MAXLiteracy

C-00111925

National

Grade 1

Unit 1

Week 1

Day 5

14

Phonics & Word Study

Resources

2

Decodable Readers: “ABCs Act Up” and “ABCs At School: A Find and Seek”

Student Book

Phonics Cards 1-5

High-Frequency Word Cards 1-11

Cumulative Phonics Assessment

Cumulative Spelling Assessment

Student Observation Form

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

Know the spelling-sound correspondences for common short vowels and consonant blends.

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

Decode regularly spelled one-syllable words.

Recognize and read grade-appropriate irregularly spelled words.

Read grade-level text with purpose and understanding.

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

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

Language Development

RF.PA.3.e.1.i Segment one-syllable words into individual phonemes.

Foundational Literacy: Review and Assess Short Vowels

2

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Cumulative Review: Read to Build Fluency

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Fluency

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1

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.

Have students whisper-read Decodable Reader “ABCs Act Up” to review sound-spellings and to build fluency. Circulate, listen-in, and provide corrective feedback.

“ABCs Act Up”

Component link

Insert thumb of cover of “ABCs Act Up”

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 Letter and 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 routine

Component link

[Insert thumbnail of e-pocket chart with phonics card for “ck” and HF Word review card for “I”]

Build Phonemic Awareness: Phoneme Segmentation

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Phonemic Awareness

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RF.PA.3.e.1.i Segment one-syllable words into individual phonemes.

RF.PA.3.e.1.i Segment one-syllable words into individual phonemes.

Today, we will practice a new phonemic skill, oral segmentation. Oral segmentation is when we break a word down into its individual sounds. It helps us understand how words are made up of different sounds. It also helps us read new words and spell words correctly. To orally segment words, first we say the whole word. Next, we break the words into its individual sounds. Finally, we count how many sounds we hear.

Model: wag

Model how to segment the word wag into its individual sounds. Use the e-pocket chart of Magnetic Letter Tiles and Boards.

Listen as I say a word: wag. Now I am going to stretch out the sounds in the word: /waaag/. I will put one marker in a box for each sound I hear in the word wag. /w/ /a/ /g/. I hear three sounds. I will place three markers. Now I will place letter cards to stand for each sound: w stands for /w/, a stands for /a/, g stands for /g/.

e-Pocket Chart Sound Boxes

component link

create a table of show 3 of the sound counters in 3 of the sound boxes for wag; underneath show sound boxes with the letters w, a, g in them

Practice: wet, kit, hot, bun

Continue orally segmenting, then building the words with letters.

ACCESS Have students use counters and the Sound Boxes on their Magnetic Letter Tiles and Boards as needed.

Timesaver You can also complete the activity using whiteboards. Students draw a short horizontal line for each sound they hear, then write a letter or spelling for each sound on the line.

Cumulative Review

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Demonstrate Understanding

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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.15.a.1.ii Encode consonant and vowel sounds. ;; RF.PWR.15.a.1.iv Encode words with short vowels. ;; 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.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.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.F.5.b.1.i Recognize and read grade-level sight words with automaticity. ;; RF.PWR.4.a.1.iv Correctly spell CVC words with short vowels: short a. ;; 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. ;; RF.PWR.11.b.1.iii Correctly spell pattern-based high-frequency words from a research-based list. ;; 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.

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.C.2.a.1.iv Use appropriate end punctuation for sentences.

This week, we have been learning a variety of foundational reading skills like short vowels, the high-frequency words I, can, like, he, we, and end punctuation. Today we will use those skills to read sentences in our student book.

Have students turn to Read It Section on page 23 of the Student Book. Ask them to whisper-read the Read It! sentences as you circulate, listen-in, and monitor accuracy and automaticity. You can use the Student Observation Form to mark progress.

Cumulative Review

Component link

Include thumbs of Student Book p. 23 and Student Observation Form side by side

Timesaver Read aloud the Write It task and have students write the sentence. Students can do this while you are assessing individual students. Once students have finished, have them read their sentences to their partners and have their partners read their sentences back to them.

Cumulative Spelling Assessment

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Demonstrate Understanding

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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.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. ;; RF.PWR.11.b.1.iii Correctly spell pattern-based high-frequency words from a research-based list. ;; 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.

L.C.2.a.1.iv Use appropriate end punctuation for sentences.

Today, we are going to do a spelling assessment to see how well we can spell the words we've learned. This will help us remember the skills we have been practicing. I will say a sentence out loud, and you will listen carefully. Then, you will write the sentence on your paper. This exercise will help us practice spelling words correctly and demonstrate how much we have learned!

Use the Cumulative Spelling Assessment routine to dictate the following sentences to monitor students’ spelling progress. Use your findings to form skill-based small groups.

Cumulative Spelling Assessment

Static

Can we fix the big bat?

He has a fun pet cat.

I like to jog.

All the letters that are bolded should be in red font

Cumulative Phonics Assessment

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Demonstrate Understanding

15

6

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

Today, in addition to a spelling assessment, we will also do a phonics assessment. This will help us see how well we can read words by sounding them out. It shows us which letter sounds and phonics skills we know and which ones we need to practice more. I will show you a list of words and/or sentences and you will say the sounds in the word, put the sounds together, and read the whole word.

Select 6–8 students each week to assess using the Cumulative Phonics Assessment routine to monitor students’ decoding progress. Take note of fluency issues and decayed learning. Use your findings to form skills-based small groups.

Cumulative Phonics Assessment

Component link

Insert thumb of Cumulative Phonics Assessment

Independent Reading for Fluency

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Independent

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SL.CC.5.1.i Work respectfully with others.

Introduce Purposeful Play

We've been practicing what Independent Reading looks and sounds like, and today we'll explore Purposeful Play. Just like with Independent Reading, it's important to move calmly, find a comfortable spot, and play or work quietly so that everyone can focus. These skills are essential because, during this time, during the rest of our units this year, I'll be working with a small group of students while the rest of you engage in your independent activities. By practicing these routines, we'll ensure that everyone has a productive and peaceful learning environment.

Model

Purposeful Play

Prepare the play area in advance. Use the recommendations for purposeful play for this unit on page XX.

Introduce Purposeful Play by explaining that students will use the skills they’ve been practicing.

Show students where the play areas are located and point out the relevant materials and activities.

Model how to calmly move to the play area, select materials or activities, and find a comfortable place to engage in play.

Instruct students that during Purposeful Play, they will choose an activity that helps them explore skills like cooperation, creativity, and problem-solving while practicing additional skills related to the current unit.

Emphasize the importance of playing quietly and staying focused, just as they do during Independent Reading.

Practice

Select half of the class to model how to begin Purposeful Play and the other half to model how to begin Independent Reading. Circulate and provide feedback. Once all students have shown understanding of how to properly begin these stations, prompt students to show how they can quietly and carefully return to their seats after your signal. If time permits, they can switch and model the other station.

Professional Learning

3

How? Impactful Practices

Reread to Build Fluency

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