MAXLiteracy

C-00111925

National

Grade 1

Unit 1

Week 1

Day 2

6

Phonics & Word Study

Resources

2

Student Book

Alphabet Chart

High-Frequency Word Cards 1-11

Magnetic Letter Tiles and Boards

Target Outcomes

2

Content

* Understand that in our school community, we learn from each other by listening, speaking, and sharing with our teachers and classmates.

ELA

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Language Development

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Foundational Literacy: Short Vowels

2

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45

7

Cumulative Review: Read to Build Fluency

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Set a Purpose

3

1

RF.F.1.a.1.i Orally read and reread grade-level decodable texts or multiple genres accurately. ;; RF.F.4.a.1.i Read fluently with accuracy on successive readings ;; RF.F.5.a.1.i Use knowledge of grapheme-phoneme correspondences to read decodable words with accuracy and automaticity in context.

* Review the expectation for whisper-reading. Model whisper-reading the text to yourself. Ask students what they noticed when you were reading (voice was low, others couldn’t really hear). Explain that whisper-reading allows students to hear themselves without distracting other students.
* Have students whisper-read “ABC’s” to cumulatively review letters and sounds and to build fluency.

Student Book, pp.4-5

Component link

Insert thumb of spread of pp.4-5 in Student Book

Cumulative Review: Phonics and High-Frequency Words

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High-Frequency Words

2

2

RF.PWR.2.a.1.vii Produce the primary sound for each consonant. ;; RF.PWR.15.a.1.i Decode consonant and vowel sounds. ;; RF.PWR.11.a.1.i Read grade level high-frequency words by sight ;; RF.PWR.11.a.1.ii Identify at least 100 high-frequency words from a research-based list ;; RF.PWR.11.a.1.iii Read at least 100 high-frequency words from a research-based list ;; RF.PWR.11.a.1.iv Decode regularly-spelled high-frequency words ;; RF.PWR.11.a.1.v Read commonly used sight words.

Introduce this routine by referring to the Quick Cumulative Review Routine.

Today, we’ll review phonics and high-frequency words using the ePocket Chart. Look at the cards for ‘z’ and ‘it’. We will read these together. If you misread a word, I’ll say it, you will repeat, trace, and spell the word together, then repeat again.

* Use the Alphabet Chart and High-Frequency Word Cards 1-11 on the e-pocket chart and the Quick Cumulative Review Routine.

e-Pocket Chart with Phonics and HF Word Review Cards

Component link

Insert the thumbnail of the Alphabet Chart and the high-frequency word “I”

Provide Corrective Feedback: For words students misread, say the word. Have students repeat, chorally trace and spell, then repeat. Take note of missed sound-spellings for additional review.

Revisit Blend and Read

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Reading

3

3

RF.PWR.15.a.1.i Decode consonant and vowel sounds. ;; RF.PWR.15.a.1.iii Decode words with short vowels. ;; RF.PWR.4.a.1.i Correctly decode VC words, using some knowledge of basic position-based rules: short a. ;; RF.PWR.4.a.1.iii Decode regularly-spelled CVC real and nonsense words: short a.

RF.PWR.15.a.1.i Decode consonant and vowel sounds. ;; RF.PWR.15.a.1.iii Decode words with short vowels. ;; RF.PWR.4.a.1.i Correctly decode VC words, using some knowledge of basic position-based rules: short a. ;; RF.PWR.4.a.1.iii Decode regularly-spelled CVC real and nonsense words: short a. ;; RF.PWR.4.b.1.iii Decode regularly-spelled CVC words: spelling patterns: short e. ;; RF.PWR.4.c.1.i Correctly decode VC words, using some knowledge of basic position-based rules: short i. ;; RF.PWR.4.c.1.iii Decode regularly-spelled CVC words: short i. ;; RF.PWR.4.d.1.i Correctly decode VC words, using some knowledge of basic position-based rules: short o. ;; RF.PWR.4.d.1.iii Decode regularly-spelled CVC words: short o. ;; RF.PWR.4.e.1.i Correctly decode VC words, using some knowledge of basic position-based rules: short u. ;; RF.PWR.4.e.1.iii Decode regularly-spelled CVC words: short u.

RF.F.5.a.1.ii Use knowledge of grapheme-phoneme correspondences to read decodable words with accuracy and automaticity out of context. ;; RF.PWR.6.a.1.i Decode CVCC words with short vowels: final digraph ck. ;; RF.PWR.12.a.1.ii Decode one-syllable words with common consonant spelling patterns, including double letters: ll.

Remind students that they read these words in the last lesson. Today, you will reread these words because repeated practice will make your foundation strong with this skill.

Blend and Read routine

Component link

Insert the Blend and Read section from p. 8 of the student book

* Remind students that blending is when we put the sounds of letters together to make a word. Blending is when we connect the sounds of letters to form a word. We start by saying each sound and slowly bring the sounds closer together. Finally, we say the sounds at a normal pace to hear the complete word.
* Chorally reread the words on the blending lines in the Student Book with students using the Blending routine.

Dictation with Embedded Phonemic Awareness

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Dictation

10

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RF.PWR.15.a.1.ii Encode consonant and vowel sounds. ;; RF.PWR.15.a.1.iv Encode words with short vowels. ;; RF.PWR.4.c.1.iv Correctly spell CVC words with short vowels: short i.

RF.PWR.15.a.1.ii Encode consonant and vowel sounds. ;; RF.PWR.15.a.1.iv Encode words with short vowels. ;; RF.PWR.4.c.1.iv Correctly spell CVC words with short vowels: short i. ;; RF.PWR.4.a.1.iv Correctly spell CVC words with short vowels: short a. ;; RF.PWR.4.b.1.iv Correctly spell CVC words with short vowels: spelling patterns: short e. ;; RF.PWR.4.d.1.iv Correctly spell CVC words with short vowels: short o. ;; RF.PWR.4.e.1.iv Correctly spell CVC words with short vowels: short u.

RF.SWC.3.a.1.i Write the common letter or letters that represent each phoneme ;; RF.SWC.3.a.1.iv *Correctly* spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. ;; L.C.3.a.1.iii Spell simple words phonetically by using sounds of the alphabet. ;; L.C.3.a.1.iv Use conventional spelling for words with common spelling patterns. ;; L.C.3.a.1.v Spell frequently occurring irregular words. ;; L.C.3.a.1.vi Spell untaught words phonetically. ;; L.C.3.a.1.vii Correctly spell words with common spelling patterns and rules. (with assistance) ;; RF.HW.1.f.1.i Print words, sentences, and answers legibly ;; L.C.3.a.1.i Write a letter or letters for consonant sounds.

Explain that each week, students will not only read words to learn about the focus skill, but they will also spell and write words and sentences to support their understanding of the skill.

Today, we are going to learn about an activity called dictation. Dictation helps us learn how to write words and sentences by listening carefully. I will say a word or sentence, and we will write it down. We must listen very carefully and then write down the letter(s) that represent the sounds we hear.

Have students turn to Student Book page 10. Use the Tap it! Map it! Write it! routine.

Student Book, p. 10

Component link

Insert thumb of student book p.10

|  |
| --- |
| Dictation Guide |
| 1. sit 2. pen 3. map 4. log 5. tub 6. I like the red hat. |

Model the first word for students. Orally segment the word using the sound boxes.

This is a picture of a boy sitting in a chair. Say: sit. Watch and listen as I stretch the sounds in sit. I will put a marker in each box as I move from sound to sound: /sssiiit/. How many sounds are in the word sit? (three)

Now let’s replace each sound with a letter to write the word sit. What is the first sound in sit? (/s/) What letter do we write for that sound? (s) Let’s write the letter s in the first box. What is the next sound in sit? (/i/) What letter do we write for that sound? (i) Let’s write the letter i in the next box. What is the last sound in sit? (/t/) What letter do we write for that sound? (t) Let’s write the letter t in the last box. Now let’s read the whole word together: sit.

* Have students complete items 2-5 using the procedure above.
* Then have them write the words and sentences you dictate for item 6. Use the Dictation Guide and Dictation routine.

ASSESS Check to see: If students need further support with spelling dictated words, see the Encoding/Spelling small group activity suggestions.

Introduce Build Vocabulary: place, town, people

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Vocabulary

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L.VAU.4.b.1.iv Use vocabulary from other content areas. ;; L.VAU.4.b.1.v Use grade-level academic vocabulary appropriately in speaking and writing. ;; L.VAU.4.b.1.iii Use words and phrases acquired through reading and being read to. ;; L.VAU.4.b.1.vii Acquire grade-appropriate general academic words and phrases. ;; L.VAU.4.b.1.viii Acquire grade-appropriate domain-specific words and phrases.

RF.PWR.2.a.1.i With prompting and support, decode words with the hard and soft sounds of c, in context and in isolation. ;; RF.PWR.2.a.1.ii Decode words with the hard and soft sounds of c, in context and in isolation. ;; RF.PWR.8.b.1.iii Decode words with vowel diphthongs: ow.

Learning new words is important for our literacy development. Vocabulary is all the words we use when we talk, listen, read, and write. The more vocabulary words we learn the better we can understand stories and tell others what we’re thinking. Let’s look at a few new vocabulary words.

Have students look at the bottom of page 11. Introduce the Words to Know using the Define, Example, Ask Routine. Students will read these words in texts this week.

* Highlight and pronounce the soft c sound in place.
* Highlight and pronounce the diphthong ow in the word town.

Vocabulary Section

Component link

Insert close up of Vocab section on student book p.11

* Prompt students to use the words when talking and writing about the unit selections. After the Knowledge Board is introduced, add these words to it as a reference for students.

Read Decodable Text: “The Map”

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Reading

15

6

RF.CP.3.a.1.i Follow words from left to right on a line ;; RF.CP.3.a.1.ii Follow words from top to bottom of a page ;; RF.F.1.b.1.i Read grade level decodable text with purpose. ;; RF.F.4.d.1.i Read grade-level texts of multiple genres with purpose and understanding. ;; RF.F.4.d.1.ii Read grade-level texts of multiple genres with understanding. ;; RL.KID.1.b.1.i Answer questions about key details in a literary text. ;; RL.KID.1.b.1.iii Answer inferential questions about a literary text. ;; RL.KID.1.c.1.i Use text evidence to support an appropriate response.

RF.PWR.15.a.1.i Decode consonant and vowel sounds. ;; RF.PWR.15.a.1.iii Decode words with short vowels. RF.CP.3.a.1.i Follow words from left to right on a line ;; RF.CP.3.a.1.ii Follow words from top to bottom of a page ;; RF.F.1.b.1.i Read grade level decodable text with purpose. ;; RF.F.4.d.1.i Read grade-level texts of multiple genres with purpose and understanding. ;; RF.F.4.d.1.ii Read grade-level texts of multiple genres with understanding. RL.KID.1.b.1.i Answer questions about key details in a literary text. ;; RL.KID.1.b.1.iii Answer inferential questions about a literary text.

L.VAU.4.b.1.iv Use vocabulary from other content areas. ;; L.VAU.4.b.1.v Use grade-level academic vocabulary appropriately in speaking and writing. ;; L.VAU.4.b.1.iii Use words and phrases acquired through reading and being read to.

RF.CP.2.b.1.i Locate the title of books. ;; RF.F.5.a.1.i Use knowledge of grapheme-phoneme correspondences to read decodable words with accuracy and automaticity in context.

Have students turn to page 12 of the Student Book. Guide students through a reading of Decodable Read 1: “The Map.”

Student Book, p. 12-15

Component link

Insert spreads of p. 12-13 and 14-15 in the slide

Explain that each week, students will not only read words to learn about the focus skill, but they will also spell and write words and sentences to support their understanding of the skill.

Introduce

Read the title, and have students repeat as they point to the words.

In this story, we will read about a boy looking at the map in a town. The boy in the story chooses a place in the town he would like to go visit.

Review Academic Vocabulary

Use the Define, Example, Ask routine to preteach company. Students will use this word to talk about the book.

* Define: Company is the presence of another person or people.
* Example: I enjoy my friend’s company.
* Ask: Imagine you are going to the park to play. Who would you like to keep you company? Tell your partner.

Concepts of Print: Directionality

When we read, the words are placed in a set spot to form a sentence for us to see. It is important that we see each word in the sentence. Directionality means knowing which way to move your eyes when you read. In English, we start reading from the left side and move to the right side. We also start reading at the top of the page with the first line, then move down to the next line as we come to the end. Knowing which way to read helps us understand the story better and keeps us from getting confused.

Read

Have students whisper-read the text. Remind students that when they whisper-read their voice was low, others couldn’t really hear. Explain that whisper-reading allows students to hear themselves without distracting other students.

Circulate and listen-in. Offer corrective feedback as needed. Model for students how to sound out decodable words they misread.

ACCESS If students need support, do an echo read of a few pages to assist them before they whisper read.

Check Comprehension

We have learned how to spot words with our eyes moving from left to right on a page, now let’s think about what those words tell us. Answering questions about a story helps us understand what we read?

When students have completed reading, ask the following questions to check comprehension. Prompt students to answer each question with their partners before you call on volunteers to answer the question.

* Where is your favorite place to visit in your town? (My place to visit in my town is…) (Personal Connection)
* How does TJ feel on his way to visit the place with the bat? (“TJ feels \_\_\_\_\_\_\_.”) (Inference, see Model)
* Why is a map an important part of a town or community? Explain to your partner. (Maps are important because they help everyone in the community find their way, plan their trips, and explore new places.) (Literature Connection)

Use the teacher dashboard to assign students interactive High-Frequency Word and Encoding Practice Activities to complete during independent time throughout the week. The data from these activities will help you monitor and assess student’s level of high-frequency word and encoding knowledge.

Independent Reading for Fluency

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Introduction

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RF.F.4.c.1.i Read grade-level texts independently for increasing periods of time.

RF.F.4.c.1.i Read grade-level texts independently for increasing periods of time.

Model

Today, we’re going to learn how to read independently in our classroom. Independent reading is a special time when everyone can choose a book to read by themselves or with a buddy. I’m going to show you exactly how this works.

First, let’s talk about finding a book. In our classroom, we have book bins with all kinds of books. Ask students to point out where the book bins are located. When it’s time to read, you’ll quietly walk to the book bins and pick a book that interests you.

* Emphasize to students that today’s focus is on choosing a book and sitting down with it, without opening the book to read yet.
* Explain and model how to quietly walk to the book bins, select a book, and carefully hold it with both hands. Remind them that books are special, and we want to treat them gently to keep them in good shape for everyone. After selecting a book, they’ll choose a spot in the classroom to sit.
* Model setting criss-cross on the rug or in a designated reading corner, placing the book on your lap.
* Demonstrate how to hold the book gently on your lap, showing care in how you handle it. This position helps students stay comfortable and focused on their book.

Let’s practice selecting a book and finding a spot to sit. When I give the signal, you’ll quietly choose a book, handle it carefully with both hands, and find a place to sit with it closed in your lap. Remember, today we are only practicing choosing a book and sitting with it, focusing on how we treat our books and prepare for reading.

Introduce the transition to choosing a book with music or a signal. Have students model how to quietly move from their seats, choose a book, and find a reading spot. As you circulate, provide feedback.

ACCESS To support classroom management during independent reading activities, consider using visual or auditory cues, such as a timer, chimes, or a soft signal (like a gentle bell or a specific hand gesture) to help students transition smoothly between activities. Additionally, create a visual chart or poster with simple illustrations showing the steps for choosing a book, finding a reading spot, and sitting quietly, which can be referenced during the lesson to reinforce expectations. These tools can help students understand and follow the routine independently, reducing the need for frequent reminders.

Professional Learning

2

How? Impactful Practices

Reread to Build Fluency

Set a timer to keep the lesson moving efficiently. Have students stop reading when time is up.

Professional Learning

3

How? Impact Practices

Revisit Blending Lines

Set a timer to keep the lesson moving efficiently. Have students stop wherever they are in the blending lines when time is up.

Model

6

Model how to make a text-based inference: In the story, TJ says, “I am glad.” This tells us directly that TJ is feeling happy. The illustrations show TJ smiling and looking excited as he taps the map and rides the bus with his dad. TJ’s actions, like tapping the map and asking, “Can we go?” show that he is eager and interested in visiting the place with the bats. I can infer that TJ feels excited and happy on his way to visit the place with the bats.