MAXLiteracy

C-00111925

National

Grade 1

Unit 1

Week 1

Day 1

2

Phonics & Word Study

Resources

2

* Sound-Spelling Cards: Initial a, initial e, initial I, initial o, initial u.
* Student Book
* Alphabet Chart
* High-Frequency Word Cards 1-11
* Teacher Observation Forms

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

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Set Purpose

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Purpose Setting

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SL.PKI.12.1.i Listen actively to others with care during discussions.

In Foundational Literacy, you will learn about how letters, sounds, and words help you become a better reader. Literacy means being able to read and write to communicate or share ideas with others. Foundational refers to the word foundation. A foundation is the base, or bottom of a house or building. It’s what the rest of the building rests on. Without a strong foundation, the building would fall over. Readers need a strong foundation to build up to being able to read bigger words and understand more complex text. During our Foundational Literacy time each day, you'll be building your reading foundation to become a stronger reader. To do that, you will focus on your ability to notice each sound in a word--that’s called your phonemic awareness. You'll also keep learning how to use those sounds to read and spell words, which we call phonics. You’ll also learn how to put words together so you can talk and write clearly. This is called grammar. We will start the year by reviewing many of the phonemic awareness, phonics, and grammar skills that you started to build in kindergarten.

Introduce Distribute Student Book

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Introduction

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RF.CP.2.b.1.i Locate the title of books. ;; RF.CP.2.b.1.ii Locate the table of contents of books.

Explain that each unit includes videos about the topic that helps students learn facts and ideas about the topic.

We’ve watched a video about all the different foundational skills we will learn in first grade. In this unit, we review skills we learned in kindergarten, such as the names and sounds of letters and how to correctly write letters. We will also read stories about diverse people making up a community.

* Give each student a copy of the Unit 1 Student Book.
* Use this time to practice classroom expectations and procedures for distributing and handling Student Books.
* Ask students to briefly flip through the book as they preview the stories and activities.

Student Book Cover

Component link

Insert thumb of cover of Unit 1 Student Book

Introduce Cumulative Review: Read to Build Fluency

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Introduction

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RF.F.5.a.1.i Use knowledge of grapheme-phoneme correspondences to read decodable words with accuracy and automaticity in context.

We’re going to start our lesson with something important called Cumulative Review. During this time, we’ll reread a story that we have already practiced before. We do this because it helps our brains get stronger at remembering the sounds and spellings we’ve already learned. The more we practice, the better we get at reading those words quickly and smoothly. This can also help us become better readers who can understand stories more easily. Let’s get ready to warm up our reading muscles by practicing what we’ve learned. In kindergarten we learned all about letters. Letters are the building blocks of words, which we need to speak, read, and write. Let’s review them together!

* Have students turn to pages 4-5 of the student book and look at the illustrations.
* Point out the alphabet and word list on page 5. Explain to students that they will read each of the words from the list and find a picture that matches each word. Support students in reading the word list as needed.
* The first is Aa. The word is ad, /aaaad/. An ad is a picture or song that tries to get people to buy something. Do you see an ad in the illustration?

Student book, pp. 4-5

Component link

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

Provide Corrective Feedback: Circulate, listen-in, and provide corrective feedback. Note words from the list of short vowel sounds for which students need additional support. Include and highlight these words in activities throughout the upcoming lessons.

Introduce Cumulative Review: Phonics and High-Frequency Words

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Introduction

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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.

High-Frequency words are words that you see a lot when you read. If you learn to read these words, it will help you read more smoothly and understand what you are reading. Today, we are going to practice some of these words. Every day in Foundational Literacy, we will start by rereading a text to help us become better readers. Then, we will quickly review some letter sounds and high-frequency words we’ve learned. This will help us build a strong foundation for recognizing sounds and words when we see them in other places. When you see the letter, say the sound it makes out loud. When you see a high-frequency word, read it out loud. We will do this together every day.

* Use Alphabet Chart on the e-pocket chart and the Alphabet Recognition: Alphabet Acceleration Routine to review all letters and sounds.
* Use High-Frequency Words Cards 1-11 on the e-pocket chart and the Quick Cumulative Review Routine to review high-frequency words from kindergarten.

Quick Cumulative Review

Component link

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

Introduce Dictation with Embedded Phonemic Awareness

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Introduction

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RF.SWC.3.b.1.i Segment phonemes in two and three-phoneme syllable and write the letters that represent each.

RF.SWC.3.a.1.i Write the common letter or letters that represent each phoneme ;; RF.SWC.3.a.1.iv Correcly 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.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.

Introduce dictation as a time for students to practice connecting the sounds they hear with the letters that make those sounds.

I’m going to say a sound, and I want you to repeat it. After that, you’ll write down the letter that makes that sound. This activity is going to help us get better at knowing our alphabet, which is important for reading and writing words.

Explain that after reviewing the sounds, they will use Magnetic Letter Tiles and Boards to build words that match pictures.

* Say a letter sound. Have students repeat the letter sound. Instruct students to write the letter that matches the letter sound they hear.
* What is the sound? What letter do we write for that sound?

1. /a/
2. /s/
3. /e/
4. /b/
5. /i/
6. /f/
7. /o/
8. /c/
9. /u/
10. /g/

* Have students revisit the ABCs Illustration. Tell them they will practice spelling words that match the pictures.
* Explain and model how to use the Magnetic Letter Tiles and Boards. The letter tiles we use to form words are magnets. Each letter tile can be placed on the board next to other letters to build words.
* Model an example for students. Orally segment the word and place the corresponding letters on a magnetic board.
* This is a picture of a bus. Say: bus. Watch and listen as I stretch the sounds in bus. /buuuus/. How many sounds are in the word bus? (three)
* Now watch as I replace each sound with a letter to write the word bus. What is the first sound in bus? (/b/) What letter do I write for that sound? (b) I will write the letter b on the board.
* What is the middle sound in bus? (/u/) What letter do I write for that sound? (u) I will write the letter u next.
* What is the last sound in bus? (/s/) What letter do I write for that sound? (s) I will write the letter s at the end. Now let’s read the whole word together: bus.
* Invite students to choose five pictures from the ABC’s illustration and write the words on page 7.

Introduce Sound-Spelling

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Introduction

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RF.PA.8.a.1.i Articulate consonant and vowel sounds. ;; RF.PWR.3.a.1.iii Identify the primary sounds for vowels. ;; RF.PWR.3.a.1.i Produce short vowel sounds with common spellings: Letter Aa. ;; RF.PWR.3.b.1.i Produce short vowel sounds with common spellings: Letter Ee. ;; RF.PWR.3.c.1.i Produce short vowel sounds with common spellings: Letter Ii. ;; RF.PWR.3.d.1.i Produce short vowel sounds with common spellings: Letter Oo. ;; RF.PWR.3.e.1.i Produce major short vowel sounds with common spellings: Letter Uu.

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RF.PWR.4.a.1.i Correctly decode VC words, using some knowledge of basic position-based rules: short a. ;; RF.PWR.4.d.1.ii Correctly spell VC words, using some knowledge of basic position-based rules: short o.

Explain that each week, students will review, learn, and study letters, sounds, and words to help them become stronger and stronger readers.

Student Book, page 8

Component link

Insert thumb of Student Book p.8

Today, we will review vowels. Vowels are in every word we read. They are special sounds that we can stretch out easily, and they help connect the other sounds in a word. Vowels can make two kinds of sounds: short sounds and long sounds. We’re going to begin by learning the short vowel sounds.

* Display the Sound-Spelling Cards for Initial a, initial e, initial i, initial o, and initial u.
* Explain the alphabet has 26 letters. Some of the letters are vowels.
* Explain there are 5 vowels: a, e, i, o, and u. Y can sometimes be a vowel, too. Each word needs a vowel to make it complete.
* Explain that consonants are the letters in the alphabet that are not vowels.
* Display that “Vowel-Consonant and Consonant-Vowel-Consonant” slide. Name the vowel and consonant(s) in each example word.

Vowel-Consonant and Consonant-Vowel-Consonant

Static

at  
dog

* In the word at, the letter a is a vowel, and the letter t is a consonant.
* In the word dog, the letter o is a vowel, and the letters d and g are consonants.

Sound Spelling Cards

Component link

Make a slide with the following Sound Spelling Cards included: initial a, medial a , initial e, medial e, initial I, medial i, initial o, medial o, initial u, medial u

* Display the Initial A Sound Spelling Card. Say the name of each picture, emphasizing short a by stretching the sound at the beginning of apple. Have students repeat.
* Point to the letter a. Explain that the short a sound can be written with the letter a.
* What sound? (/a/) What letter? (a) Have students chorally respond.
* Display the Initial e Sound Spelling Card. Say the name of each picture, emphasizing short e by stretching the sound at the beginning of edge. Have students repeat.
* Point to the letter e. Explain that the short e sound can be written with the letter e.
* What sound? (/e/) What letter? (e) Have students chorally respond.
* Display the Initial i Sound Spelling Card. Say the name of each picture, emphasizing short i by stretching the sound at the beginning of itch. Have students repeat.
* Point to the letter i. Explain that the short i sound can be written with the letter i.
* What sound? (/i/) What letter? (i) Have students chorally respond.
* Display the Initial o Sound Spelling Card. Say the name of each picture, emphasizing short o by stretching the sound at the beginning of octopus. Have students repeat.
* Point to the letter o. Explain that the short o sound can be written with the letter o.
* What sound? (/o/) What letter? (o) Have students chorally respond.
* Display the Initial u Sound Spelling Card. Say the name of each picture, emphasizing short u by stretching the sound at the beginning of up. Have students repeat.
* Point to the letter u. Explain that the short u sound can be written with the letter u.
* What sound? (/u/) What letter? (u) Have students chorally respond.

ACCESS See the Sound and Spelling Transfer support.

Introduce Handwriting

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Introduction

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RF.HW.1.c.1.i Form letters with the proper grip. ;; RF.HW.1.c.1.ii Form letters with the proper posture. ;; RF.HW.3.a.1.i Print upper and lowercase letters using proper strokes and letter formation. ;; RF.HW.3.c.1.i Write all uppercase and lowercase letters using appropriate directionality.

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RF.HW.1.a.1.i Print all uppercase letters legibly ;; RF.HW.1.a.1.ii Write uppercase letters within provided lines on paper. ;; RF.HW.1.b.1.i Print all lowercase letters legibly ;; RF.HW.1.b.1.ii Write lowercase letters within provided lines on paper. ;; RF.HW.3.b.1.i Print upper and lowercase letters with proper line placement.

Today, we are going to practice handwriting, or writing letters. This is an important skill because when others can read the letters and words we write, that means we can share ideas with them!

* Use this time to model how to sit upright with proper writing posture, position the Student Book, and properly hold a pencil before beginning the activity.
* Have students turn to the Writing Strokes: Straight Lines activity in the Student Book.

Student Book, page 9

Component link

Insert thumb of Student Book p.9

* Review how to form the letters I, L, t, T, H, E using the directional arrows and chant.
* Uppercase I: cross the top, pull down, cross the bottom
* Uppercase L: pull down, slight right
* Lowercase t: pull down, curve forward, push up, pull down
* Uppercase T: pull down, lift, cross the top
* Uppercase H: pull down, lift, pull down, lift, slide across the middle
* Uppercase E: pull down, lift, top slide right, lift, middle slide right, lift, bottom slide right
* Show the letters I, L, T, H, E Letter Songs for reinforcement.

I, L, T, H, E Letter Songs

Component link

Insert thumbnail of Letter I, L, T, H, E

* To provide opportunity for movement have students march in place while chanting letter names and sounds. For example, as they march, they could say “I /i/, L /l/” and so on.
* Have students practice writing the letters I, L, T, H, E. Ask them to say each letter’s name a sound each time they write it on the line.

Introduce Blend and Read

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Introduction

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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.

Explain that each day, students will read a list of words to help them learn the target skill for the week. Tell students they will reread these words throughout the week because repeated practice will make their foundation strong with the skill.

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.

Student Book, page 8

Component link

Insert thumb of Student Book page 8

Model

Use the blending lines on Student Book page 8 to model blending words with Short Vowels. Use the Blending routine to model the first two words.

Let’s look at the first word in line 1. Watch as I run my finger under the letters as I say and string together each sound: /aaat/, at. The word is at. Do it with me /aaat/, at.

Now look at the next word. Watch as I run my finger under the letters as I say and string together each sound: /caaannn/, can. The word is can. Do it with me: /caaannn/, can.

What do you hear that’s different in these two words? What do you see that’s different?

Practice

Have students continue by chorally blending the rest of the words.

* Lines 1-5 contain words with Short Vowels
* Line 6 contains challenge words with Initial Consonant Blends to differentiate the practice and accelerate learning.

Provide Corrective Feedback: If students mispronounce a word, point to the missed sound-spelling, state it, have student repeat, then re-blend the word. Have students repeat For example, point to ck in kick. ck is a diagraph that stands for the /k/ sound. What sound? Let’s blend this word together: /kik/, /kick.

ACCESS If students have difficulty blending sounds in words, use Magnetic Letter Tiles and Boards to provide another means of representation. Have students position the letters with space between them when producing the sounds individually. Then push the tiles together and produce the blended words.

iELD See the Vocabulary Booster to support students with understanding the meaning of these words.

Introduce High-Frequency Words

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Introduction

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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. ;; RF.PWR.11.b.1.iii Correctly spell pattern-based high-frequency words from a research-based list. ;; RF.F.5.b.1.i Recognize and read grade-level sight words with automaticity. ;; RF.PWR.11.b.1.ii Write some common, frequently used words. ;; RF.PWR.11.b.1.iv Correctly spell grade-level high-frequency words that follow regular patterns.

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Explain that each week students will work on learning high frequency words, or words that are used a lot in written language, and that knowing these words will help students read sentences and texts more efficiently, or easily. Tell students that knowing a lot of high-frequency words will make their reading foundations stronger. Point out that in the first part of the year, students will review words they learned in kindergarten.

Use the Read, Spell, Write, Apply routine to teach the high-frequency words: I, can, like, he, we.

Student Book Page 11

Component link

Insert thumb of Student Book p. 11

* Have students write each word in the Student Book as they spell it aloud.
* Timesaver: This activity can be completed during independent time.
* Tell students that a closed red heart above the letter means that it’s an irregular spelling that needs to be “remembered by heart.” A red outlined heart shows a spelling they will learn later in the year but will need to remember by heart for now.

Introduce Independent Reading for Fluency

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Independent

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

Explain to students that sometimes the whole class will work together to learn and practice new foundational literacy skills and sometimes they will have small group or independent work time.

* Tell students that during this time, they may be asked to work with a small group on specific skills at the table with the teacher, or work on skills alone or with a small group without the teacher.
* Introduce and explain the processes for any classroom literacy centers, such as writing, digital practice activities, purposeful play, etc.

Point out that one of the independent activities students will do each day when not working with the teacher is Independent Reading for Fluency.

* Tell students that during this time, they will practice the skills that have been explicitly taught during whole group lessons.
* The suggested texts at the end of each lesson include spiral review skills to help ensure students’ prior learning does not decay over time. Reading these texts will increase students’ automaticity with word identification, oral reading fluency, and reading comprehension.

Model appropriate behaviors for independent reading, such as:

* how to find texts in the classroom (e.g., topic, genre, or phonics skill book bins)
* where to sit and read
* how to hold and care for books
* how to read from top to bottom and left to right and turn pages carefully,
* how to return texts when finished, and
* the appropriate volume for independent reading. This may include whisper reading and/or buddy reading, both of which should be modeled and practiced.

Have students practice all the routines for independent reading in the classroom, including responding to a timer or teacher signal and moving on to their next center.

* Model how to move throughout the room safely and quietly, and have students practice.
* Build in opportunities for movement connected to the topic of each unit such as waddling like a penguin during the life science unit, or use musical transitions.

Encourage students to become active participants in their reading development by keeping track of and responding to the texts they read independently.

* Show students where they can find additional choice texts, such as the Knowledge Building Library, in the classroom and teach them how to navigate the classroom library and make text selections.
* Note that there will be opportunities for setting reading goals throughout the year.
* Make use of the Teacher Observation Form to record observational data on students’ independent reading progress.
* Use the teacher dashboard to assign students interactive Phonological Awareness and Decoding/Reading 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 phonological awareness and decoding/reading knowledge.

Professional Learning

3

**Skill**

High-Frequency words are crucial for developing reading fluency in young students, as they appear often in texts and are challenging to decode phonetically. According to Ehri (2005), mastering these words helps students read more smoothly, allowing them to focus on comprehension. Ehri, L.C. (2005).

Sound and Spelling Transfer Support

6

In some languages, such as Hmong and Korean, there is a direct sound transfer for short a. In Spanish, the spelling transfers, but there is no sound transfer for short a. In some languages, such as Cantonese, Mandarin, Farsi, and Arabic, there is an approximate sound transfer for short e but no spelling transfer. In Spanish, the spelling transfers, but there is no sound transfer for short e. In Hmong, Vietnamese, and Tagalog, there is no sound or spelling transfer for short i. In Spanish, the spelling transfers, but there is no sound transfer for short i. In some language, such as Farsi and Arabic, there is an approximate sound transfer, but no spelling transfer for o. In Spanish, the spelling transfers, but there is no sound transfer for short o. In some language, such as Hmong and Korean, there is no positive sound transfer for short u. In Spanish, the spelling transfers, but there is no sound transfer shout u.

Vocabulary Boosters

8

|  |  |
| --- | --- |
| Picture Representation  Can [art spec: photo of a can]  Sad [art spec: photo of a sad face]  Map [art spec: photo of a map]  Egg [art spec: photo of an egg]  Vet [art spec: photo of a veterinarian]  Well [art spec: photo of a well]  Box [art spec: photo of a box]  Up [art spec: photo of an arrow pointing up]  Bug [art spec: photo of a bug]  Nut [art spec: photo of a nut]  Crab [art spec: photo of a crab] | Synonym or Definition |
| Words that could be acted out  Rub  Zip  Kick  Hop  Drop  Jog | Your turn! Share words you know the language(s) you speak. |