word. After reading all the words, partners should switch roles.

➤ **High-Frequency Words (5 mins)**

Guided Practice: Display the Visual Vocab Cards to review this week's HFW. Point to a word and call on a student to use it in a sentence.

➤ **Independent Writing (5 mins)**

Personal Narrative:

Revise: Tell students that revising to show order helps make their sentences easier to understand. When a writer revises, they move sentences around so they are organized to tell events in order.

Guide students to work in pairs to do a peer review in which they will each read their partner's draft.

Proofread/Edit: Review proofreader's marks to students. Have them reread their drafts and fix mistakes. Next, have partners exchange their drafts and take turns reading for mistakes.

Final Draft: After students have edited their own papers and finished their peer edits, have them write their final draft. Encourage them to create or find a photo that relates to their writing. Conference with them as needed.

➤ **Whole Group Wrap-up**

- Review the EQ and encourage students to discuss using the oral vocabulary words. Ask:
How are you using your body right now?
- Prompt students to discuss the skills they practiced and learned today.

1st Grade – Wonders Reading Lesson: Unit 1- Week 5- Day 5 Let's Move	
<p>CCSS: RI.1.9, W.4.9, RI.1.8, RF.1.2d, RF.1.3g, W.1.6, L.1.2b</p> <p>Objectives: Develop answers to the Essential Question. Make text connections to the world. Present a personal narrative. Correctly use question marks and exclamation marks. Complete assessments with 75% or better accuracy.</p>	
<p>Accommodations: (Highlight as needed)</p> <p>Small Group, Extended Time, Test Read Aloud, Modified Assignments, Preferential Seating, Oral Testing, Other:</p>	<p>Whole Group:</p> <ol style="list-style-type: none"> 1. Integrate Ideas: <ul style="list-style-type: none"> • Text Connections, T358 • Write About Reading, T359 2. Word Work T360-T361 <ul style="list-style-type: none"> • Fluency: Word Automaticity • Phonemic Awareness: Phoneme Blending/Segmentation • Phonic/Spelling: Blend and Build words with <i>r-</i> and <i>s-</i> Blends • Structural Analysis: Possessives • High-Frequency Words: <i>jump, move, run, two</i> 3. Practice: Your Turn, p. 50 4. Complete weekly Reading, Phonics, and Spelling assessments.
<p>Technology: (Highlight as needed)</p> <p>interactive whiteboard, computer, projector, document camera, printer, other:</p>	
<p>Tested Skills:</p> <p>Phonics – <i>r-</i> and <i>s-</i> Blends Comprehension Skill – Key Details Writing Traits – Organization Grammar – Writing Sentences</p>	<p>Small Group:</p> <ol style="list-style-type: none"> 1. <i>Approaching Level-</i> Literature Circles, T365; Phonics, T369; HF Words, T371; Comprehension, T373 2. <i>On Level-</i> Paired Read: Literature Circles, T375; Comprehension, T377 3. <i>Beyond Level-</i> Literature Circles, T379; Comprehension, T381
<p>Assessments:</p> <p>Formal : Your Turn 50, Weekly Tests Informal: Quick Check T361 Alternative:</p>	<p>Writing/Grammar:</p> <ol style="list-style-type: none"> 1. <i>Independent Writing</i> Personal Narrative: Publish and Present, T362 2. <i>Grammar</i> Writing Sentences, T363 Mechanics: Capitalization and Punctuation, T363
<p>Reflection:</p>	<p>Daily Wrap Up:</p> <ol style="list-style-type: none"> 1. Review the Essential Question and encourage children to discuss using the oral vocabulary words. 2. Review with children that key details tell them what a selection is mostly about and that asking questions can help them better understand what they read. 3. Review blending words with <i>r-</i> and <i>s-</i> blends. 4. Use the Visual Vocabulary Cards to review the Words to Know. 5. Remind children that nonfiction selections tell facts about real things.

Week 5- Day 5
Whole Group

➤ **Text Connections (5 mins)**

Text to Text:

Remind students that all week they have been reading selections about how bodies move. Tell them that now they can make connections across texts by thinking about how the selections were similar to one another. This is called making connections across texts. Use graphic organizer 40 to help organize this information from the two stories.

➤ **Phonics (5 mins)**

Blend and build words with r- and s- blends:

Review: Have students read and say the words *drop, stop, spill, and trick*. Follow the word building routine with Word Building cards to build other words. Help students practice word automaticity. Test how many words they can read in one minute.

➤ **Spelling (5 mins)**

Word sort with r – and s- blends:

Assess: Assess students on their ability to spell words with r- and s- blends. Say each word, provide a sentence, and then allow them to write the words.

➤ **Independent Writing (5 mins)**

Personal Narrative:

Prepare: Provide time for students to finish preparing their presentations. Remind them to practice using a drawing or props and any other visuals they are using.

Present: Have students take turns giving presentations of their personal narratives.

Evaluate: Have students discuss their own presentations and evaluate their performance using the presentation rubric.

Publish: After students finish presenting their sentences, discuss how the class will publish them in a book. Suggest different ways of organizing the personal narratives in a class book. Allow them to make decisions regarding the organization and title of the book. Guide them to use digital tools to create the book.

➤ **Weekly Assessment**

Tested skills:

- Comprehension
- Phonemic awareness
- High frequency words

Unit 1 Week 5

Story

Move It!

Genre

Nonfiction

Story

"Using Diagrams"

Genre

Nonfiction

Story

Move and Grin!

Genre

Nonfiction

Essential Question

How does your body move?

Comprehension Strategy

ask and answer questions

Comprehension Skill

key details

Writing Traits

organization

Grammar

writing sentences

Structural Analysis

possessives

Mechanics

capitalization and punctuation

SPELLING/ PHONICS

r- and s-
blends

Oral Vocabulary

exercise- activities you do with your body to stay healthy and become stronger

physical- about the body

agree- have to same idea about something

difficult- hard to do or full of problems

exhausted- very, very tired

spill
spin
grab
grass
drop
drip
hop
lot
two
move

High Frequency Words

jump, move, run, two

Unit 1 Research and Inquiry

The Big Idea: What makes you special?

Project: Have students work in five groups, with each group assigned one of the five projects that follow, or let groups self-select their project. Before students begin researching, present these mini lessons.

➤ Research Skill: Selecting a Topic

Select a topic:

Before students choose a topic, make sure they understand what they need to do to complete the project. Ask them to explain in their own words what steps they need to take to complete the project and what the completed project will look like.

- Help students decide on a topic that interests them. Students can brainstorm alone or in groups to think of ideas. Encourage them to make a list of ideas then decide on a topic.
- Guide students to evaluate their topics. They should make sure their topics are interesting, both to them and their audience. Make sure students will be able to complete the project with the chosen topic.
- Help students narrow their topic, suggest that they state their topic as a question that they will answer through the project.

Use a Variety of Resources:

Guide students to use a variety of resources to find topics that interest them.

- Classroom books/magazines can provide ideas. Talk about which materials might relate to their topic.
- Demonstrate how to use an appropriate search engine to find ideas online.
- Discuss what library materials could provide topic ideas. Discuss how encyclopedias and reference books can be helpful.

➤ Choose a Topic

A Song

EQ: What do you do at your school?

Goal: Research teams create a song about school activities, using a familiar tune. Teams use previous research and the entries in the class book of activities they created to write words for the song.

A Travel Poster

EQ: What is it like where you live?

Goal: Research teams will create a travel poster advertising a special place in their community. The poster will include pictures of the place, describe it, and tell why people should visit.

A Diorama

EQ: What makes a pet special?

Goal: Research teams make a diorama to show a pet at home. Students use a small box, clay, paper, and other materials to show what the animal looks like, where it lives, and what it likes to do.

A Game

EQ: What do friends do together?

Goal: Research teams will research and write directions for how to play a game from long ago or a different country. Teams draw pictures illustrating the game and its equipment.

A List

EQ: How does your body move?

Goal: Research teams make a list of activities that require movement. Children choose one activity, then illustrate and describe all the ways that their bodies move during that activity.

➤ **Conducting the Research**

Set Research Goals:

Discuss the big idea question and the research project. Each group should:

- Develop a research plan that helps to focus their research.
- Choose a topic that interests them.

Identify Sources:

Have the group brainstorm where they can find the information they need. Sources might include:

- Reliable online sources ending in .edu, .org, or .gov.
- Personal experiences
- Classroom and library books and magazines

Remind students that using a variety of resources will help them find new and interesting information.

Find and Record Information:

Have students take notes about their topic using a Foldable of their choice. Remind students to focus on the information that will help them complete the project.

Organize and Summarize:

After team members have completed their research, they can review the information they collected. Help students decide what information is necessary to complete the project. Help team members:

- Summarize their findings and decide on their final message
- Connect the key ideas of their projects to the unit theme, "Getting to Know Us".

Complete and Present

Guide students to complete the project.

- Ensure that students work together to create each part of the project.
- Encourage them to use various media in their presentations.
- Have teams take turns presenting their work.

➤ **Review and Evaluate**

Distribute the student checklist. Use the project rubric (TE401) to evaluate student's research and presentations.

➤ **Presentations**

Tell students that they will present their writing. They will need to prepare to do that. Guide students to use digital tools to prepare their work for presentations. Allow students time to rehearse their presentations. Make sure they reread their writing several times. Encourage them to be aware of punctuation and remind them to read with expression. Students should

consider any visual or props that they may want to use to accompany their presentations. Encourage students to practice their presentations with a partner. Share the speaking checklist to help them focus on important parts of the presentation.

Listening to Presentations:

Remind students that they not only will take on the role of a presenter, they will also be part of the audience for their classmates' presentations. As a listener, children have an important role. Review the listening checklist.

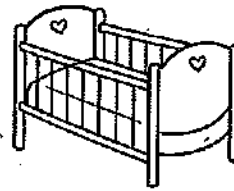
Name _____

The letter **a** can make the short **a** sound
you hear in **hat**.

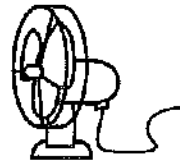


Read the word. Listen for the short **a** sound. Circle
the picture that the word names.

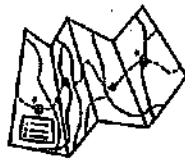
1. cat



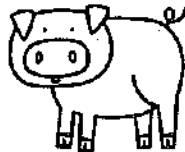
2. fan



3. map



4. pan



Name _____

A. Complete each sentence.
Use one of the words in the box.

does

not

school

what

1. Sam can _____ see the map.



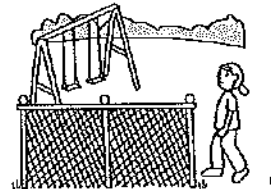
2. _____ do the cats have?



3. I like my _____.



4. Where _____ Nan go?



B. Write your own sentence using a word from the box.

5. _____

Name _____

Write a word from the box to name each picture.

bat

can

cat

fan

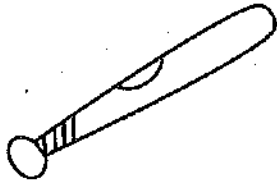
hat

pan

1.



2.



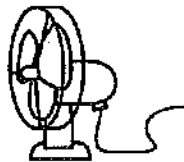
3.



4.



5.



6.



Name _____

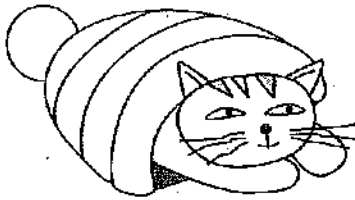
Fill in the Key Details Chart. Use words from the story.

Detail
Detail
Detail

Name _____

A. Reread "Jack the Cat." Circle two pictures that show key details from the story.

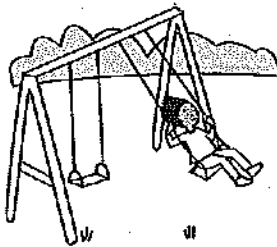
1.



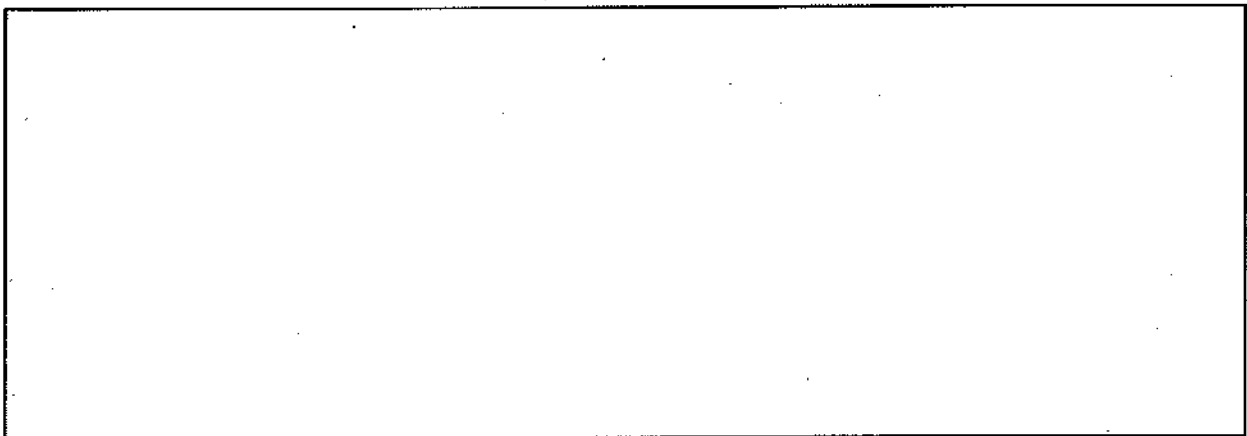
2.



3.



B. Draw a picture in the box that shows another key detail from the story.



Name _____

Photographs are pictures that show people, animals, and things in real life.

A. Look at the photograph. Use the photograph to complete the sentences.



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1. The cat has _____

2. The cat likes to _____

B. Look at the photograph. Write one more thing you see in the photograph.

3. _____

Name _____

A. Read the draft model. Use the questions to help you focus on a single event.

Draft Model

We painted in class. I painted my family. I ate popcorn.

1. What event is the writing about?
2. What are the details in the writing?
3. What detail is not about the same event?

B. Now revise the draft to make sure all the details are about one event.

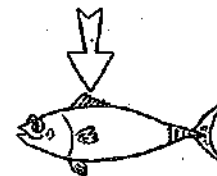
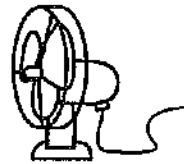
Name _____

The letter i can make the short i sound
you hear in pin.

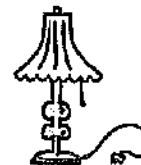
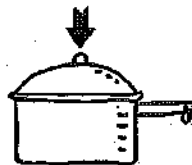


Read the word. Listen for the short i sound. Circle
the picture that the word names.

1. fin



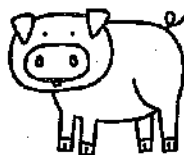
2. lid



3. hill



4. pig



Name _____

A. Complete each sentence. Use one of the words in the box.

down

out

up

very

1. The bag is _____ big.



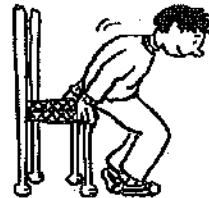
2. Look _____ at my cat.



3. I go _____ to play.



4. Sam sits _____



B. Write your own sentence using a word from the box.

5. _____

Name _____

Write a word from the box to name each picture.

kiss

pin

pick

dig

win

1.



2.



3.



4.



5.



Name _____

A. Reread "Pip and Tip." Circle two pictures that show key details from the story.



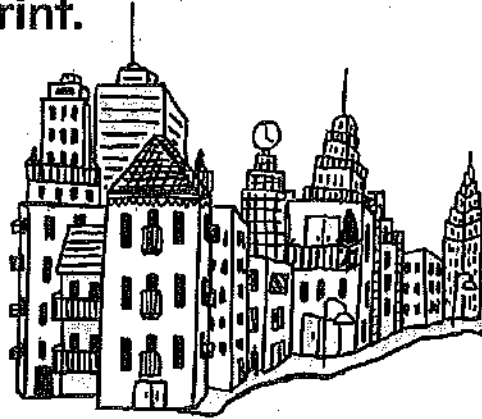
B. Write a sentence that tells a key detail from page 3.

Name _____

Authors use **bold print** to point out words that are important.

A. Look at the picture. Read the sentences.
Underline the words in bold print.

1. The **city** is big.
2. It has lots of **buildings**.



3. This house is in the **country**.
4. Kids play in the big **yard**.



B. Write your own sentence about where you live.
Circle the most important word.

5. _____

Name _____

A. Read the draft model. Use the questions to help you add describing details.

Draft Model

I share a room with my sister. We have bunk beds.
My bed is on top.

1. What place is the writing about?
2. What are the describing details?
3. What other describing details could you add to the writing?

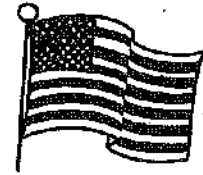
B. Now revise the draft by adding describing details to help readers picture the room in their minds.

Name _____

Sometimes consonants form a **blend**. You can hear the sound of a consonant and letter **l** form a blend at the beginning of **glad** and **slim**.

Read the word. Draw a line under the letters that form a blend. Write the letters. Circle the picture.

1. flag



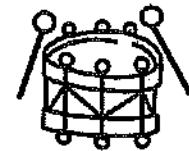
2. clip



3. slip



4. clam



Name _____

A. Complete each sentence. Use one of the words in the box.

be

come

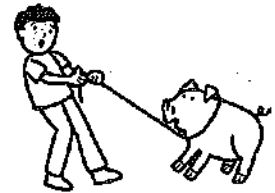
good

pull

1. Tam is a _____ cat.



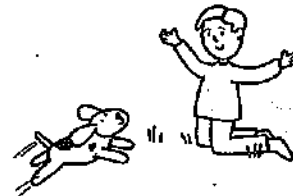
2. Max can _____ the big pig.



3. I can _____ a big help.



4. Tip can _____ to me.



B. Write your own sentence using a word from the box.

5. _____

Name _____

Use a word from the box to complete each sentence.

clap

flag

slam

black

glad

1. We are _____



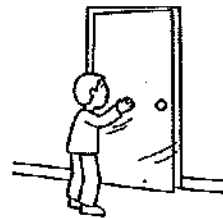
2. The cat is _____



3. Matt and Kim _____



4. Do not _____ the door!



5. I can see a _____



Name _____

A. Reread "Kim and Flick." Write a key detail to complete each sentence. Use a word from the box.

hid

Flick

come

Kim

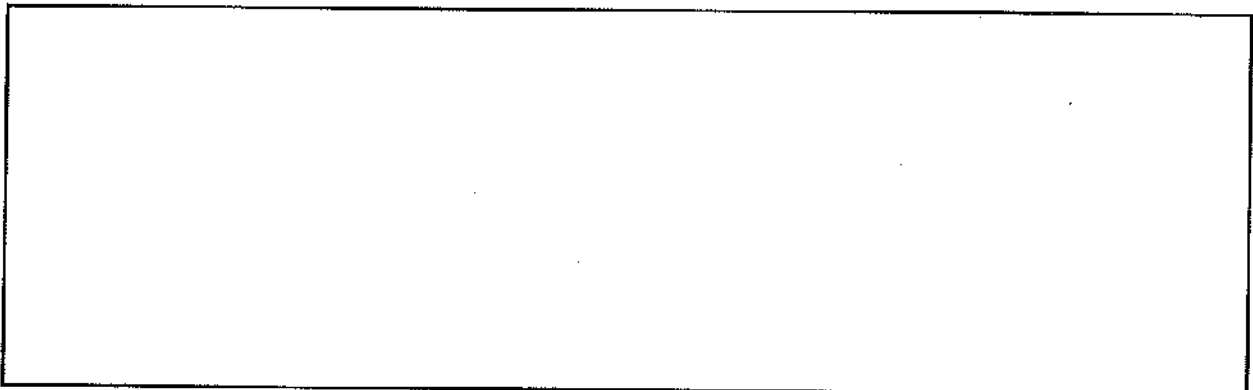
1. _____ is a cat.

2. Flick _____ in the tree.

3. _____ looks for Flick.

4. Kim wants Flick to _____ out.

B. Draw a picture to show how Kim feels when she finds Flick.



Name _____

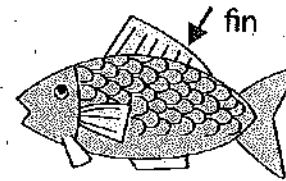
Labels are words or phrases that name people or things shown in a picture or photograph.

Look at the pictures. Read the labels. Then use the labels to complete the sentences.

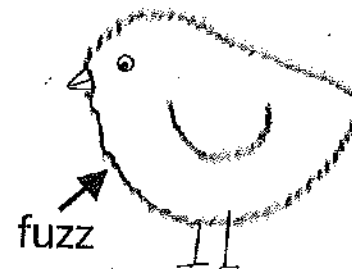
1. The bat has a _____



2. The fish has a _____



3. The chick has _____



Name _____

A. Read the draft model. Use the questions to help you add describing details.

Draft Model

Tim is the class pet. Tim is a fish. Tim swims fast.

1. What animal is the writing about?
2. What are the describing details?
3. What other describing details could you add to the writing?

B. Now revise the draft by adding describing details to help readers picture the animal in their minds.

Name _____

The letter o can make the short o sound
you hear in sock and dot.



A. Read the words in the box. Listen for the short o sound. Write the word that names each picture.

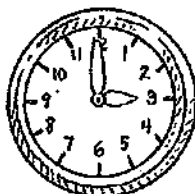
mop

hop

clock

box

1.



2.



3.



4.



B. Circle each word that has the short o sound. Then write the word.

5. can

mom

clip

6. fin

mat

top

Name _____

A. Complete each sentence. Use one of the words in the box.

fun

make

they

too

1. _____ like to jump.



2. It is _____ to hop.



3. Mom can jog, _____



4. Dad can _____ a cake.



B. Write your own sentence using a word from the box.

5. _____

Name _____

Write a word from the box to name each picture.

ox

block

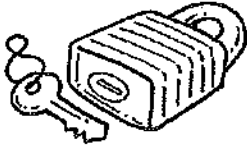
log

lock

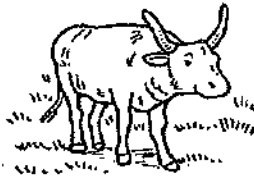
mop

mom

1.



2.



3.



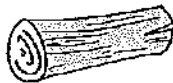
4.



5.



6.



Name _____

Words in a poem can rhyme. Rhyming words have the same ending sound.

mop

flop

top

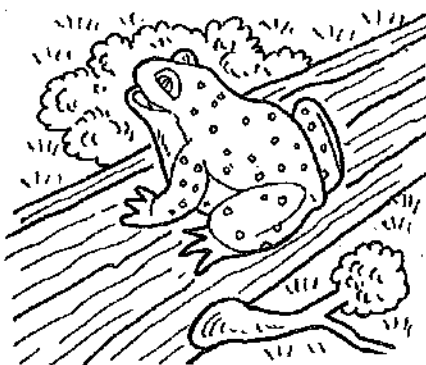
pop

A. Read the poem. Circle the words that rhyme.
Write the rhyming words on the lines.

I Can See

I can see a frog.

It sits on a log.



1. _____

2. _____

I can see a fox.

He sits on a box.

3. _____

4. _____

B. Read each word. Complete the rhyming word.

5. hot

n

6. dog

h

Name _____

A. Read the draft model. Use the questions to help you write about how Sam and Amy are different.

Draft Model

Sam likes to draw. Amy likes to draw, too. Amy likes to draw dogs.

1. Who is the writing about?
2. How are Amy and Sam the same?
3. What could you add to tell about how they are different?

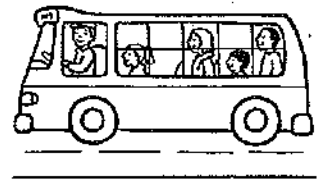
B. Now revise the draft by adding a detail about what Sam likes to draw.

Name _____

Some words begin with a **consonant blend**. Listen to the beginning sounds in the word **crab**. You can hear the sound of each letter in the blend.

Read the word. Write the word. Circle the picture that it names.

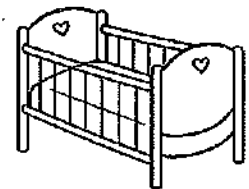
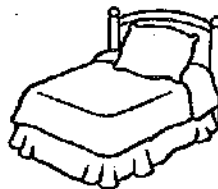
1. frog



2. grass



3. crib



4. snap



Name _____

Write the word from the box that completes each sentence.

jump

move

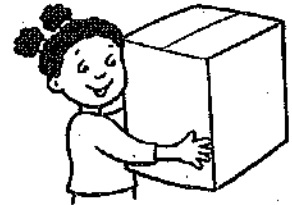
run

two

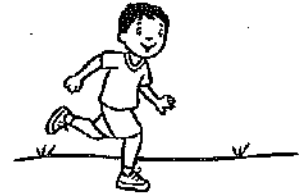
1. I can _____



2. I _____ a big box.



3. I can _____



4. I have _____ cats.



Name _____

Read each word that begins with a consonant blend.
Write the word from the box that names each picture.

spill

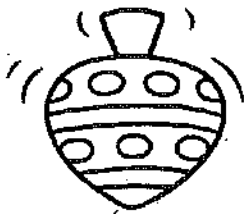
crib

grass

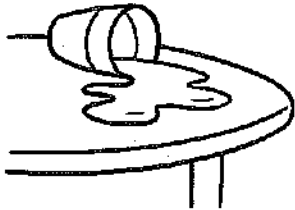
drip

spin

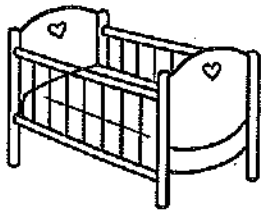
1.



2.



3.



4.



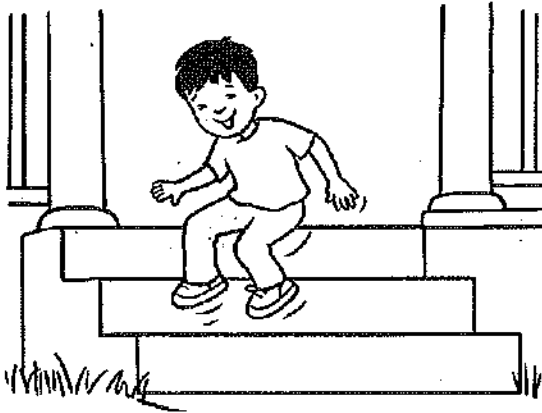
5.



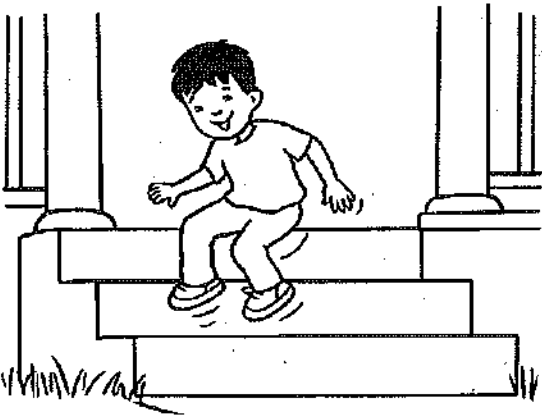
Name _____

Reread "Kids Can Move." Answer the questions.

1. Who can hop? Circle the picture.



2. Who runs fast? Draw a box around the picture.



3. How can kids move? Write two ways.

4. Write two things kids can do.

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Name _____

A **diagram** is a picture with labels. The labels name the parts of the picture.

Look at the diagram of a cat. Use the words from the box to write the labels.

back

leg

ear

eye

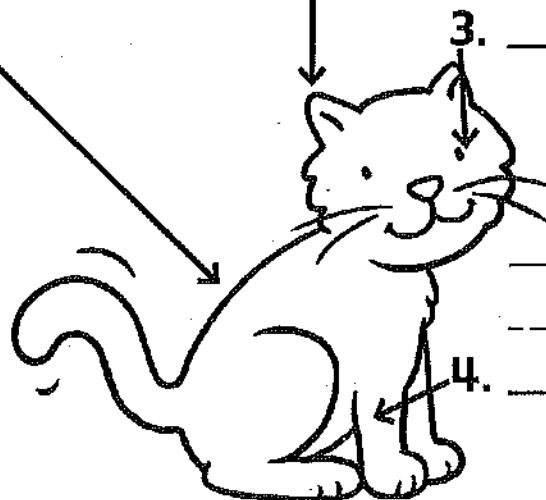
Parts of a Cat

1.

2.

3.

4.



Name _____

A. Read the draft model. Use the questions to help you put the events in order.

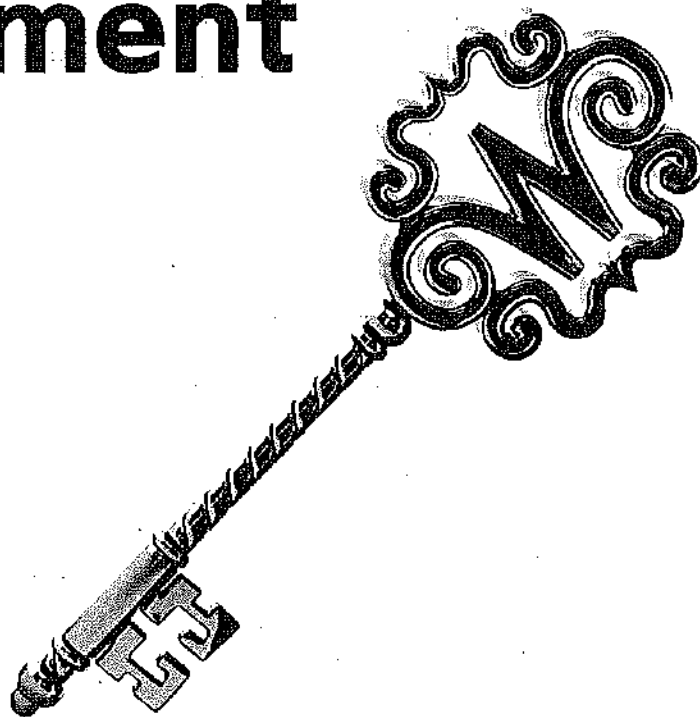
Draft Model

I tied my shoes. I put my socks on. I put my shoes on.

1. What is the writing about?
2. Which event had to happen first?
3. How can you change the sentences to put the events in order?

B. Now revise the draft by putting the events in order and adding the words *first*, *next*, and *last*.

Unit Assessment



Read the story "Flip Can Play!" Then answer
Numbers 1 to 8.

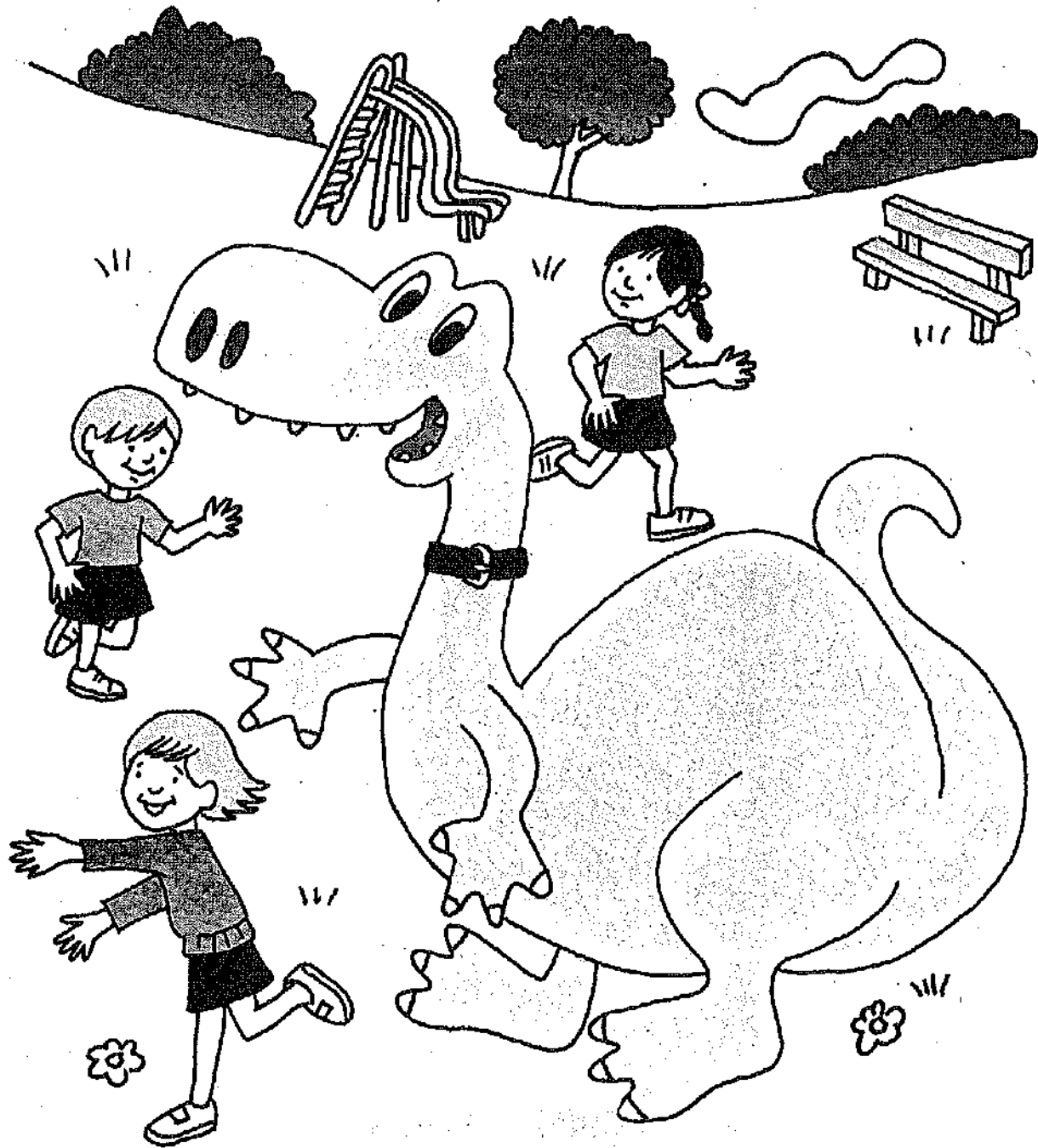
Flip Can Play!



Copyright © The McGraw-Hill Companies, Inc.

Flip can jump.

GO ON →



Copyright © The McGraw-Hill Companies, Inc.

Flip can tag.



Flip is too big.
He can not go in.

GO ON →



Copyright © The McGraw-Hill Companies, Inc.

Flip digs very fast.



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Now Flip can play!

Now answer Numbers 1 to 8. Base your answers on the story "Flip Can Play!"

1 What does Flip do FIRST?

- Ⓐ dig
- Ⓑ tag
- Ⓒ jump

2 Why does Flip dig?

- Ⓐ He can not tag.
- Ⓑ He can not jump.
- Ⓒ He can not get in.

3 Look at the picture on page 3.
Where is Flip?

- Ⓐ down
- Ⓑ out
- Ⓒ in

Name: _____ Date: _____

- 4 AFTER Flip digs he can _____.
- Ⓐ run
 - Ⓑ tag
 - Ⓒ play
- 5 Which word comes FIRST in ABC order?
- Ⓐ go
 - Ⓑ big
 - Ⓒ can
- 6 Flip has _____.
- Ⓐ up
 - Ⓑ fun
 - Ⓒ good

Name: _____ Date: _____

7 Flip can _____.

Ⓐ move

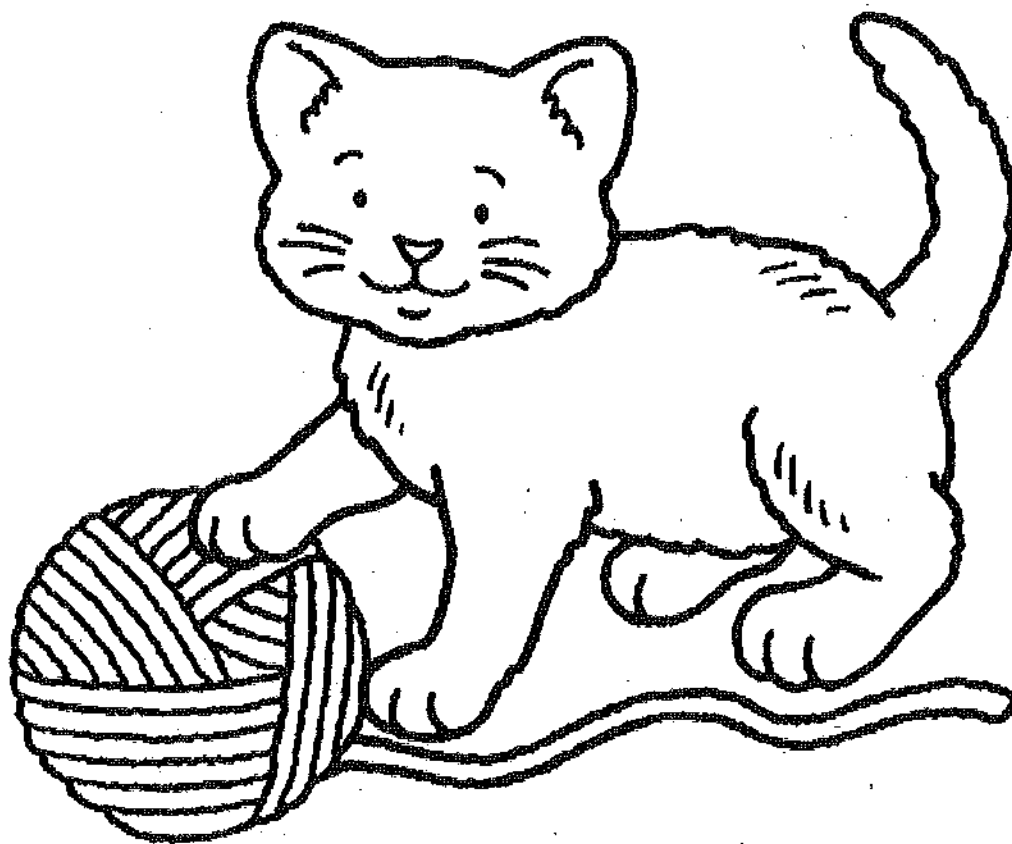
Ⓑ good

Ⓒ does

8 List two things Flip can do.

Read the story "Cats and Frogs." Then answer
Numbers 9 to 16.

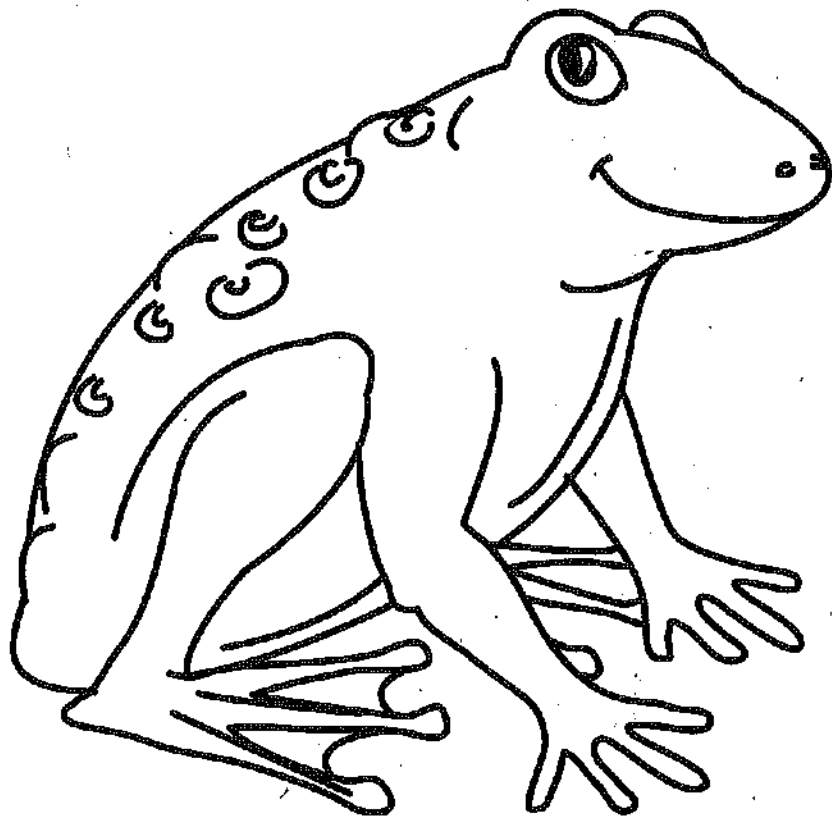
Cats and Frogs



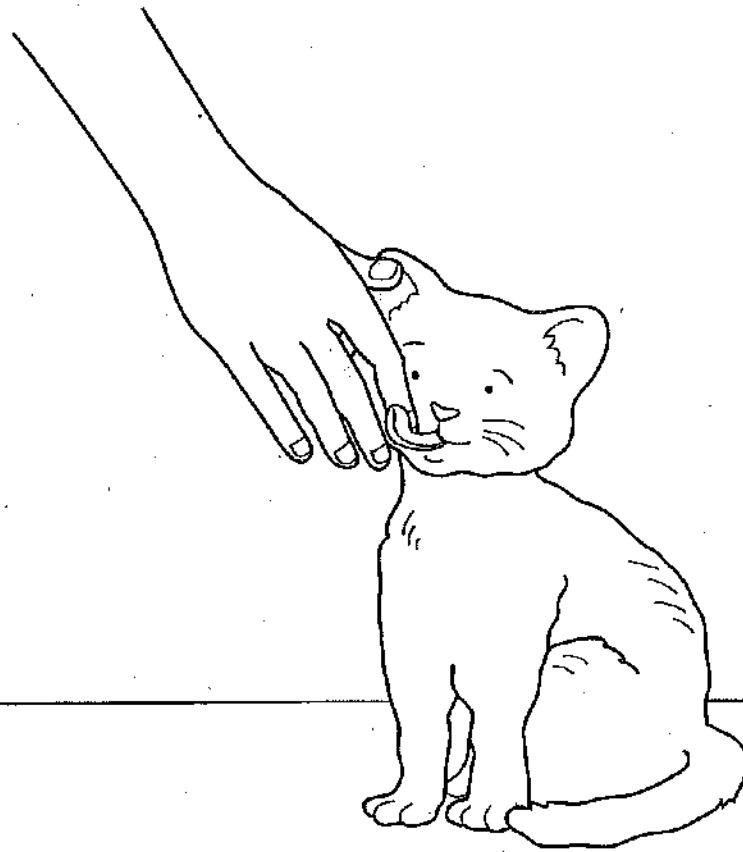
Copyright © The McGraw-Hill Companies, Inc.

A cat can be a pet.
You can pat a cat.

GO ON →

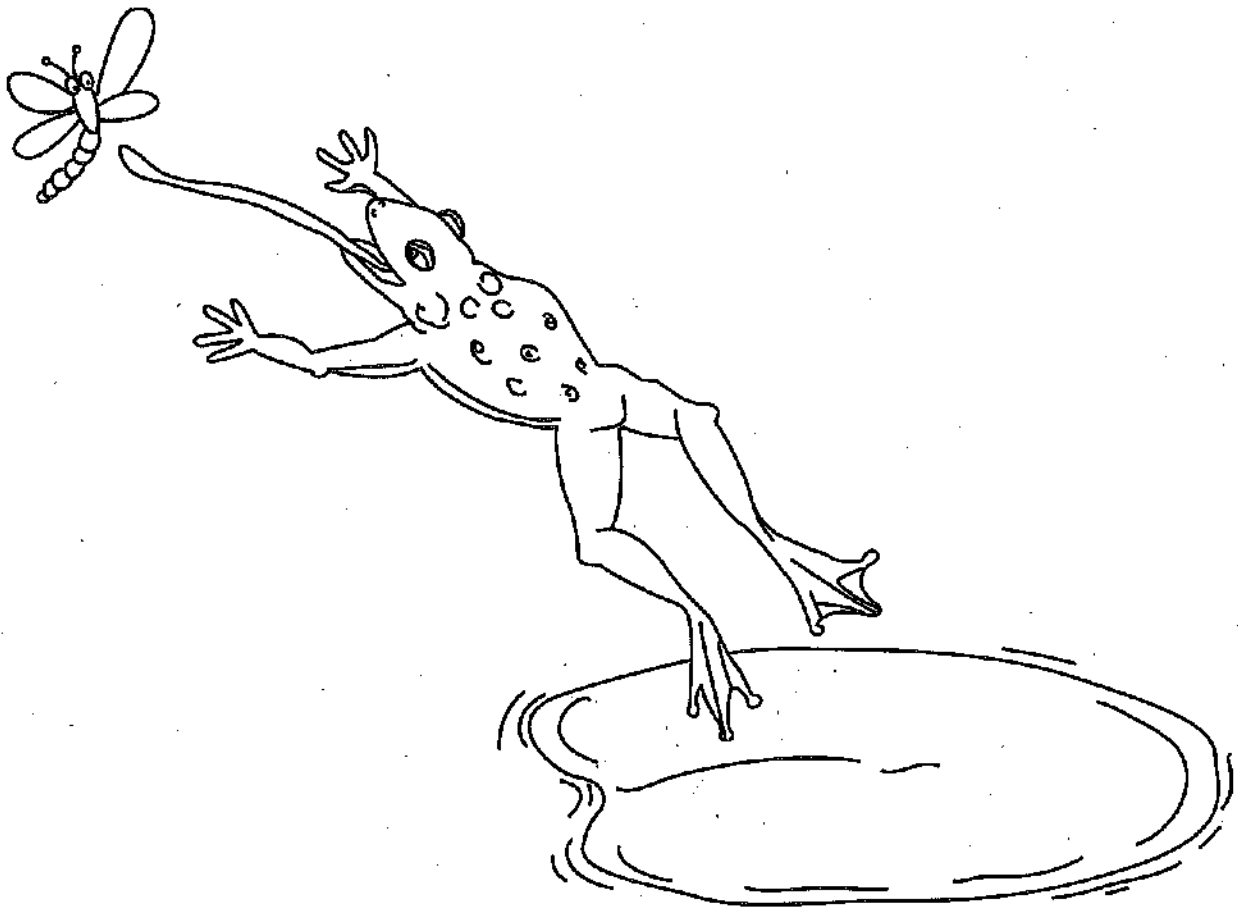


A frog can be a pet, too.
You can pat a frog.



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A cat can lick your hand.
A lick is a cat kiss.



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A frog can hop and flick.
It can not kiss.



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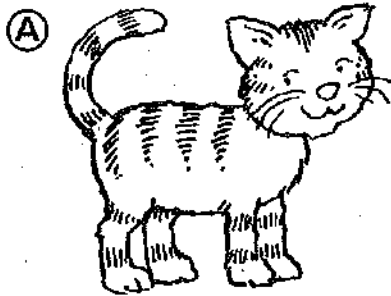
A cat is quick.
So is a frog.

Now answer Numbers 9 to 16. Base your answers on the story "Cats and Frogs."

9 Who can lick?

- Ⓐ a cat
- Ⓑ a frog
- Ⓒ cats and frogs

10 Which picture shows a cat being quick?



Name: _____ Date: _____

11 A frog can _____.

Ⓐ pat

Ⓑ hop

Ⓒ kiss

12 Look at the picture on page 12.

What does it show?

Ⓐ A frog can flick.

Ⓑ A frog can kiss.

Ⓒ A frog can pet.

13 Cats are fun pets.
Frogs are fun pets, _____.

Ⓐ jump

Ⓑ move

Ⓒ too

Name: _____ Date: _____

14 A lick is a cat _____.

Ⓐ kis

Ⓑ kizz

Ⓒ kiss

15 A frog _____.

Ⓐ hops

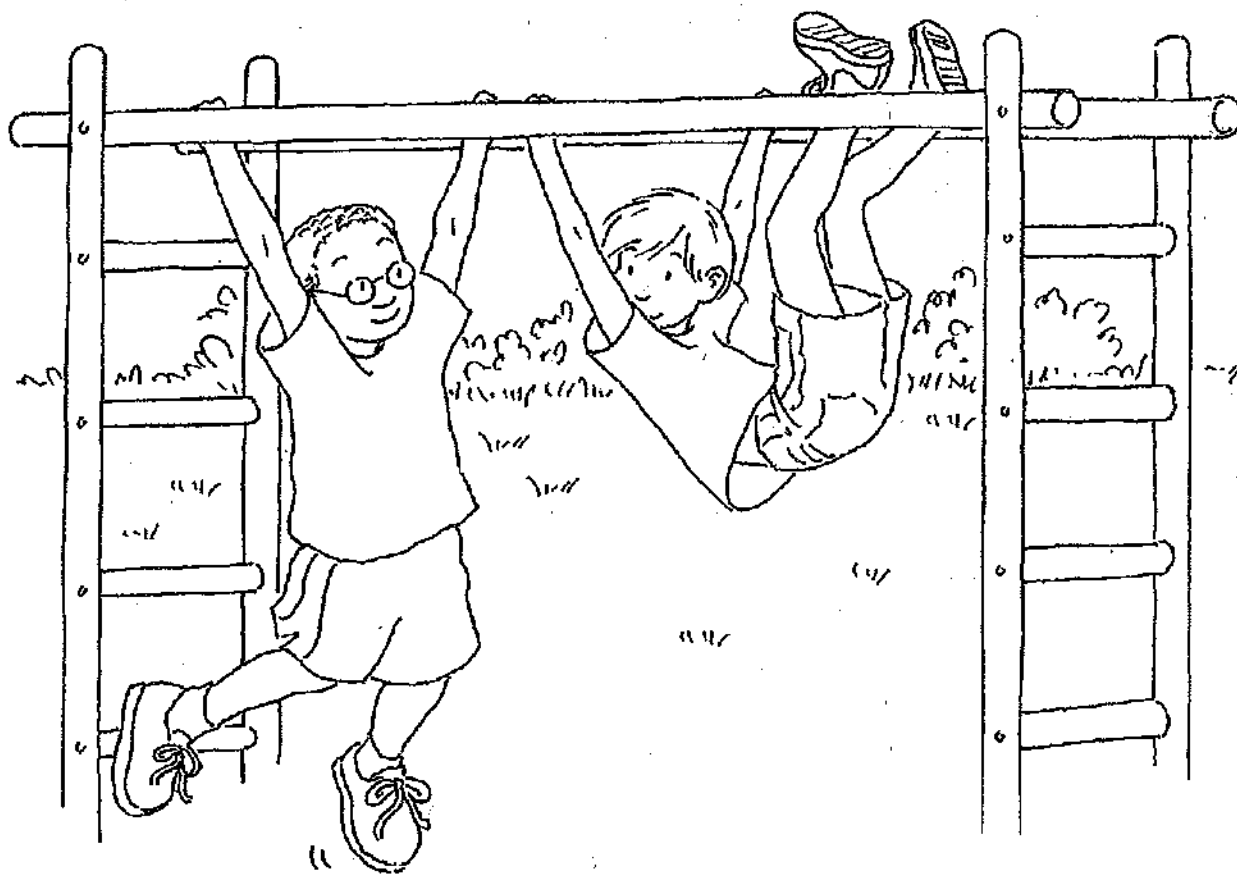
Ⓑ hop's

Ⓒ hopps

16 Write one key detail about how cats and frogs are the SAME.

**This is a story that Pat wrote. Read the story.
Then answer Numbers 17 to 21.**

(1) I went to the park. (2) Tom came, too.
(3) we ran and ran. (4) We played many
games (5) Did we have fun? (6) We lots of
fun had!



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GO ON →

- 17 Which sentence is a statement?
- Ⓐ Sentence 1
 - Ⓑ Sentence 5
 - Ⓒ Sentence 6
- 18 What is the BEST way to write sentence 3?
- Ⓐ we Ran and ran.
 - Ⓑ We ran and ran.
 - Ⓒ we ran and ran
- 19 Which sentence is a question?
- Ⓐ Sentence 2
 - Ⓑ Sentence 4
 - Ⓒ Sentence 5

Name: _____ Date: _____

20 What is the BEST way to write sentence 4?

- Ⓐ We played many games?
- Ⓑ We played many games.
- Ⓒ we played many games

21 Which sentence has the words in the wrong order?

- Ⓐ Sentence 2
- Ⓑ Sentence 3
- Ⓒ Sentence 6

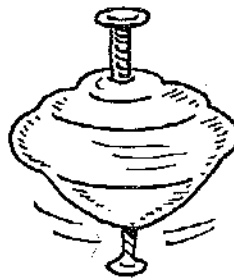
Listen while your teacher reads the directions.

22

(A)



(B)



(C)

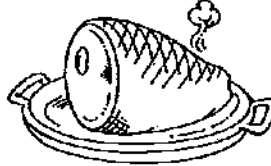


23

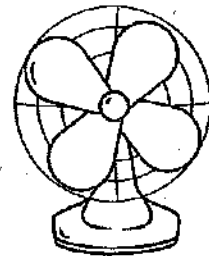
(A)



(B)



(C)

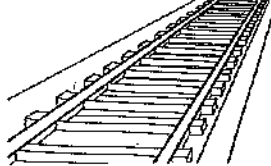


24

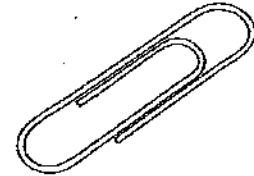
(A)



(B)



(C)



25

(A)



(B)



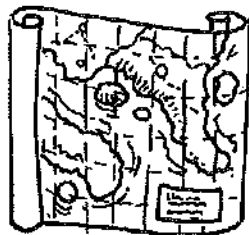
(C)



Name: _____ Date: _____

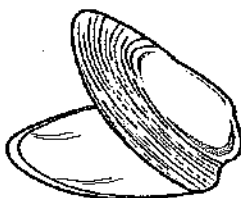
Choose the word that names the picture.

26



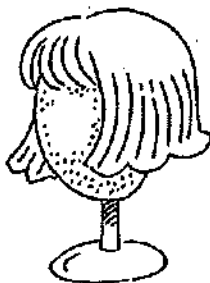
- Ⓐ mop
- Ⓑ map
- Ⓒ tap

27



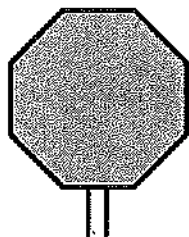
- Ⓐ slam
- Ⓑ tram
- Ⓒ clam

28



- Ⓐ wig
- Ⓑ fig
- Ⓒ wag

29



- Ⓐ drop
- Ⓑ flop
- Ⓒ stop

30



- Ⓐ blog
- Ⓑ frog
- Ⓒ log



Grade 1 Unit 1 Assessment Teacher Script

Teacher reads all directions, passages, items, and answer choices aloud.

Phonemic Awareness

page 20

- 22 I will say three words. Listen to the middle sound in each word: kick, top, mitt. Which word does not belong? Fill in the bubble next to the picture that does not belong.
- 23 I will say a word in parts: /f/ /a/ /n/. What word do you make when you blend these sounds together? Listen to these answer choices: pin, ham, fan. Fill in the bubble next to the picture that has the same sounds as /f/ /a/ /n/.
- 24 I will say a word in parts: /k/ /l/ /l/ /p/. What word do you make when you blend these sounds together? Listen to these answer choices: pail, track, clip. Fill in the bubble next to the picture that has the same sounds as /k/ /l/ /l/ /p/.
- 25 I will say a word: drop. How many sounds do you hear in the word drop? Fill in the bubble next to the picture that shows how many sounds are in the word drop.

Phonics

page 21

- 26 Look at the picture of a map. Now read the words. Fill in the bubble next to the word map.
- 27 Look at the picture of a clam. Now read the words. Fill in the bubble next to the word clam.
- 28 Look at the picture of a wig. Now read the words. Fill in the bubble next to the word wig.
- 29 Look at the picture of a stop sign. Now read the words. Fill in the bubble next to the word stop.
- 30 Look at the picture of a frog. Now read the words. Fill in the bubble next to the word frog.

Answer Key

Name: _____

Question	Answer	Content Focus	CCSS	Complexity
1	C	Key Details	RL.1.1	DOK 1
2	C	Key Details	RL.1.1	DOK 1
3	B	Key Details: Use Illustrations	RL.1.7	DOK 1
4	C	Key Details	RL.1.1	DOK 1
5	B	Alphabetical Order	RF.1.3b	DOK 1
6	B	High-Frequency Words	RF.1.3g	DOK 1
7	A	High-Frequency Words	RF.1.3g	DOK 1
8	See below	Key Details	RL.1.1	DOK 2
9	A	Key Details	RI.1.1	DOK 1
10	B	Key Details: Use Illustrations	RI.1.7	DOK 1
11	B	Key Details	RI.1.1	DOK 1
12	A	Key Details: Use Illustrations	RI.1.7	DOK 1
13	C	High-Frequency Words	RF.1.3g	DOK 1
14	C	Double Final Consonants	RF.1.3g	DOK 2
15	A	Inflectional Ending -s	RF.1.3f	DOK 2
16	See below	Key Details	RI.1.1	DOK 2
17	A	Statements	L.1.2b	DOK 1
18	B	Sentences	L.1.2b	DOK 1
19	C	Questions and Exclamations	L.1.2b	DOK 1

Answer Key

Name: _____

Question	Answer	Content Focus	CCSS	Complexity
20	B	Sentences	L.1.2b	DOK 1
21	C	Word Order	L.1.1	DOK 1
22	B	Phoneme Categorization	RF.1.2c	DOK 1
23	C	Phoneme Blending	RF.1.2b	DOK 2
24	C	Phoneme Blending	RF.1.2b	DOK 2
25	B	Phoneme Segmentation	RF.1.2d	DOK 2
26	B	Short <i>a</i>	RF.1.3b	DOK 1
27	C	Consonant Blends: /-Blends	RF.1.3b	DOK 1
28	A	Short <i>i</i>	RF.1.3b	DOK 1
29	C	Consonant Blends: s-Blends	RF.1.3b	DOK 1
30	B	Consonant Blends: r-Blends	RF.1.3b	DOK 1

Comprehension: Multiple Choice 1, 2, 3, 4, 9, 10, 11, 12	/8	%
Comprehension: Constructed Response 8, 16	/4	%
High-Frequency Words 6, 7, 13	/3	%
Structural Analysis 5, 14, 15	/3	%
English Language Conventions 17, 18, 19, 20, 21	/5	%
Phonemic Awareness 22, 23, 24, 25	/4	%
Phonics 26, 27, 28, 29, 30	/5	%
Total Unit Assessment Score	/32	%

- 8 Possible Answer: Children should list two words that describe what Flip can do, such as jump, tag, dig, play.
- 16 Possible Answer: Children should list one key detail from the story that describes both cats and frogs, such as: Cats and frogs can be pets. You can pat them. They are quick.