



Week 1 Integrated Language Arts Lesson Objectives: Daily

Academic Day 1 (Section Q Review: WRTR 327-334)

Tips

Spelling: The students will ...

≈45 minutes

Phonemic Awareness (PA)

1. Explain that words are made up of individual speech sounds; say (segment) and blend sounds in *firm* (3 sounds), *crowd* (4), *ledge* (3), *breath* (4), *throat* (4); identify number of sounds in each (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, 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 manuscript handwriting rules (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 and 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 a *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 *engage, final, suppose*; explain that *y* is considered a vowel when it takes the place of *i*; identify vowels in *property, dry* (C: WRTR 59). ▶
3. Explain that all other alphabet letters are *consonants*; identify vowels and consonants in *convict, entire, prompt, Indian* (C: WRTR 59). ▶

Writing: The students will ...

≈30 minutes

Sentence Construction with Vocabulary Development (SCV)

1. Compose oral/written sentences that demonstrate usage and meaning of unfamiliar section Q words, e.g., *progress, effort, dew, primary* (M/CK/C: WRTR 96-102). ▶
2. Explain that a *noun* names a person, place, thing, or concept; categorize *president, factory, dew, effort*; explain that subject nouns identify who the sentence is about; identify the subject noun in a sentence, e.g., "A *president* (noun) *appoints*." (M/CK/C: WRTR 109-111, Delivering 62). ▶
3. Explain that an *action verb* shows motion; identify the action verb in a sentence, e.g., "A *president* *appoints* (verb)." (M/CK/C: WRTR 111, Delivering 62). ▶
4. Explain that *articles* (adjectives) *a, an, the* signal that a noun is coming and that other *adjectives* describe or limit a noun by identifying which one or how many; identify articles and adjectives in sentences, e.g., "An (article) *American* (adjective) *president* *appoints*." (M/CK/C: Delivering 62). ▶
5. Explain that *nouns* used as objects receive the action (*direct objects*); identify nouns used as *direct objects* in sentences, e.g., "An *American* *president* *appoints* the *cabinet* (direct object)." (M/CK/C). ▶

Spelling

- Prior to the first Academic Day of instruction, pretest students using the Spalding Spelling Assessment, List 1 (Assessing 30).
- For PA, SP, HFV objectives, M/CK/C means *model* new learning, *ask check for understanding questions*, then *coach* as students attempt the task.
- For PA objective 1, use finger cues to identify individual phonemes (sounds) in one-syllable words with multiletter phonograms.
- During WPR, emphasize *General Handwriting Rules* (WRTR 43).
- For SP objectives 7-8, 11 *introduce* means use the procedures for introducing phonograms and numbers with precise dialogue on WRTR 45-53, 57-58.
- For Academic Days 1-5, section Q words are used to review phonemic awareness, vowels/consonants, syllable division, markings, and pronunciation and spelling rules.

Writing

- For SCV/C objectives, the parts of speech and language skills are in italics; the day's spelling words are underlined.
- For SCV objectives, model a written example sentence to provide a visual for the students.





Academic Day 1, cont.

6. Explain that an *adverb* describes or limits a verb by identifying *when*, *where*, or *how* the action happens; identify the *adverb* in a sentence, e.g., “An American president appoints the cabinet quickly (adverb).” (M/CK/C: Delivering 63). ▶

Composition (C)

1. Explain that a *declarative sentence* gives information; identify attributes of a declarative sentence and explain the use of each word, e.g., “The famous author published the journal yesterday.” *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. *Author* is a *subject noun* because it names *who* the sentence is about. *Famous* is the *adjective* that tells *which* author. *Published* is the *action verb* that tells *what* the author did. *The* is an *article* that signals another noun is coming. *Journal* is the *noun* that tells *what* received the action (direct object). *Yesterday* is the *adverb* that tells *when* the author published. A *period* shows where the thought ends.” (M/CK/C: WRTR 103-105-Delivering 47-52). ▶

Reading: The students will ...

≈45 minutes

Text Structure (TS)

1. 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). ▶
2. 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). ▶
3. Explain that a *narrative* has a *setting*. The setting is the time and place where the story happened (M/CK/C). ▶
4. Explain that a *narrative* has a *plot*. A plot is a sequence of events that shows characters in action (M/CK/C). ▶
5. Explain that a *narrative* may be written from a 1st- or 3rd-person *point of view*. The author writes the story from a specific point of view. In a first-person narrative, the narrator participates in the story. In a third-person narrative, the narrator does not participate in the story, but describes actions, thoughts, and feelings (M/CK/C). ▶
6. Listen to the teacher model *narrative text structure* using *A Bad Case of Stripes** by David Shannon 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 Camilla, her mom and dad, her classmates and principal, several doctors, and an old lady, the setting is at home on the first day of school, and the plot (one event) is that Camilla is completely covered with stripes. 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 A Bad Case of Stripes** by David Shannon including key details (use completed organizer); make connections between story and *illustrations* to *expand understanding* of characters, setting, or plot (M/CK). ▶

Literary Appreciation/Fluency (LA/F)

1. Read *The Lunch Thief** by Anne C. Bromley aloud daily to demonstrate *fluent* and *expressive reading* (M/CK/C). ▶
2. Identify the *point of view* of *The Lunch Thief** and support your thinking, e.g., “*The Lunch Thief** is told from a third-person point of view because the author is not participating in the story.” (C). ▶

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Tips

Writing

- For C objective 1, use simple words to review the attributes of declarative sentences so that students new to Spalding can easily spell and read the words.

Reading

- For TS objectives, use the Elements of Narratives poster to help students visualize the elements; use the example dialogue on WRTR 136-138 as your model for demonstrating and explaining narrative text structure.
- For TS objective 2, explain that when an animal or object takes on human qualities, they are personified.
- For TS objectives, third-person pronouns are *he, she, it, they, him, her, his, hers, its, their, theirs, himself, herself, itself, them, themselves*. First-person pronouns are *I, we, me, us, my, mine, myself, our ours, ourselves*.
- For TS, C, LA objectives, the asterisk beside the titles means use an available alternative selection that is a good example for teaching narrative text structure, comprehension, and literary appreciation.
- For TS objective 6, organizers can be downloaded under the support tab at www.spalding.org.
- For TS objective 6, *A Bad Case of Stripes* will be read again in Weeks 2, 23-24.
- For LA/F objective 1, *The Lunch Thief* has a 4.2 grade equivalency and 720 Lexile.