MAXLiteracy

C-00111925

National

Grade 1

Unit 1

Week 1

Day 4

11

Phonics & Word Study

Resources

2

Decodable Reader: ABCs Act Up

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

RF.HW.3.a.1.i Print upper and lowercase letters using proper strokes and letter formation.

RF.HW.3.b.1.i Print upper and lowercase letters with proper line placement.

RF.PWR.11.a.1.i Read grade level high-frequency words by sight

RF.PWR.11.b.1.i Write/spell high-frequency words in context (sentences).

RF.F.1.d.1.i Orally read and reread grade-level decodable texts of multiple genres at an appropriate rate

RF.PWR.3.a.1.i Produce short vowel sounds with common spellings: Letter Aa

RF.PA.3.e.1.ii Segment spoken single-syllable words with digraphs into their complete sequence of individual sounds (phonemes).

RF.PWR.3.a.1.ii Write the most common letter(s) for each vowel phoneme: short a

RF.PWR.3.b.1.i Produce short vowel sounds with common spellings: Letter Ee RF.PWR.3.b.1.ii Write the most common letter(s) for each vowel phoneme: short e

RF.PWR.3.c.1.i Produce short vowel sounds with common spellings: Letter Ii

RF.PWR.3.c.1.ii Write the most common letter(s) for each vowel phoneme: short i

RF.PWR.3.d.1.i Produce short vowel sounds with common spellings: Letter Oo

RF.PWR.3.d.1.ii Write the most common letter(s) for each vowel phoneme: short o

RF.PWR.3.e.1.i Produce major short vowel sounds with common spellings: Letter Uu

RF.PWR.3.e.1.ii Write the most common letter(s) for each vowel phoneme: short u

Language Development

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

Foundational Literacy: Short Vowels

2

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Cumulative Review: Read to Build Fluency

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Fluency

8

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.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.a.1.i Read fluently with accuracy on successive readings ;; RF.F.4.b.1.i Read fluently with appropriate expression on successive readings of multiple genre texts ;; 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.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.5.a.1.i Use knowledge of grapheme-phoneme correspondences to read decodable words with accuracy and automaticity in context.

Review with students what whisper-read sounds like. Remind them your voice should be soft and low so others cannot hear you.

Have students whisper-read Decodable Read 2: “The Bat” on Student Book pages 16-17 to review sound-spellings and to build fluency. Circulate, listen-in, and provide corrective feedback.

Read aloud the directions for the Circle, Underline, Talk activity on page 1. Explain that these activities will help them practice the skills for the week and understand the story better. After students have reread the story with a partner, have them complete the activity. Rereading means reading the same text again.

Timesaver Assign students to Reread with a Partner and complete the Circle, Underline, and Talk activity on page 17 during independent time.

Student Book, pp. 16-17

Component link

Insert spread of p. 16-17 of 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.

Use Phonics Cards 1-5 and High-Frequency Word Cards 1-11 on the e-pocket chart and the Quick Cumulative Review Routine.

Quick Cumulative Review

Component link

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

Provide 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.

Build Phonological Awareness: Phoneme Blending

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Phonological Awareness

3

3

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.

Remind students that oral blending is when you listen to sounds and then put them together to make a word.

Phoneme Blending Example

Static

/n/ /a/ /g/ nag

/w/ /e/ /d/ wed

/b/ /i/ /n/ bin

/c/ /o/ /p/ cop

/p/ /u/ /p/ pup

Model: tap

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

Listen as I say sounds in a word: /t/ /a/ /p/. Listen as I blend, or string together the sounds. Say the word: /taaap/, tap. The word is tap. What is this word?

Practice: nag, wed, bin, cop, pup

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: p, /p/, p u /puuu/, p u p /puuup/.

Revisit Blend and Read

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Reading

2

4

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 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 Blending Lines section from student book p.10

Dictation with Embedded Phonemic Awareness

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Dictation

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5

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.d.1.iv Correctly spell CVC words with short vowels: short o.

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.

Have students turn to Student Book page 22. Use the Tap it! Map it! Write it! routine.

Tap it! Map it! Write it!

Component link

Insert student book p.22

|  |
| --- |
| Dictation Guide |
| mop  cup  bat  red  pin  He can tap on the lid |

Model the first word for students. Orally segment the word using the sound boxes. This is a picture of a mop. What is it? (mop) Watch and listen as I stretch the sounds in mop. I will put a marker in each box as I move from sound to sound: /mooop/. How many sounds are in the word mop? (three)

Now let’s replace each sound with a letter to write the word mop. What is the first sound in mop? (/m/) What letter do we write for that sound? (m) Let’s write the letter m in the first box. What is the next sound in mop? (/o/) What letter do we write for that sound? (o) Let’s write the letter o in the next box. What is the last sound in mop (/p/) What letter do we write for that sound? (p) Let’s write the letter p in the last box. Now let’s read the whole word together: mop.

Have students complete items 2-5 using the procedure above.

Then have them write the sentence you dictate for item 6. Use the Dictation Guide and Dictation routine.

Read Decodable Text: “ABCs Act Up”

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Reading

15

6

RF.F.1.a.1.iOrally read and reread grade-level decodable texts or multiple genres accurately. ;; RF.F.1.c.1.i Orally read and reread grade-level decodable texts of multiple genres expressively. ;; RF.F.4.b.1.i Read fluently with appropriate expression on successive readings of multiple genre texts

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.b.1.i Read grade level decodable text with purpose. ;; L.VAU.4.b.1.v Use grade-level academic vocabulary appropriately in speaking and writing. ;; L.VAU.4.b.1.vii Acquire grade-appropriate general academic words and phrases. ;; RF.F.1.d.1.i Orally read and reread grade-level decodable texts of multiple genres at an appropriate rate ;; 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.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.4.d.1.iii Decode regularly-spelled CVC words: short o. ;; RI.KID.1.b.2.ii Answer literal questions about an informational text.

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.

Distribute copies of Decodable Reader “ABCs Act Up.” Guide students through a reading of the book.

“ABCs Act Up”

Component link

Insert thumb of cover of “ABCs Act Up”

Introduce

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

In this story, we’re going to explore how animals, people, and objects stay busy, all while learning about the alphabet. As we go from A to Z, let’s notice how many words start with the same sound. Each letter of the alphabet will be paired with a word and an action, and the picture will help us understand what’s happening on each page.

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.

Use the Read Together section at the end of the book to build students’ knowledge of the unit’s community theme. Highlight vocabulary words such as exit, gulp, and labs as you read aloud and discuss the text and build oral vocabulary.

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

Choral Read

Timesaver As time permits, do a quick reread of all or a portion of a text.

Today, we are going to learn a fun and helpful way to practice our reading. It is called choral reading. Choral reading is a way of reading when we read a book out loud together, like a team. Choral reading is more fun to read with friends than alone. It also helps us feel more confident reading out loud. As we choral read, we will make sure to read clearly and with expression.

Choral Read: Have students chorally read the text. Whisper with them and listen-in to check accuracy.

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 can hats do? Find the word that tells what hats do? (hop) (Phonics)

What animal name starts with the letter y? Say the sound that y represents. (yak) (Detail with Text Evidence)

What picture in the book starts with the same letter as your first name? Tell your partner. (Personal Connection)

Use the teacher dashboard to assign students interactive Encoding/Spelling 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 encoding/spelling knowledge.

Independent Reading for Fluency

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Independent

0

7

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

Introduce

This week, we’ve been learning all about independent reading for fluency. We practiced choosing a book and finding a cozy spot to sit, and we learned how to carefully handle our books and turn the pages, reading from left to right and top to bottom. We also discussed what to do if we finish whisper-reading our book and there’s still time left. Class, what do we do if we finish early? (read it again)

Practice

Explain that today, they will put everything they’ve learned about independent reading for fluency into practice. Emphasize that independent reading is a quiet time where each student is focused on their own book. Remind students to use soft voices or whisper-read, turn pages gently, and respect their own book. Remind students to use soft voice or whisper-read, turn pages gently, and respect the quiet environment so everyone can enjoy their reading time. Let them know that today they will practice reading by themselves, and next week they will learn how to practice reading with a buddy.

Transition Signal to Begin: Use the designated signal, such as a soft bell, music, or hand signal, to indicate the start of independent reading time. Remind students to quietly select a book and find a cozy spot to sit.

Practice: Allow students to choose a book and find a cozy spot in the classroom. Give them time to practice everything they’ve learned: selecting a book, sitting quietly, and reading with a soft voice or whisper. As students read, circulate the room to provide positive reinforcement and feedback, encouraging their efforts to maintain a quiet and focused reading environment.

Transition Signal to End: When independent reading time is over, use the same signal to indicate the end of the session. Guide students in quietly closing their books, returning them to their spots, and walking calmly back to their seats. Remind them that next week they will practice how independent reading works with a buddy.

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.

Professional Learning

6

To help keep the lesson running smoothly and ensure transitions are timely, consider using a timer during independent reading practice. Set the timer for the amount of time students should spend selecting books, reading, and returning to their seats. This will help maintain the pace of the lesson, keep students on task, and make transitions more predictable for young learners.