MAXLiteracy

C-00111925

National

Grade 1

Unit 1

Week 1

Day 3

8

Phonics & Word Study

Resources

2

* Student Book
* Phonics Cards 1-5
* High-Frequency Word Cards 1-11
* Magnetic Letter Tiles and Boards
* Letter Cards

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

8

Cumulative Review: Read to Build Fluency

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Fluency

10

1

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

Rereading means reading the same book or story more than once. When we reread, it helps us read more smoothly and quickly because seeing the same words over and over helps us remember them. The more we read a story, the better we understand it.

* Have students whisper-read Decodable Read 1: The Map on Student Book pages 12-15 to review sound-spellings and to build fluency. Circulate, listen-in, and provide corrective feedback.
* Direct students to the bottom of page 17. Explain that this activity known as the Circle, Underline, and Talk is used as a quick check after reading each decodable to help them practice the skills for the week and understand that story better. Explain that before they complete the activity, they need to reread the story with a partner and write their partner’s name on the line provided.
* After students have reread the story with a partner, read aloud the first direction: Circle one word with a short a and one word with short i. Have students find and share (map, tap, it, big).
* Read aloud the second direction: Underline the words, I, can, like, and we. Have students chorally read each one and count to check they underlined each one.
* Read aloud the last direction: Where does TJ want to go? Have students use the Turn and Talk Protocol to discuss the question.

Timesaver: Assign students to Reread with a Partner and complete the Circle, Underline, and Talk activities on page 15 during independent time.

Student Book, pp. 12-15

Component link

Insert spreads of p12-13 and 14-15 from 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.

This activity can be completed on the rug as a whole group to offer movement opportunities for students.

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 ‘u’ and ‘give’. 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 Phonics Cards 1-5 and High-Frequency Word Cards 1-11 on the e-pocket chart and the Quick Cumulative Review routine.

Cumulative Review

component link

[Insert thumbnail of e-pocket chart with phonics card “ck” and high-frequency word card “I”]

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

Introduce Build Phonological Awareness: Phoneme Blending

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Phonological Awareness

3

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RF.PA.3.a.1.i Blend sounds to make one-syllable words.

RF.PA.3.a.1.i Blend sounds to make one-syllable words.

Today, we will practice phonological awareness. Phonological awareness is the ability to hear a play with sounds in spoken words. It helps you learn to read and spell. The phonological awareness skill we will practice today is oral blending. You will listen to sounds and then put them together to make a word.

Oral Blending Example

Static

|  |
| --- |
| /t/ /a/ /g/ tag  /r/ /i/ /b/ rib  /h/ /o/ /p/ hop |

Model: net

Model how to segment the word net into its individual sounds. Use the e-pocket chart sound boxes and counters.

Listen as I say sounds in a word: /n/ /e/ /t/. Listen as I blend, or string together the sounds. Say the word /nnneeet/, net. The word is net. What is the word?

Practice: tag, rib, hop

Continue orally segmenting, then building the words with letters.

ACCESS For students who need support, show the letter cards for each word. Use the Final Blending routine. Show one letter at a time and say the sound, guiding students to slowly blend the word. For example: h, /h/, h o /hooo/, h o p /hooop/. Also, consider using manipulatives to help students see and move each one as they say each sound.

Revisit Blend and Read

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Guided Practice

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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.

* Chorally reread the words on the blending lines in the Student Book on page 10 with students using the Blending routine.

Timesaver: Assign students to read the words during independent time with a partner.

Student Book, p.10

Component link

Insert the Blending Lines section of Student Book p.10 on the slide

Introduce Sound Spelling: Review Diagraph -ck and FLZS rule

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Introduction

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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. ;; RF.PWR.12.a.1.iv Decode one-syllable words with common consonant spelling patterns, including double letters: ss. ;; RF.PWR.12.a.1.vi Decode one-syllable words with common consonant spelling patterns, including double letters: ff. ;; RF.PWR.12.a.1.viii Decode one-syllable words with common consonant spelling patterns, including double letters: zz.

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. ;; RF.PWR.12.a.1.iv Decode one-syllable words with common consonant spelling patterns, including double letters: ss. ;; RF.PWR.12.a.1.vi Decode one-syllable words with common consonant spelling patterns, including double letters: ff. ;; RF.PWR.12.a.1.viii Decode one-syllable words with common consonant spelling patterns, including double letters: zz.

RF.PWR.15.a.1.i Decode consonant and vowel sounds. ;; RF.PWR.15.a.1.iii Decode words with short vowels.

Sounds and letters have a relationship. Practicing which sound matches the letter builds our literacy.

Diagraph ck

Static

|  |
| --- |
| ck à /k/ back duck sick rock |

* Display the “Diagraph ck” slide. Remind students that ck is a diagraph. A diagraph is when two letters come together to make one sound. When the letters c and k are together, they make one sound, /k/. Explain that the diagraph ck is used at the end of a word after s short vowel sound.
* Guide students to chorally read each word. Model blending to correct errors.

FLSZ Rule

Static

|  |  |  |  |
| --- | --- | --- | --- |
| F | L | S | Z |
| off puff | hill  bell | miss kiss | buzz fizz |

* Display the “FLZS Rule” slide. Remind students that when a word ends with one of these letters, f, l, s, z after a short vowel sound, we often double the last letter.
* Guide students to chorally read each word. Model blending to correct errors.

Read Decodable Text: “The Bat”

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Reading

12

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RF.F.1.c.1.i Orally read and reread grade-level decodable texts of multiple genres expressively. ;; RF.F.1.d.1.i Orally read and reread grade-level decodable texts of multiple genres at an appropriate rate ;; RF.F.4.b.1.i Read fluently with appropriate expression on successive readings of multiple genre texts ;; RF.F.4.e.1.i Read fluently with appropriate pace/rate on successive readings ;; RF.F.4.e.1.ii Read grade-level texts with appropriate rhythm and phrasing, paying attention to punctuation with intonation and pauses

RF.PWR.15.a.1.i Decode consonant and vowel sounds. ;; RF.PWR.15.a.1.iii Decode words with short vowels. ;; RF.F.1.c.1.i Orally read and reread grade-level decodable texts of multiple genres expressively. ;; RF.F.1.d.1.i Orally read and reread grade-level decodable texts of multiple genres at an appropriate rate ;; RF.F.4.b.1.i Read fluently with appropriate expression on successive readings of multiple genre texts ;; RF.F.4.e.1.i Read fluently with appropriate pace/rate on successive readings ;; RF.F.4.e.1.ii Read grade-level texts with appropriate rhythm and phrasing, paying attention to punctuation with intonation and pauses

RF.F.1.a.1.i Orally read and reread grade-level decodable texts or multiple genres accurately. ;; RF.F.1.b.1.i Read grade level decodable text with purpose. ;; L.C.2.a.1.i Recognize and name punctuation: period. ;; L.C.2.a.1.ii Recognize and name end punctuation: question mark. ;; L.C.2.a.1.iii Recognize and name end punctuation: exclamation point. ;; L.VAU.4.b.K.vi Discuss meanings of words in context from a variety of texts. ;; RL.KID.1.b.1.i Answer questions about key details in a literary text. ;; RL.KID.1.c.1.i Use text evidence to support an appropriate response. ;; RF.PA.5.a.1.i Recognize rhyming words. ;; RF.F.4.a.1.i Read fluently with accuracy on successive readings ;; 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.

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.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 16 in the Student Book. Guide students through a reading of Decodable Reader 2: “The Bat.”

Student Book p. 16-17

Component link

Insert thumb of Student Book p. 16-17

Introduce

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

Yesterday, we read about a boy looking at a map in a town. In the story, the boy selects a place in the town that he would like to visit. Today, we will read about the body going to the place he saw on the map.

Concepts of Print: End Punctuation

Today, we will learn about something very important that helps us when we read and write. It is called punctuation. End punctuation is the mark that we put at the end of a sentence. It tells us when the sentence is finished. There are three main types of end punctuation: periods, questions marks, and exclamation marks. We will see some examples of end punctuation in our story today.

* Highlight sentences from the book “The Bat” that have different end punctuation. Ask students to chorally repeat after you the name of the punctuation you are showing.
* Consider referencing the text “The Map” to show students an example of a question mark.

Read

Have students whisper-read the text. 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 whisper reading.

Introduce Echo Read

Today we are going to learn a fun and helpful way to practice our reading. It is called echo reading. Echo reading is a way of reading where one person reads a sentence or part of a book, and then everyone else reads the same part after them. I will read a sentence from our book, “The Bat.” Listen carefully to how I read it, then you will echo after me.

Suggested Line: “Dad and I go to the place on the map.” “This bat is big. I will not pick it. I pass it back.”

* Model reading a sentence from “The Bat” at a proper speed, with expression, and tone. Invite students to echo read the same portion of the book matching how you read the words. Continue reading a portion or all of the text.

Check Comprehension

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.

* What word in the story rhymes with cat? (bat) (Phonics)
* What does TJ say when he finds the right bat? (“I pick this bat!” (Detail with Text Evidence)
* What do you think the word place means in the story? (a building/store) (Vocabulary)

Use the teacher dashboard to assign students interactive Comprehension and Vocabulary 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 comprehension and vocabulary knowledge.

Introduce Write to Deepen Comprehension

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Writing

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L.G.13.a.1.ii Produce (form) complete sentences. ;; RL.KID.1.b.1.i Answer questions about key details in a literary text. ;; RL.KID.2.a.1.i Retell a text or familiar story using major events in a logical order that maintains the meaning of the text (e.g., sequential, chronological).

L.G.13.a.1.ii Produce (form) complete sentences. ;; RF.PWR.15.a.1.ii Encode consonant and vowel sounds. ;; RF.PWR.15.a.1.iv Encode words with short vowels. ;; RL.KID.1.b.1.i Answer questions about key details in a literary text. ;; RL.KID.2.a.1.i Retell a text or familiar story using major events in a logical order that maintains the meaning of the text (e.g., sequential, chronological).

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. ;; RF.HW.1.c.1.i Form letters with the proper grip. ;; RF.HW.3.a.1.i Print upper and lowercase letters using proper strokes and letter formation.

Introduce

Now that we've read “The Bat”, we're going to think about what happened in the story. First, we'll plan by writing or drawing details about what TJ and his dad did. Then, we'll use our plan to write a short sentence about the story.Make sure students understand that they will plan their writing by drawing or writing key details about what TJ and his dad did on page 18 of Max Lit book, then use that plan to write a sentence.

Student Book p. 18-19

Component link

Insert thumb of Student Book p. 18-19

Model

* Model the activity by thinking aloud as you draw or write key details about “The Bat”. Clearly explain how your drawing helps you decide what to write. Write a simple sentence using the details you planned.
* Watch as I plan my writing. I'm going to draw a picture of TJ and his dad finding a bat. Next, I'll write: 'TJ and his dad got a bat.' See how I used my drawing to help me write a sentence?
* As you model, demonstrate proper pencil grip and talk about forming letters neatly. Emphasize the connection between the plan and the writing.

Practice

*Now it's your turn. First, draw or write your plan about “The Bat”. Then, write a sentence using your plan.*

Have students begin their own planning by drawing or writing, and then move to writing a sentence based on their plan on page 19. Circulate around the room to provide individualized feedback. As you move between students, check for correct pencil grip and ensure they are forming their letters clearly. Offer encouragement and suggestions if a student is struggling with sentence ideas or letter formation.

Independent Reading for Fluency

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Independent

10

8

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.

Introduce

Today’s focus is on what independent reading for fluency should sound like and what to do if you finish reading before time is up. Emphasize that independent reading is a quiet time for each student to focus on their own book. Remind students to use soft voices or whisper-read, and to turn pages gently without disturbing others. Explain that maintaining a calm, quiet environment helps everyone enjoy their books and become better readers by allowing them to focus on their stories.

Model

* Demonstrate how independent reading is done by reading quietly to yourself. If whisper-reading, use your quietest voice, and if buddy reading, keep your voices low to avoid disturbing others.
* Model whisper-reading a few lines from a book, highlighting how soft your voice is and using your finger to track left to right. Hear how soft my voice is? I’m reading quietly so that others can focus on their books.
* Explain that if they finish reading and there is still time left, they should quietly start reading the book again from the beginning. Model this behavior by demonstrating how to close the book gently and reopen it to the first page to start reading again.
* Explain the signal that will be used to indicate the end of independent reading for fluency, such as soft bell, music, or a specific hand signal. Model what to do when time is up. Gently close your book, stand up quietly, and return the book to its place without making noise. Show how to calmly walk back to your seat, ready for the next activity.

Practice

To save time, distribute individual readers to each student. Have students practice whisper-reading in pairs at their desks using their student books, ensuring they keep their voices low. Remind them to track words from left to right, top to bottom, and turn pages gently.

After they’ve had some time to practice, ask them to pretend they’ve finished the book. What should you do if you’ve finished reading and there is still time left? Show me what you would do.

Circulate and provide feedback. Once all students have shown understanding of how to properly handle their books, prompt students to show how they can quietly and carefully return their books to the correct spot after your signal.

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

4

How? Impactful 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.