



Week 1 Integrated Language Arts Lesson Objectives: Daily Academic Day 1 (Sections M-N Review: WRTR 297-311)

Tips

Spelling: The students will...

≈45 minutes

Phonemic Awareness (PA)

1. Explain that bridge, check, thought, least are made up of individual speech sounds (M/CK/C: Delivering 5-6). ▶
2. Segment/count/blend sounds in spoken words bridge, check, thought, least (M/CK/C: Delivering 5-6). ▶

Systematic Phonics (SP)

1. Explain the purpose for learning phonograms (M/CK/C: Delivering 9).
2. Explain the purpose for easy and legible handwriting (M/CK/C: WRTR 43).
3. Explain the purpose for and demonstrate correct sitting position, e.g., feet-flat, hips-back/straight, head-high, and pencil grip (M/CK/C: WRTR 38-39).
4. Identify top and base lines and midpoint (M/CK/C: WRTR 42).
5. Explain general rules for handwriting (M/CK/C: WRTR 43-44).
6. Explain the purpose for and formation of six features used to form all alphabet letters; use correct directionality when forming six features (M/CK/C: WRTR 42). ▶
7. Read (say) and write phonograms a, c, d, f, g, o, s, qu that begin at 2 on the clock on 3/8" lined paper (Introduce-M/CK/C: WRTR 45-47). ▶
8. Read (say) and write phonograms b, e, h, i, j, k, l, m, n, p, r, t, u, v, w, x, y, z that begin with a line on 3/8" lined paper (Introduce-M/CK/C: WRTR 49-53). ▶
9. Read phonograms 1-26 (M/CK/C: OPR Step 1-Delivering 12).
10. Say/write phonograms 1-26 on 3/8" lined paper (M/CK/C: WPR Step 1-Delivering 20).
11. Print numbers on 3/8" lined paper (Introduce-M/CK/C: WRTR 57-58). ▶

High-Frequency Vocabulary (HFV)

1. Explain that syllable is a single word or that part of a word that is pronounced by a single impulse of the voice; identify the number of syllables in students' names (M/CK/C: WRTR 59).
2. Explain that a, e, i, o, u are vowels and every syllable must have a vowel; identify vowels in plan, press, fix, both, trust, fancy, try; explain that the letter y is considered a vowel when it takes the place of i; identify vowels in fan cy, try (M/CK/C: WRTR 59).
3. Explain that all other alphabet letters are consonants; identify consonants in plan, press, fix, both, trust, fancy, try (M/CK/C: WRTR 59).

Writing: The students will ...

≈35 minutes

Sentence/Paragraph Construction with Vocabulary Development (SCV)

1. Compose oral/written sentences that demonstrate usage and meaning of bridge, check, thought, least (M/CK/C: WRTR 96-102). ▶
2. Explain use of capital letters with the pronoun I and names (M/CK/C). ▶
3. Explain a noun names a person, place, thing, or concept; categorize child, forest, pencil, day; explain subject nouns identify who the sentence is about; identify the in "The child runs." (M/CK/C: Delivering 52-54). ▶
4. Explain an action verb shows motion; identify the action verb in "The child runs." (M/CK/C: Delivering 52-54). ▶
5. Explain an adjective describes a noun by identifying which one or how many; identify articles a, an, the (signal a noun is coming) and adjectives eight (how many), daily (which one); compose oral/written sentences using articles and eight, daily. e.g., "The daily morning work has eight story problems." (M/CK/C: Delivering 52-54). ▶
6. Explain a declarative sentence gives information; identify attributes of a declarative sentence and explain the use of each word, e.g., "The young child runs." "The is an adjective (article) that signals a noun is coming. The first letter of the first word is capitalized to show where the author's thought begins. Child is a subject noun because it names who the sentence is about. Young is the adjective that tells which child. Run is the action verb that tells what the child is doing. A period shows where the thought ends." (M/CK/C: WRTR 103-105). ▶

Spelling

- Prior to the first Academic Day of instruction, pretest students using the Spalding Spelling Assessment, List 1 (Assessing 30).
- M/CK/C means *model* new learning, *ask check for understanding questions*, then *coach* as students attempt the task.
- For PA objectives 1-2, use finger cues to identify individual phonemes (sounds) in one-syllable words with multiletter phonograms.
- For SP objectives 6-8, use Feature and Letter Formation posters as visual aids.
- For SP objectives 7-8, 11, *introduce* means use the procedures for introducing phonograms and numbers with precise dialogue on WRTR 45-47, 49-50.

Writing

- For SCV objectives, the parts of speech and language skills are in italics; the day's spelling words are underlined.
- For SCV objective 1, model a written example sentence to provide a visual for the students.
- For SCV objective 6, use simple words to review the attributes of declarative sentences so that students new to Spalding can easily spell and read the words.





Tips

Academic Day 1, cont.

Reading: The students will ...

≈40 minutes

Text Structure (TS)

1. Identify *title*, *author*, and *illustrator* of *How Coyote Stole the Summer** adapted by Stephen Krensky; listen to the teacher read *How Coyote Stole the Summer** (M/CK/C).
2. Explain the author's purpose and the elements of *narratives*, e.g., "A narrative relates an event or tells a story. The author's purpose is to entertain and develop understanding about people and the world. Basic narrative elements include characters, setting, plot, and point of view." (M/CK/C) ▶
3. Explain that a *character* in a *narrative* is a person, an animal, or object that sometimes takes on the actions of a person (M/CK/C). ▶
4. Explain that a *narrative* has a *setting*. The setting is the time and place where the story happened (M/CK/C). ▶
5. Explain that a *narrative* has a *plot*. A plot is a sequence of events that shows characters in action (M/CK/C). ▶
6. Explain that a *narrative* may be written from a 3rd- or 1st-person point of view. *Point of view* depends upon who sees and tells about the actions. Third-person point of view means the author is describing not participating in the story. First-person point of view means the author is participating in the story (M/CK/C). ▶
7. Listen to the teacher model *narrative text structure* using *How Coyote Stole the Summer** and identify (on a narrative organizer) author's purpose, characters, setting, plot, and point of view; cite evidence from text to support thinking, e.g., "The author's purpose is to entertain and help you understand people and the world, the characters are Coyote, Raven, Wolf, Moose, Stag, Elk, Antelope, Old Woman, and her students; the setting is at the beginning of time on the plains; and the plot (one event) is that Raven sends Coyote to the Old Woman's tipi to take her special gift, summer. It is written from a 3rd-person point of view because the author is describing not participating in the story." (M/CK). ▶

Comprehension (C)

1. Listen to the teacher model *retelling* *How Coyote Stole the Summer** adapted by Stephen Krensky including key details (use completed organizer); explain how *illustrations* demonstrate understanding of the characters, setting or plot (M/CK).

Literary Appreciation (LA)

1. Explain that authors use *precise language* (word choice) to clearly describe people, animals, places, and events (M/CK/C). ▶
2. Listen to excerpts of *How Coyote Stole the Summer** adapted by Stephen Krensky; explain how *precise language* (word choice) adds enjoyment or understanding; identify examples; cite evidence from text to support thinking, e.g., "The author helps the reader make a mental picture. 'Old man Coyote spent his days shivering and shuddering. Icicles hung from his nose and his toes. Frost covered his fur from head to tail.'" (M/CK/C). ▶
3. Read *Sarah, Plain and Tall** by Patricia MacLachlan aloud daily to demonstrate *fluent* and *expressive reading* (M/CK/C). ▶
4. Identify the *characters* in *Sarah, Plain and Tall** (M/CK/C).
5. Identify the *setting* in *Sarah, Plain and Tall** (M/CK/C).
6. Identify and describe the *plot* (sequence of events) including key details in *Sarah, Plain and Tall** (M/CK/C).

Reading

- For TS objectives, use the Elements of Narratives poster to help students visualize the elements; use the example dialogue on WRTR 136-137 as your model for demonstrating and explaining narrative text structure.
- For TS objectives, third-person pronouns are *he, she, it, they, him, her, its, their, theirs, himself, herself, itself, them, themselves*. First-person pronouns are *I, we, me, us, my, mine, myself, our ours, ourselves*.
- For TS objective 7, organizers are available at <http://www.spalding.org/GuideForms/ThirdGrade>.
- The asterisk beside the titles means use an available alternative selection that is a good example for teaching narrative text structure and precise language.
- For LA objectives 1-2, use the Attributes of Fine Literature poster when teaching precise language; use the example dialogue on WRTR 131 as your model for demonstrating and explaining precise language.
- For LA objective 3, *Sarah, Plain and Tall* has a 4.2 grade equivalency and 560 Lexile; if you read about 10 pages a day, you will finish the book in one and one-half weeks.