A first grade reading curriculum

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A First Grade Reading Curriculum

Compiled by Melissa Lee

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NORTHERN ILLINOIS UNIVERSITY

A First Grade Reading Curriculum

A Thesis Submitted to the University Honors Program

In Partial Fulfillment of the

Requirements of the Baccalaureate Degree

With University Honors

Department of Curriculum and Instruction

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A balanced approach between whole language and phonics instruction is the best way to teach beginning readers. This is a first grade reading curriculum that incorporates these two components. I chose the Four Blocks Literacy Model to form the backbone of my curriculum. The four components of this model include a guided reading block, a working with words block, a self-selected reading block, and a writing block. Each of these blocks was used daily throughout the curriculum. For each month, I decided what skills to focus on. Then I collected and developed lessons to meet the objectives. Finally, I wrote a comprehensive plan for each day. All of the books children read are high-quality children’s literature. The working with words component, also known as phonics, uses the guided reading stories as its basis for teaching decoding. The writing block also relates to the story being read. The curriculum is based on many books that are recommended by reading experts. Authors cited include the McCrackens, Patricia Cunningham, Dorothy Hall, and Dorothy Strickland. The research behind it makes this curriculum a solid base for teaching first graders to read.
**Week of August 23rd - 27th**

**Monday, August 23rd**

**Objectives:**
*Children will learn that reading is used to gather information.*
*Children will learn that literature is valued in the classroom.*
*Children will begin to take an interest toward books and reading.*
*Children and teacher will begin to learn each other's names.*
*Children will learn that literature can be entertaining.*
*Children and teacher will begin to learn the routine of the guided reading block.*
*Children will practice making predictions.*
*Children will practice checking predictions after reading the story.*
*Children will activate prior knowledge about the book or similar books.*
*Children will be introduced to the terms title, author, and illustrator.*
*Children will review their ABC's.*
*Children will begin writing the letters in their names.*
*Children will begin recognizing each other's names.*
*Children will begin recognizing that letters have corresponding sounds.*
*Children will learn that their speech can be recorded on paper as writing.*
*Children will practice using oral language skills.*
*Children will begin to read simple words.*
*Children will begin to track print.*
*Children will begin to learn reading jargon including word, letters, begins, ends, capital/upper case letter, lower case letter.*
*Children will practice writing the letters in their classmates' names.*
*Children will learn that reading is important enough to do for 25 minutes a day.*
*Children will begin learning to copy words and sentences.*
*Children will begin to generate their own ideas for writing.*
*Children will review what was done and learned throughout the day during the classroom journal.*

**Materials:**
*The Teacher from the Black Lagoon.* Written by Mike Thaler. Published by Scholastic Inc., 1989.
*2 books of chart paper and a marker.*
*Cut sentence strips with children's names on them.*
*Blank sentence strips.*
Advance Preparation:
- A shoe box with slips of paper with each child's name on one.
- Large pocket chart.
- 1st grade large lined paper.
- Overhead.
- Overhead transparency of large lined paper.
- *Cat in the Hat. Written by Dr. Seuss. Published by Random House, 1985.
- *Drawing paper.

Procedure:
- *Write the Morning Message on the board:
  Good morning boys and girls! Welcome to first grade. Today is Monday, August 23, 1999. My name is Mrs. Bates, and I am your teacher. I C U.
- *Greet children as they walk in, showing them where they can hang their coats and where their desks are.
- *Give them each a name tag.
- *Have the children gather on the carpet and look at books.
- *Morning Message: Point out the Morning Message and tell them that they can look for it each day and that it will tell them important information.
- *Ask if anyone can read the last sentence (I C U). Tell them that they are so smart that you're job of teaching them to read is going to be so easy!
- *Read the whole message to them.
- *Have the children introduce themselves and tell what is their favorite book and why. Tell yours as well.
- *Shared Reading: The Teacher from the Black Lagoon.
- *Guided Reading: Gather the children on the carpet area.
- *Ask children for suggestions on what the story might be about. Write these on the board.
- *Activating Prior Knowledge: Ask children if they've ever seen this book before.
- *Discuss the terms title, author, and illustrator and point out what and who those are for this book.
- *Shared Reading: Read the story to the children.
- *Check to see if any of the predictions made were correct.
- *Sing the ABC song.
*ABC Book: Read aloud Chicka Chicka Boom Boom.
Point out that this book contains the letters of the alphabet.
*Play and have children dance to the Alphabet Dance.
As the tape says the letters, the children form the letters with their bodies.
*Introduction of writing names: Go around the room to each child's desk and write his or her name on a sentence strip card. The long names should be on a longer card and the short names on a shorter card. Be sure that he or she watches you as you form the letters in the name.
*Display the names in a pocket chart.
*As you put each name up, comment on letters shared by certain names or other common features.
*Once you have the names displayed, ask volunteers to come and find a name they can read.
*Getting to Know You: Randomly choose a name from the shoe box. This is Monday's Special Child of the Day.
*Explain that each day, one child will be the special child. Tell the children what the special child will get to do (be line leader, errand runner, etc).
*Have the child come up and sit in a special chair.
*Tell the rest of the class that they are reporters who will interview the special child. They will find out what s/he likes to eat, play, do after school, if s/he has siblings, pets, etc. Let 5 children ask questions. Record and then read the child's responses.
*Later in the day read the chart again. Lead the children in reading it chorally several times. Invite volunteers to come and read each sentence. Guide their hands so that they are tracking the print.
*Focus on the name. Point to the word on the sentence strip. This word is David's name. Tell the children that it takes many letters to write the name. Count them. Spell the letters in the name. Have the children spell them with you. Point out any interesting things about the name (it has 3 a's, it begins and ends with the same letter). Point out that the first letter is a capital or upper case letter and that the rest of the letters are small or lower case. Tell children that the first letter in a name is always capitalized or big.
*Take another sentence strip and have children watch as you write the child's name. Have them chant the spelling of the letters with you. Cut the letters apart and mix them up. Have 3 children put them in the correct order. Have the other children do thumbs up or thumbs down to show if the letters are in the correct order.
*Give each child a piece of drawing paper.
*Model writing the name on the board showing how to form each letter. Have them write the child's name on one side and draw a picture of him or her on the other side. The child gets to take home all of the pictures.
*Word Wall: Explain that on a certain wall in the room, you are going to stick up important words that the children need to spell correctly but might need help. Any time they need to know how to spell a word, they can look on the word wall to see if it is there. Add the name to your word wall.

*Read the poem Eight-Oh-Three (Lunch Money p. 6)
*Read and have the children chant the rhyme Jack Spratt (Mother Goose p. 18)
*Read aloud The Cat in the Hat. Point out that many words in this book rhyme.

*DEAR: At a certain time, allot 25 minutes for DEAR (Drop Everything And Read). Let children read anything they choose as long as they are reading or looking at a book for the entire time.

*Use the time to do the Concept of Print Checklist with each child individually. Divide the class into 5 groups. Do a group each day during DEAR time.

*Reading Logs: Have children take out a notebook.
*Tell them that this will be their reading log and everyday after DEAR they will write down the date, title, author, illustrator, and number of pages in their logs. Model this on the board. Circulate to point out what the title is, who the author is, who the illustrator is, and how they can find how many pages are in their book.

*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines.

   My name is ____________. I am ___
   years old. I have a _______. It is fun. Do you?

*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write their name on the first blank, their age on the second blank, and something they have that is fun on the third blank. Model one:

   My name is Mrs. Bates. I am 21 years old. I have a cat. It is fun. Do you?

*Have the children copy the pattern filling in the words. Circulate and help as necessary.

*Classroom journal: At the end of the day, gather the children on the carpet. Tell them that the class is going to write a journal about what happened at school today. Ask children what to write first. Take suggestions of 5 things that were done in school that the whole class did together. Write what the children say on a piece of chart paper.

*Read the journal when finished.
*Have all the children sign their names to the bottom. Use their name tags for help.
Evaluation: *Observe how the children respond to Brown Bear, Brown Bear, What Do You See?*

- Who participated? Who did not participate?
- Who gave correct, appropriate responses?
- Who didn’t give correct, appropriate responses?

*Take note of which children seemed to know the letters of the alphabet and which ones did not.
*Take note of which children could write letters legibly and who could not.
*Take note of who participated in the oral language during Getting to Know You and who did not.
*Take note of who could read the simple words during Getting to Know You and who could not.
*Take note of who could track print and who could not.
*Take note of which children could stay on task and read/look at books for 25 minutes.
*Take note of the children who could copy words legibly.
*Take note of which children could begin to generate their own ideas for writing.
*Take note of which children participated in the classroom journal.
Tuesday, August 24th

Objectives:
* Children will learn that reading is used to gather information.
* Children will begin to recognize key words in the Morning Message.
* Children will see that some of the words in the message start with a capital letter.
* Children will notice that the Morning Message has some punctuation in it.
* Children will learn that literature is valued in the classroom.
* Children will begin to take an interest toward books and reading.
* Children will learn that literature can be entertaining.
* Children will activate prior knowledge about the book.
* Children will review the terms title, author, and illustrator.
* Children will begin using picture clues to read words they do not know.
* Children will review their ABC's.
* Children will begin writing the letters in their names.
* Children will begin recognizing each others names.
* Children will begin recognizing that letters have corresponding sounds.
* Children will learn that their speech can be recorded on paper as writing.
* Children will practice using oral language skills.
* Children will begin to read simple words.
* Children will practice tracking print.
* Children will begin to learn reading jargon including word, letters, begins, ends, capital/upper case letter, lower case letter.
* Children will practice writing the letters in their classmates' names.
* Children will practice rhyming words.
* Children will learn that reading is important enough to do for 25 minutes a day.
* Children will begin learning to copy words and sentences.
* Children will begin to generate their own ideas for writing.
* Children will review what was done and learned throughout the day during the classroom journal.

Materials:
* Never Spit on Your Shoes. Written by Denys Cazet. Published by Orchard Books, 1993.
* Alphabet City. Written by Steven T. Johnson. Published by Viking, 1995.
* Alphabet Dance Tape. Awesome Affirmations by Julie Pyburn and Joe Peacock.
*1st Grade large lined paper.  
*Getting to Know You shoe box and names.  
*Sentence strips.  
*Drawing paper.  
*Five Little Ducks. Illustrated by Jose Aruego and Ariane Dewey.  
*Popsicle Sticks.  
*Overhead.  
*Overhead transparency of large lined paper.  
*Overhead transparency of Pointer Stick Story.  
*Concept of Print Checklist.  

Advance Preparation:  
*Write the Morning Message on the board:  

Good morning boys and girls! Today is Tuesday, August 24, 1999.  

Procedure:  
*Have the children come in and sit at their desks.  
*Read the message to the children.  
*Have the children gather on the carpet.  
*Read Never Spit on Your Shoes aloud.  
*Discuss the terms title, author, and illustrator and point out what and who those are for this book.  
*Shared Reading: Read the story to the children pointing out how to use the picture clues to read words you "don't know."  
*Choral read the story.  
*Sing the ABC song.  
*ABC Book: Read aloud Alphabet City. Point out that this book contains the letters of the alphabet.  
*Play and have children dance to the Alphabet Dance. As the tape says the letters, the children form the letters with their bodies.  
*Practice writing names: Give children 1st grade large lined paper. Have them write their names several times so that it fills the front and back side of the paper.  
*Getting to Know You: Randomly choose a name from the shoe box. This is Tuesday's Special Child.  
*Have the child come up and sit in the special chair.  
*Tell the rest of the class to interview the special child. Let 5 children ask questions. Record on the chart paper and then read the child's responses.  
*Later in the day read the two charts again. Lead the children in reading it chorally several times. Invite volunteers to come and read each sentence. Guide their hands so that they are tracking the print.
*Focus on the name. Point to the word on the sentence strip. This word is Tim's name. Tell the children that it takes many letters to write the name. Count them. Spell the letters in the name. Have the children spell them with you. Point out any interesting things about the name (it has 3 a's, it begins and ends with the same letter). Point out that the first letter is a capital or upper case letter and that the rest of the letters are small or lower case. Tell children that the first letter in a name is always capitalized or big.

*Take another sentence strip and have children watch as you write the child's name. Have them chant the spelling of the letters with you. Cut the letters apart and mix them up. Have the other children do thumbs up or thumbs down to show if the letters are in the correct order. Have the other children do thumbs up or thumbs down to show if the letters are in the correct order.

*If the name is one syllable, pair the name with other words, some that rhyme with it and some that don't. Have children give you the thumbs up or thumbs down depending on whether or not the two words rhyme.

*Compare this name with the name from Monday. Are there any similarities? differences?

*Give each child a piece of drawing paper.

*Model writing the name on the board showing how to form each letter. Have them write the child's name on one side and draw a picture of him or her on the other side. The child gets to take home all of the pictures.

*Word Wall: Add the name to your word wall. Add the 10 Pre-Primer words below.

<table>
<thead>
<tr>
<th>a</th>
<th>is</th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
<td>you</td>
</tr>
<tr>
<td>can</td>
<td>I</td>
</tr>
<tr>
<td>in</td>
<td>me</td>
</tr>
<tr>
<td>it</td>
<td>the</td>
</tr>
</tbody>
</table>

Point them out, chant their spelling, and have children write them on a piece of 1st grade lined paper.

*Read aloud the poem Decisions (Lunch Money p. 6)

*Read and have the children chant the rhyme Wynken, Blynken, and Nod (Mother Goose p. 54)

*Read aloud Five Little Ducks. Point out that many words in this book rhyme.

*Does it rhyme with head or feet? Have the children stand up. Read the list below. Have the children touch their heads if the word rhymes with head and their feet if the word rhymes with feet.
*Pointer Sticks: Pass out a popsicle stick to each child. Have them decorate it any way they wish (markers, glitter, crayons, etc).
*Give all the children a copy of the Pointer Stick Story.
*Use the overhead to show the children how to point to each word as you read.
*Read the story aloud as they point to each word. Then choral read the story as they point to each word.

*DEAR
*Concept of Print Checklist: Do 5+ more children.
*Reading Logs: After DEAR have children take out their reading log notebook and record the title, author, illustrator, and number of pages of the book they read/looked at.
*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines.

   Today is ________________ . I read ________________ . It was ________________ .

*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write the day of the week (Tuesday) on the first blank, the title of a book that they or the class read on the second blank, and if they liked it, disliked it, etc. on the third blank. Model one:

   Today is Tuesday. I read Brown Bear. Brown Bear, What Do You See? It was hard.

*Have the children copy the pattern filling in the words. Circulate and help as necessary.
*Classroom Journal: At the end of the day, gather the children on the carpet. Take suggestions of 5 things that were done in school that the whole class did together. Write what the children say on a piece of chart paper.
*Read the journal when finished.
*Have all the children sign their names to the bottom. Use their name tags for help.
Evaluation:

*Observe how the children respond to Brown Bear, Brown Bear, What Do You See?

- Who participated? Who did not participate?
- Who gave correct, appropriate responses?
- Who didn't give correct, appropriate responses?

*Take note of which children seemed to know the letters of the alphabet and which ones did not.
*Take note of which children could write letters legibly and who could not.
*Take note of who participated in the oral language during Getting to Know You and who did not.
*Take note of who could read the simple words during Getting to Know You and who could not.
*Take note of who could track print and who could not.
*Take note of which children could stay on task and read/look at books for 25 minutes.
*Take note of the children who could copy words legibly.
*Take note of which children could begin to generate their own ideas for writing.
*Take note of which children participated in the classroom journal.
**Pointer Stick Story**

Brown Bear, Brown Bear, What Do You See? I see a red bird looking at me. Red Bird, Red Bird, What Do You See? I see a yellow duck looking at me. Yellow Duck, Yellow Duck, what do you see? I see a blue horse looking at me. Blue Horse, Blue Horse, what do you see? I see a green frog looking at me. Green Frog, Green Frog, what do you see? I see a purple cat looking at me. Purple Cat, Purple Cat, what do you see? I see a white dog looking at me. White Dog, White Dog, what do
you see? I see a black sheep looking at me. Black Sheep, Black Sheep, what do you see? I see a goldfish looking at me. Goldfish, Goldfish what do you see? I see a teacher looking at me. Teacher, Teacher, what do you see? I see children looking at me. Children, Children, what do you see? We see a brown bear, a red bird, a yellow duck, a blue horse, a green frog, a purple cat, a white dog, a black sheep, a goldfish, and a teacher looking at us. That's what we see.
Wednesday, August 25th

Objectives:
* Children will learn that reading is used to gather information.
* Children will begin to recognize key words in the Morning Message.
* Children will see that some of the words in the message start with a capital letter.
* Children will notice that the Morning Message has some punctuation in it.
* Children will learn that literature is valued in the classroom.
* Children will begin to take an interest toward books and reading.
* Children will learn that literature can be entertaining.
* Children will activate prior knowledge about using picture clues.
* Children will practice using picture clues to read the story.
* Children will practice choral reading.
* Children will practice recognizing simple words.
* Children will review their ABC's.
* Children will practice writing the letters in their names.
* Children will begin recognizing each others names.
* Children will begin recognizing that letters have corresponding sounds.
* Children will learn that their speech can be recorded on paper as writing.
* Children will practice using oral language skills.
* Children will practice reading simple words.
* Children will practice tracking print.
* Children will begin to learn reading jargon including word, letters, begins, ends, capital/upper case letter, lower case letter.
* Children will practice writing the letters in their classmates' names.
* Children will practice rhyming words.
* Children will learn that reading is important enough to do for 25 minutes a day.
* Children will begin learning to copy words and sentences.
* Children will begin to generate their own ideas for writing.
* Children will review what was done and learned throughout the day during the classroom journal.

Materials:
* **Nobody's Mother Is in Second Grade.** Written by Robin Pulver. Published by Dial Books For Young Readers, 1992.
* Sentence strip word cards.
Advance Preparation:

*Alphabet Dance Tape. Awesome Affirmations by Julie Pyburn and Joe Peacock.
*1st Grade large lined paper.
*Getting to Know You shoe box and names.
*Tumble Bumble. Written by Felicia Bond. Published by Scholastic, 1996.
*Overhead.
*Overhead transparency of large lined paper.
*Overhead transparency of Pointer Stick Story.

Procedure:

*Write the Morning Message on the board:

Good morning boys and girls! Today is Wednesday, August 25, 1999.

*Sentence strips cut into cards with each word of the story on one.

*Have the children come in and sit at their desks.
*Morning Message: Read the message to the children.
*Have the children gather on the carpet.
*Read Nobody's Mother is in Second Grade aloud.
*Activating Prior Knowledge: Ask the children to remember yesterday when they used the pictures to help them read the story.
*Shared Reading: Choral read Brown Bear, Brown Bear pointing out the picture clues.
*Let children Be the Words: Give each child 1 or more word cards depending on the number of children in the class. Read the story and have the children come to the front of the class and stand in order as their words are called.
*If you have enough children, reread the story just using the cards. Children are the words!
*Sing the ABC song.
*Play and have children dance to the Alphabet Dance. As the tape says the letters, the children form the letters with their bodies.
*Practice writing names: Give children 1st grade large lined paper. Have them write their names several times so that it fills the front and back side of the paper.
*Getting to Know You: Randomly choose a name from the shoe box. This is Wednesday's Special Child of the Day.
*Have the child come up and sit in the special chair.
*Tell the rest of the class to interview the special child. Let 5 children ask questions. Record on the chart paper and then read the child's responses.
Later in the day read the three charts again. Lead the children in reading them chorally. Invite volunteers to come and read each sentence. Guide their hands so that they are tracking the print.

*Focus on the name. Point to the word on the sentence strip. This word is David’s name. Tell the children that it takes many letters to write the name. Count them. Spell the letters in the name. Have the children spell them with you. Point out any interesting things about the name (it has 3 a’s, it begins and ends with the same letter). Point out that the first letter is a capital or upper case letter and that the rest of the letters are small or lower case. Tell children that the first letter in a name is always capitalized or big.

*Take another sentence strip and have children watch as you write the child’s name. Have them chant the spelling of the letters with you. Cut the letters apart and mix them up. Have 3 children put them in the correct order. Have the other children do thumbs up or thumbs down to show if the letters are in the correct order.

*If the name is one syllable, pair the name with other words, some that rhyme with it and some that don’t. Have children give you the thumbs up or thumbs down depending on whether or not the two words rhyme.

*Compare this name with the name from Monday and Tuesday. Are there any similarities? differences?

*Give each child a piece of drawing paper.

*Model writing the name on the board showing how to form each letter. Have them write the child’s name on one side and draw a picture of him or her on the other side. The child gets to take home all of the pictures.

*Word Wall: Add the name to your word wall. Add the 10 Pre-Primer words below.

- big
- for
- go
- my
- one
- red
- said
- to
- we
- see

Point them out, chant their spelling, and have children write them on a piece of 1st grade lined paper.

*Read aloud the poem Lunch Money (Lunch Money p. 7)

*Read and have the children chant the rhyme Two Little Dicky Birds (Mother Goose p. 36)

*Read aloud Tumble Bumble. Point out that many words in this book rhyme.

*Does it rhyme with knee or toe? Have the children stand up. Read the list below. Have the children touch their knees if the word rhymes with knee and their toes if the word rhymes with toe.
*Give all the children a copy of the Pointer Stick Story.
*Use the overhead to show the children how to point to each word as you read.
*Read the story aloud as they point to each word. Then choral read the story as they point to each word.

*DEAR
*Concept of Print Checklist: Do 5+ more children.
*Reading Logs: After DEAR have children take out their reading log notebook and record the title, author, illustrator, and number of pages of the book they read/looked at.
*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines.

My favorite animal is a _________________. I wish I had a ______________________ for a pet.

*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write their favorite animal on the first blank and a pet they would like on the second blank. Model one:

My favorite animal is a panda. I wish I had a cat for a pet.

*Have the children copy the pattern filling in the words. Circulate and help as necessary.
*Classroom Journal: At the end of the day, gather the children on the carpet. Take suggestions of 5 things that were done in school that the whole class did together. Write what the children say on a piece of chart paper. *Read the journal when finished.
*Have all the children sign their names to the bottom. Use their name tags for help.

Evaluation: *Observe how the children respond to Brown Bear, Brown Bear, What Do You See?

Who participated? Who did not participate? Who gave correct, appropriate responses? Who didn’t give correct, appropriate responses? Who knew it was his/her turn to be a word because he/she read it? Who had to be directed to be the word?
*Take note of which children seemed to know the letters of the alphabet and which ones did not.
*Take note of which children could write letters legibly and who could not.
*Take note of who participated in the oral language during Getting to Know You and who did not.
*Take note of who could read the simple words during Getting to Know You and who could not.
*Take note of who could track print and who could not.
*Take note of which children could rhyme with their body parts easily.
*Take note of which children could stay on task and read/look at books for 25 minutes.
*Take note of the children who could copy words legibly.
*Take note of which children could begin to generate their own ideas for writing.
*Take note of which children participated in the classroom journal.
Thursday, August 26th

Objectives:  
* Children will learn that reading is used to gather information.  
* Children will begin to recognize key words in the Morning Message.  
* Children will see that some of the words in the message start with a capital letter.  
* Children will notice that the Morning Message has some punctuation in it.  
* Children will learn that literature is valued in the classroom.  
* Children will begin to take an interest toward books and reading.  
* Children will learn that literature can be entertaining.  
* Children will practice recognizing simple words.  
* Children will begin to learn about and practice sequencing.  
* Children will take note of which words have which letters.  
* Children will begin to learn about sequencing and why it is important.  
* Children will review their ABC's.  
* Children will begin writing the letters in their names.  
* Children will begin recognizing each others names.  
* Children will begin recognizing that letters have corresponding sounds.  
* Children will learn that their speech can be recorded on paper as writing.  
* Children will practice using oral language skills.  
* Children will begin to read simple words.  
* Children will begin to track print.  
* Children will begin to learn reading jargon including word, letters, begins, ends, capital/upper case letter, lower case letter.  
* Children will practice writing the letters in their classmates' names.  
* Children will practice rhyming words.  
* Children will learn that reading is important enough to do for 25 minutes a day.  
* Children will begin learning to copy words and sentences.  
* Children will begin to generate their own ideas for writing.  
* Children will review what was done and learned throughout the day during the classroom journal.

Materials:  
* Sentence strip word cards.
*Alphabatics. Written by Suse MacDonald. Published by Bradbury Press, 1986.

Advance Preparation:  
*Write the Morning Message on the board:

Good morning boys and girls! Today is Thursday, August 26, 1999.

Procedure:  
*Have the children come in and sit at their desks.
*Read the message to the children.
*Have the children gather on the carpet.
*Read The Principal's New Clothes aloud.
*Shared Reading: Read Brown Bear, Brown Bear to the children pointing out that the pages go in a certain order.
*Put the book away and bring out the copied book pages. Line them up on the chalk board ledge in random order. Explain that you mixed up the pages and want to see if the children can put them in the correct order.
*Ask a child to come up and find the first page and put it on the far left of the ledge. Ask the children to give you thumbs up or thumbs down to show if the child is right or wrong. If he/she is right, write a 1 above the page on the chalk board ledge.
*Ask another child to find the second page. Ask he/she how he/she figured out that it was the second page. Thumbs up or thumbs down.
*Ask another child to find the third page. Ask he/she how he/she figured out that it was the third page. Point out that the words on the page can tell you. Brown Bear, Brown Bear, what do you see? I see a red bird looking at me. The next page has a red bird on it.
*Go on throughout the book.
*Finally chorally read the pages to see if they are in correct order.
*Ask the children if they think it is important for the pages of the book to be in the correct order or sequence. Point out that if they weren't, the book wouldn't make sense. Demonstrate by mixing up some pages and reading them.
*Let children Be the Words: Give each child 1 or more word cards depending on the number of children in the class. Read the story and have the children come to the front of the class and stand in order as their words are called.
*If you have enough children, reread the story just using the cards. Children are the words!
*After reading, help the children to sort the words by letter. Write a-z on the chalk board. Ask the children to hold up their card if to has an a in it. Record the words on the board next to a. Count the words and write the number on the board. Ask the children to hold up their cards if it has a b in it. Record the words on the board next to b. Count the words and write the number on the board. Do so for all the letters of the alphabet.
*Point out how many words are in each category. Children will be amazed at how many there are of some letters and how few there are of others.
*Sing the ABC song.
*Share an ABC book: Alphabatics.
*Play and have children dance to the Alphabet Dance. As the tape says the letters, the children form the letters with their bodies.
*Practice writing names: Give children 1st grade large lined paper. Have them write their names several times so that it fills the front and back side of the paper.
*Getting to Know You: Randomly choose a name from the shoe box. This is Thursday’s Special Child of the Day.
*Have the child come up and sit in the special chair.
*Tell the rest of the class to interview the special child. Let 5 children ask questions. Record on the chart paper and then read the child’s responses.
*Later in the day read the four charts again. Lead the children in reading them chorally several times. Invite volunteers to come and read each sentence. Guide their hands so that they are tracking the print.
*Focus on the name. Point to the word on the sentence strip. This word is Sarah’s name. Tell the children that it takes many letters to write the name. Count them. Spell the letters in the name. Have the children spell them with you. Point out any interesting things about the name (it has 3 a's, it begins and ends with the same letter). Point out that the first letter is a capital or upper case letter and that the rest of the letters are small or lower case. Tell children that the first letter in a name is always capitalized or big.
*Take another sentence strip and have children watch as you write the child's name. Have them chant the spelling of the letters with you. Cut the letters apart and mix them up. Have 3 children put them in the correct order. Have the other children do thumbs up or thumbs down to show if the letters are in the correct order.
*If the name is one syllable, pair the name with other words, some that rhyme with it and some that don’t. Have children give you the thumbs up or thumbs down depending on whether or not the two words rhyme.
*Compare this name with the name from Monday, Tuesday, and Wednesday. Are there any similarities? differences?
*Give each child a piece of drawing paper.
*Model writing the name on the board showing how to form each letter. Have them write the child's name on one side and draw a picture of him or her on the other side. The child gets to take home all of the pictures.
*Word Wall: Add the name to your word wall. Add the 10 Pre-Primer words below.

<table>
<thead>
<tr>
<th>where</th>
<th>away</th>
</tr>
</thead>
<tbody>
<tr>
<td>come</td>
<td>find</td>
</tr>
<tr>
<td>here</td>
<td>look</td>
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<tr>
<td>not</td>
<td>run</td>
</tr>
<tr>
<td>two</td>
<td>up</td>
</tr>
</tbody>
</table>

Point them out, chant their spelling, and have children write them on a piece of 1st grade lined paper.
*Read aloud the poem Pledge (Lunch Money p. 8)
*Read and have the children chant the rhyme Hot Cross Buns (Mother Goose p. 41)
*Read aloud School Days. Point out that many words in this book rhyme.
*Does it rhyme with eye or ear? Have the children stand up. Read the list below. Have the children touch their eyes if the word rhymes with eye and their ears if the word rhymes with ear.

<table>
<thead>
<tr>
<th>pie</th>
<th>near</th>
</tr>
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<tbody>
<tr>
<td>dry</td>
<td>tear</td>
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<tr>
<td>sneer</td>
<td>fly</td>
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<tr>
<td>career</td>
<td>year</td>
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<td>sigh</td>
<td>cry</td>
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<td>steer</td>
<td>by</td>
</tr>
<tr>
<td>die</td>
<td>fear</td>
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<td>fry</td>
<td>guy</td>
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<td>hi</td>
<td>dear</td>
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<td>gear</td>
<td>lie</td>
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<td>jeer</td>
<td>my</td>
</tr>
<tr>
<td>pier</td>
<td>pry</td>
</tr>
<tr>
<td>rear</td>
<td>rye</td>
</tr>
<tr>
<td>sly</td>
<td>veer</td>
</tr>
<tr>
<td>try</td>
<td>tie</td>
</tr>
<tr>
<td>hear</td>
<td>why</td>
</tr>
</tbody>
</table>

*Give all the children a copy of the Pointer Stick Story.
*Use the overhead to show the children how to point to each word as you read.
*Read the story aloud as they point to each word. Then choral read the story as they point to each word.
*DEAR
*Concept of Print Checklist: Do 5+ more children.
*Reading Logs: After DEAR have children take out their reading log notebook and record the title, author, illustrator, and number of pages of the book they read/looked at.
*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines.

My favorite sport is ____________________.
My favorite color is _________________. I want to be a _______________________ when I grow up.

*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write their favorite sport on the first blank, their favorite color on the second blank, and what they want to be when they grow up on the third line. Model one:

My favorite sport is softball. My favorite color is red. I want to be a teacher when I grow up.

*Have the children copy the pattern filling in the words. Circulate and help as necessary.
*Classroom Journal: At the end of the day, gather the children on the carpet. Take suggestions of 5 things that were done in school that the whole class did together. Write what the children say on a piece of chart paper. *Read the journal when finished. *Have all the children sign their names to the bottom. Use their name tags for help.

Evaluation:

*Observe how the children respond to Brown Bear, Brown Bear, What Do You See? Who participated? Who did not participate? Who gave correct, appropriate responses? Who didn’t give correct, appropriate responses? Who knew it was his/her turn to be a word because he/she read it? Who had to be directed to be the word? Who could sequence the pages easily? Who had difficulty?

*Take note of which children seemed to know the letters of the alphabet and which ones did not. *Take note of which children knew the letters in the words and could sort easily and which could not. *Take note of which children could write letters legibly and who could not. *Take note of who participated in the oral language during Getting to Know You and who did not.
*Take note of who could read the simple words during Getting to Know You and who could not.
*Take note of who could track print and who could not.
*Take note of which children could rhyme with their body parts easily.
*Take note of which children could stay on task and read/look at books for 25 minutes.
*Take note of the children who could copy words legibly.
*Take note of which children could begin to generate their own ideas for writing.
*Take note of which children participated in the classroom journal.
Objectives:

* Children will learn that reading is used to gather information.
* Children will begin to recognize key words in the Morning Message.
* Children will see that some of the words in the message start with a capital letter.
* Children will notice that the Morning Message has some punctuation in it.
* Children will learn that literature is valued in the classroom.
* Children will learn that literature can be entertaining.
* Children will begin to take an interest toward books and reading.
* Children will learn that literature can be entertaining.
* Children will activate prior knowledge about using picture clues and sequencing.
* Children will practice using picture clues to read the story.
* Children will practice choral reading.
* Children will be introduced to the term character.
* Children will practice recognizing simple words.
* Children will begin to learn about and practice sequencing.
* Children will take note of which words have which letters.
* Children will review their ABC’s.
* Children will begin writing the letters in their names.
* Children will begin recognizing each others names.
* Children will begin recognizing that letters have corresponding sounds.
* Children will learn that their speech can be recorded on paper as writing.
* Children will practice using oral language skills.
* Children will begin to read simple words.
* Children will begin to track print.
* Children will begin to learn reading jargon including word, letters, begins, ends, capital/upper case letter, lower case letter.
* Children will practice writing the letters in their classmates’ names.
* Children will practice rhyming words.
* Children will learn that reading is important enough to do for 25 minutes a day.
* Children will begin learning to copy words and sentences.
* Children will begin to generate their own ideas for writing.
* Children will review what was done and learned throughout the day during the classroom journal.
Materials:


*Drawing paper.


Advance Preparation:

*Write the Morning Message on the board:

Good morning boys and girls! Today is Friday, August 27, 1999.

*Set out the drawing paper.

Procedure:

*Have the children come in and sit at their desks.

*Read the message to the children.

*Have the children gather on the carpet.

*Read My Teacher Sleeps in School aloud.

*Review with the children how to use picture clues to figure out words that are unfamiliar.

*Review why sequencing is important.

*Shared Reading: Choral read Brown Bear, Brown Bear using picture clues and sequencing clues if needed.

*Ask if anyone can tell you what a character is.

*Explain that is character is a person or animal in a story. Point out the many characters in this story.

*Tell the children to pick their favorite and draw a picture of it.

*Sing the ABC song.

*Play and have children dance to the Alphabet Dance. As the tape says the letters, the children form the letters with their bodies.

*Practice writing names: Give children 1st grade large lined paper. Have them write their names several times so that it fills the front and back side of the paper.

*Getting to Know You: Randomly choose a name from the shoe box. This is Friday's Special Child of the Day.

*Have the child come up and sit in the special chair.

*Tell the rest of the class to interview the special child. Let 5 children ask questions. Record on the chart paper and then read the child's responses.

*Later in the day read the five charts again. Lead the children in reading them chorally. Invite volunteers to come and read each sentence. Guide their hands so that they are tracking the print.
*Focus on the name. Point to the word on the sentence strip. This word is Colleen’s name. Tell the children that it takes many letters to write the name. Count them. Spell the letters in the name. Have the children spell them with you. Point out any interesting things about the name (it has 3 a’s, it begins and ends with the same letter). Point out that the first letter is a capital or upper case letter and that the rest of the letters are small or lower case. Tell children that the first letter in a name is always capitalized or big.

*Take another sentence strip and have children watch as you write the child’s name. Have them chant the spelling of the letters with you. Cut the letters apart and mix them up. Have 3 children put them in the correct order. Have the other children do thumbs up or thumbs down to show if the letters are in the correct order.

*If the name is one syllable, pair the name with other words, some that rhyme with it and some that don’t. Have children give you the thumbs up or thumbs down depending on whether or not the two words rhyme.

*Compare this name with the name from Monday, Tuesday, Wednesday, and Thursday. Are there any similarities? differences?

*Give each child a piece of drawing paper.

*Model writing the name on the board showing how to form each letter. Have them write the child’s name on one side and draw a picture of him or her on the other side. The child gets to take home all of the pictures.

*Word Wall: Add the name to your word wall. Add the 10 Pre-Primer words below.

<table>
<thead>
<tr>
<th>blue</th>
<th>down</th>
</tr>
</thead>
<tbody>
<tr>
<td>funny</td>
<td>help</td>
</tr>
<tr>
<td>jump</td>
<td>little</td>
</tr>
<tr>
<td>make</td>
<td>play</td>
</tr>
<tr>
<td>three</td>
<td>yellow</td>
</tr>
</tbody>
</table>

Point them out, chant their spelling, and have children write them on a piece of 1st grade lined paper.

*Read aloud the poem Code (Lunch Money p. 10)

*Read and have the children chant the rhyme Pease Pudding Hot (Mother Goose p. 47)

*Read aloud Feathers for Lunch. Point out that many words in this book rhyme.

*Does it rhyme with head, feet, knee, toe, eye or ear? Have the children stand up. Read the list below. Have the children touch the body part that the word you say rhymes with.
*Tell the children to pretend they are in a grocery store. Tell them to close their eyes and imagine that they are walking down the aisles looking at the food.
*Write each letter of the alphabet on the board.
*Ask for the children to tell you things they found on their "trip to the grocery store" that start with each letter of the alphabet.

*DEAR
*Concept of Print Checklist: Do 5+ more children.
*Reading Logs: After DEAR have children take out their reading log notebook and record the title, author, illustrator, and number of pages of the book they read/looked at.
*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines.

This week in school, I liked it when we __________________. My favorite part so far was when we __________________. I can't wait until we can __________________ again.

*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write something that we did in school that they liked on the first, their favorite part of the week on the second blank, and what they can't wait to do again on the third line. Model one:

This week in school, I liked it when we went to the grocery story. My favorite part so far was when we rhymed with our body parts. I can't wait until we can come to school again.
**Have the children copy the pattern filling in the words. Circulate and help as necessary.**

**Classroom Journal:** At the end of the day, gather the children on the carpet. Take suggestions of 5 things that were done in school that the whole class did together. Write what the children say on a piece of chart paper. **Read the journal when finished.**

**Have all the children sign their names to the bottom. Use their name tags for help.**

**Evaluation:**

*Observe how the children respond to *Brown Bear, Brown Bear, What Do You See?*

Who participated? Who did not participate?  
Who gave correct, appropriate responses?  
Who didn't give correct, appropriate responses?  
Who knew and who understood quickly what a character was?

*Take note of which children seemed to know the letters of the alphabet and which ones did not.  
*Take note of which children knew the letters in the words and could sort easily and which could not.  
*Take note of which children could write letters legibly and who could not.  
*Take note of who participated in the oral language during Getting to Know You and who did not.  
*Take note of who could read the simple words during Getting to Know You and who could not.  
*Take note of who could track print and who could not.  
*Take note of which children could rhyme with their body parts easily.  
*Take note of which children could stay on task and read/look at books for 25 minutes.  
*Take note of the children who could copy words legibly.  
*Take note of which children could begin to generate their own ideas for writing.  
*Take note of which children participated in the classroom journal.
<table>
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<tbody>
<tr>
<td>• Starts on left</td>
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<tr>
<td>• Reads/writes left-to-right</td>
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<td></td>
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<tr>
<td>• Makes return sweep to next line</td>
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<td></td>
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<tr>
<td>• Matches words by pointing to each word as reading</td>
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<td>• Can point to just one word</td>
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<td>• Can point to the first word and the last word</td>
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<td>• Can point to just one letter</td>
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<tr>
<td>• Can point to the first letter and the last letter</td>
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</table>
Week of August 30th - September 3rd

Monday, August 30th

Objectives:
* Children will learn that reading is used to gather information.
* Children will practice making predictions.
* Children will practice checking predictions after reading the story.
* Children will activate prior knowledge about the book or similar books.
* Children will review the terms title, author, and illustrator.
* Children will review their ABC's.
* Children will begin practicing sounds.
* Children will build the relationship between the letter name and the way it is written.
* Children will practice forming sounds in their mouths.
* Children will begin recognizing that letters have corresponding sounds.
* Children will begin to recognize sounds at the beginning of words and at the end of words.
* Children will practice recognizing whether sounds are at the beginning of words or at the end.
* Children will practice writing the letters in their names.
* Children will practice recognizing each others names.
* Children will learn that their speech can be recorded on paper as writing.
* Children will practice using oral language skills.
* Children will practice reading simple words.
* Children will practice tracking print.
* Children will practice reading jargon including word, letters, begins, ends, capital/upper case letter, lower case letter.
* Children will practice writing the letters in their classmates' names.
* Children will learn and practice sight words.
* Children will begin learning to copy words and sentences.
* Children will begin to generate their own ideas for writing.
* Children will practice writing sounds.
* Children will practice using punctuation.
* Children will practice capital letters.
* Children will review what was done and learned during the day by helping to write the classroom journal.

Materials:
* Alphabet Dance Tape. Awesome Affirmations by Julie Pyburn and Joe Peacock.
Advance Preparation:

* Write the Morning Message on the board:
  Good morning boys and girls! Today is Monday, August 30, 1999.

Procedure:

* Have the children come in and sit at their desks.
* Read the message to the children.
* Spelling: Introduce b. Distribute slates, chalk, and erasers. The letter we are going to talk about today is called b. Write the letter b on the chalkboard while saying the name b. Have the children say the name while writing the letter in the air as you write the letter again on the chalkboard. Have the children write the letter on their individual chalkboards, saying the name as they form the letter. Have them print the b several times.
* Tell the children that b makes the /b/ sound. Have the children say the /b/ sound. Have the children write the letter b on the slates, saying the sound /b/ as they write the letter.
* Ask the children to describe what they do with their mouths to make the sound /b/. To make the b sound you press your lips together and then open them forcing some air out of your mouth. Do the /b/ sound. Say baby, bus, bun while pointing to your mouth. Have the class try it. You say the word and then they say the word.
* Have the children erase their slates and then divide them into four parts. Each should have 2 lines drawn in them. Explain that we will play a game that has only one rule: they must say the word after you do.
* Say the word bleach. Have the children repeat the word. Ask them where they put their lips together to make the /b/ sound, at the beginning of the word or at the end? As you say this, point to the first line in the first box indicating the line for the initial sound, then to the second line in the first box indicating the final sound. Tell them to write the b on the line that they think shows where they put their lips together.
*Say the word scrub. Have the children repeat the word. Ask them where they put their lips together to make the /b/ sound in this word, at the beginning of the word or at the end? As you say this, point to the first line in the first box indicating the line for the initial sound, then to the second line in the first box indicating the final sound.
*Dictate butterfly, cub, bacon, brainstorm, and beetle the same way. Then do bathtub. Ask the children which line they put the b on. Explain that this word has the /b/ sound at the beginning and at the end.
*Have the children gather on the carpet.
*Ask the children for suggestions on what the story might be about. Write these on the board.
*Activating Prior Knowledge: Ask the children to remember last week when we read Brown Bear. Brown Bear. What Do You See?
*Discuss the terms title, author, and illustrator and point out what and who those are for this book.
*Shared Reading: Read the story to the children.
*Check to see if any of the predictions made were correct.
*Thumbs up or thumbs down: Read the story again. For each word ask the children if it has the /b/ sound. Thumbs up if it does and thumbs down if it doesn’t.
*Sing the ABC song.
*ABC Book: Read aloud AB See! Point out that this book contains the letters of the alphabet.
*Play and have children dance to the Alphabet Dance.
*Getting to Know You: Randomly choose a name from the shoe box. This is Monday’s Special Child of the Day.
*Have the child come up and sit in a special chair.
*Have the rest of the class ask the child 5 questions. Record and then read the child’s responses.
*Later in the day read the chart again. Lead the children in reading it chorally several times. Invite volunteers to come and read each sentence. Guide their hands so that they are tracking the print.
*Focus on the name. Point to the word on the sentence strip. This word is Chandra’s name. Tell the children it takes many letters to write the name. Count them. Spell the letters in the name. Have the children spell them with you. Point out any interesting things about the name (it has 3 a’s, it begins and ends with the same letter). Point out that the first letter is a capital or upper case letter and that the rest of the letters are small or lower case. Tell children that the first letter in a name is always capitalized or big.
*Take another sentence strip and have children watch as you write the child’s name. Have them chant the spelling of the letters with you. Cut the letters apart and mix them up. Have 3 children put them in the correct order. Have the other children do thumbs up or thumbs down to show if the letters are in the correct order.

*Alphabetize the 6 children’s names and put up for display.

*Compare this name to the names from previous days. It has more letters so it takes longer to say. They both start with the /t/ sound. They both start with s but they don’t sound the same in Sara and Sharon.

*Give each child a piece of drawing paper.

*Model writing the name on the board showing how to form each letter. Have them write the child’s name on one side and draw a picture of him or her on the other side. The child gets to take home all of the pictures.

*Word Wall: Add the name to your word wall. Add the 10 Primer words below:

    am       be
    do       get
    he       no
    on       so
    too      yes

Point them out, chant their spelling, and have the children write them.

*Read the poem Banananananananana (Random House p. 193). Have the children tell you words that have the /b/ sound.

*Read and have the children chant the rhyme Little Blue Ben (Mother Goose p. 84). Have the children tell you words that have the /b/ sound.

*Sing the letter B sound. Class sings song together, then you call on students to volunteer words that begin with b. Each child’s word is incorporated into the song.

Sung to the tune Jimmy Cracked Corn and I Don’t Care.

    Who has a /b/ word to share with us?
    Who has a /b/ word to share with us?
    Who has a /b/ word to share with us?
    It must start with the /b/ sound.

    Baby is a word that starts with /b/.
    Baby is a word that starts with /b/.
    Baby is a word that starts with /b/.
    Baby starts with the /b/ sound.

*B Tongue Twister: Buy Black Bananas.
*Fun Phonics Tape: "Big Black Bugs."
*Brainstorming Sheet: Show children the brainstorming sheet. Explain that each week it will be sent home. They have to find words that have the letters for the week in them. Our letters for this week are B and F. That means you have to find words like bat, baby, rub, fat, cuff, fill. As many as you can think of.
*DEAR
*Reading Logs.
*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines.

Bugs are ____________.
Bears are ____________.
Bugs and bears are ____________.

*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write something about bugs on the first line, something about bears on the second line, and something about both bugs and bears on the third line.
*Have the children copy the pattern filling in the words.
Circulate and help as necessary.
*Classroom journal: At the end of the day, gather the children on the carpet. Tell them that the class is going to write a journal about what happened at school today. Ask children what to write first. Take suggestions of 5 things that were done in school that the whole class did together. Write what the children say on a piece of chart paper.
*Read the journal when finished.
*Have all the children sign their names to the bottom. Use their name tags for help.

Evaluation:
*Could the students make appropriate predications about the story?
*Do the students know the letters of the alphabet?
*Can the students write the letters legibly?
*Can the students make the /b/ sound with their mouths?
*Can the students distinguish beginning from ending sounds?
*Did the students participate in the oral language during Getting to Know You and classroom journal?
*Could the students read the simple words during Getting to Know You?
*Could the students track print?
*Did the children learn and practice sight words?
*Could the students copy words legibly?
*Could the students generate their own ideas for writing during patterned writing and journaling?
Objectives:
* Children will activate prior knowledge about reading the book.
* Children will use picture clues during reading.
* Children will learn the terms same and different and use the terms to generate ideas.
* Children will review their ABC's.
* Children will practice sounds.
* Children will practice forming sounds in their mouths.
* Children will build the relationship between the letter name and the way it is written.
* Children will begin recognizing that letters have corresponding sounds.
* Children will begin to recognize sounds at the beginning of words and at the end of words.
* Children will practice writing the letters in their names.
* Children will practice recognizing each others names.
* Children will learn that their speech can be recorded on paper as writing.
* Children will practice using oral language skills.
* Children will practice reading simple words.
* Children will practice tracking print.
* Children will practice reading jargon including word, letters, begins, ends, capital/upper case letter, lower case letter.
* Children will practice writing the letters in their classmates' names.
* Children will learn and practice sight words.
* Children will practice copying words and sentences.
* Children will begin to generate ideas for writing.
* Children will practice writing sounds.
* Children will practice using punctuation.
* Children will practice writing capital letters.
* Children will practice writing the letters in their classmates' names.
* Children will review what was done and learned during the day by helping to write the classroom journal.

Materials:
* *Alphabet Dance Tape. Awesome Affirmations* by Julie Pyburn and Joe Peacock.
* *Getting to Know You* shoe box and names.
* *Drawing paper.*
* *Dean's Mother Goose Book of Rhymes.* Published by Playmore, Inc., 1977.
* *1st Grade large lined paper.*
* *A slate, chalk, and a sock for an eraser for each child.*
* *There's a Wocket in My Pocket.* Written by Dr. Seuss. Published by Random House, 1974.
Advance Preparation:
*Write the Morning Message on the board:

Good morning boys and girls! Today is Tuesday, August 31, 1999.

Procedure:
*Have the children come in and sit at their desks.
*Read the message to the children.
*Spelling: Practice B. Distribute slates, chalk, and erasers. Today we are going to practice the letter b again. Write the letter b on the chalkboard while saying the name b. Have the children say the name while writing the letter on their individual chalkboards, saying the name as they form the letter. Have them print the b several times.
*Ask children what sound the b makes. Have the children say the /b/ sound.
*Ask the children to describe what they do with their mouths to make the sound /b/. To make the b sound you press your lips together and then open them forcing some air out of your mouth. Do the /b/ sound. Say bacon, cub, beetle.
*Have the class try it. You say the word and then they say the word.
*Have the children erase their slates and then divide them into four parts. Each should have 2 lines drawn in them. Tell them that we will play the game again when you say a word and they repeat the word and write the b on the first line if they hear the /b/ at the beginning of the word or on the second line if they hear the /b/ at the end of the word. Remind them of the rule: they must say the word after you do.
*Say the words and have the children say the words after you: barb, cob, tub, bulb, brook, gob, crib, and billiard. Have the children put the b on the 1st or 2nd lines.
*Activating Prior Knowledge: Ask the children to remember Monday when we read Polar Bear, Polar Bear What Do You Hear?
*Shared Reading: Model reading the story using picture clues.
*Choral read the story.
*Compare Polar Bear, Polar Bear to Brown Bear, Brown Bear. Ask the children to tell you what is the same about the two stories and what is different. Write same and different on the board. List the children's responses under the appropriate heading.
*Sing the ABC song.
*Play and have children dance to the Alphabet Dance.
*Getting to Know You: Randomly choose a name from the shoe box. This is Tuesday's Special Child.
*Have the child come up and sit in a special chair.
*Have the rest of the class ask the child 5 questions. Record and then read the child's responses.
Later in the day read today's chart and the chart from Monday again. Lead the children in reading them chorally. Invite volunteers to come and read each sentence. Guide their hands so that they are tracking the print.

*Focus on the name. Point to the word on the sentence strip. This word is Tina's name. Tell the children that it takes many letters to write the name. Count them. Spell the letters in the name. Have the children spell them with you. Point out any interesting things about the name (it has 3 a's, it begins and ends with the same letter). Point out that the first letter is a capital or upper case letter and that the rest of the letters are small or lower case. Tell children that the first letter in a name is always capitalized or big.

*Take another sentence strip and have children watch as you write the child's name. Have them chant the spelling of the letters with you. Cut the letters apart and mix them up. Have 3 children put them in the correct order. Have the other children do thumbs up or thumbs down to show if the letters are in the correct order.

*Alphabetize the children's names and put up for display.

*Compare the child's names with those from previous days. Are their similarities or differences? Does it rhyme with another name. Does it have some of the same letters? Is it a long name so it takes longer to say than Pat or Jan?

*Give each child a piece of drawing paper.

*Model writing the name on the board showing how to form each letter. Have them write the child's name on one side and draw a picture of him or her on the other side. The child gets to take home all of the pictures.

*Word Wall: Add the name to your word wall. Add the 10 Primer words below:

   all   did
   are   good
   at    she
   black ate
   but   brown

Point them out, chant their spelling, and have the children write them.

*Read the poem Broom Balancing (Random House p. 122). Have the children tell you words that have the /b/ sound.

*Read and have the children chant the rhyme Bye Baby Bunting (Mother Goose p. 148). Have the children tell you words that have the /b/ sound.

*Share a rhyming book: There's a Wocket in My Pocket.
*Scavenger Hunt: Assign the children into teams. Send them on a scavenger hunt around the room to find and copy words that have the /b/ sound. Demonstrate several words first. Say and write basketball, tab, and tumble. The pair to find the most words gets a special prize.

*DEAR

*Reading Logs.

*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines.

______________ are big.
______________ black.
______________ are black and brown.

*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write something that is big on the first line, something that is black on the second line, and something that is brown and black on the third line. Encourage them to use foods that have the b sound in them if possible.

*Have the children copy the pattern filling in the words. Circulate and help as necessary.

*Classroom journal: At the end of the day, gather the children on the carpet to write the journal. Take suggestions of 5 things that were done in school that the whole class did together. Write what the children say on a piece of chart paper.

*Read the journal when finished.

*Have all the children sign their names to the bottom. Use their name tags for help.

**Evaluation:**

*Did children activate prior knowledge about the book?*  
*Did children use picture clues as modeled by the teacher?*  
*Did students understand and use correctly the terms same and different?*  
*Do the students know the letters of the alphabet?*  
*Can the students write the letters legibly?*  
*Could the children find words that had the /b/ sound at the beginning? in the middle? at the end?*  
*Did the students participate in the oral language during Getting to Know You and classroom journal?*  
*Could the students read the simple words during Getting to Know You?*  
*Could the students track print?*  
*Could the students copy words legibly?*  
*Did the children learn and practice sight words?*  
*Could the students generate their own ideas for writing during patterned writing and journaling?*
**Wednesday, September 1st**

Objectives:

* Children will activate prior knowledge about using picture clues.
* Children will practice using picture clues.
* Children will practice choral reading.
* Children will review what beginning, middle, and end of story mean.
* Children will practice naming the beginning, middle, and end of the story.
* Children will review their ABC's.
* Children will begin practicing sounds.
* Children will build the relationship between the letter name and the way it is written.
* Children will practice forming sounds in their mouths.
* Children will begin recognizing that letters have corresponding sounds.
* Children will begin to recognize sounds at the beginning of words and at the end of words.
* Children will practice writing the letters in their names.
* Children will practice recognizing each others names.
* Children will learn that their speech can be recorded on paper as writing.
* Children will practice using oral language skills.
* Children will practice reading simple words.
* Children will practice tracking print.
* Children will practice reading jargon including word, letters, begins, ends, capital/upper case letter, lower case letter.
* Children will practice writing the letters in their classmates' names.
* Children will learn and practice sight words.
* Children will begin learning to copy words and sentences.
* Children will begin to generate their own ideas for writing.
* Children will practice writing sounds.
* Children will practice using punctuation.
* Children will practice capital letters.
* Children will review what was done and learned during the day by helping to write the classroom journal.

Materials:

* Alphabet Dance Tape. Awesome Affirmations by Julie Pyburn and Joe Peacock.
* Getting to Know You shoe box and names.
* Sentence strips.
* Drawing paper.
Advance Preparation:

-Procedures:

-Write the Morning Message on the board:

  Good morning boys and girls! Today is Thursday, September 2, 1999.

Procedure:

- Have the children come in and sit at their desks.
- Read the message to the children.
- Spelling: Introduce F. Distribute slates, chalk, and erasers. The letter we are going to talk about today is called f. Write the letter f on the chalkboard while saying the name f. Have the children say the name while writing the letter in the air as you write the letter again on the chalkboard. Have the children write the letter on their individual chalkboards, saying the name as they form the letter. Have them print the f several times.
- Tell the children that f makes the /f/ sound. Have the children say the /f/ sound. Have the children write the letter f on the slates, saying the sound /f/ as they write the letter.
- Ask the children to describe what they do with their mouths to make the sound /f/. To make the f sound you press your top teeth against your bottom lip and force air out. Do the /f/ sound. Say fun, fairy, flute while pointing to your mouth.
- Have the class try it. You say the word and then they say the word.
- Have the children erase their slates and then divide them into four parts. Each should have 2 lines drawn in them. Tell them that we will play the game with words that have the letter and sound of f. Remind them of the rule: they must say the word after you do.
- Say the word frontier. Have the children repeat the word. Ask them where they put their lips together to make the /f/ sound, at the beginning of the word or at the end? As you say this, point to the first line in the first box indicating the line for the initial sound, then to the second line in the first box indicating the final sound. Tell them to write the f on the line that they think shows where they put their teeth on their lips.
- Say the word calf. Have the children repeat the word. Ask them where they put their lips together to make the /f/ sound in this word, at the beginning of the word or at the end? As you say this, point to the first line in the first box indicating the line for the initial sound, then to the second line in the first box indicating the final sound.
*Dictate frown, cliff, half, faster, funny, folder, fluff, father, belief, reef, if, fifty, further, elf.

*Have the children gather on the carpet.

*Activating Prior Knowledge: Remember how we used the pictures to read words we didn’t know?

*Shared Reading: Choral read using picture clues.

*Beginning, Middle, and End: Ask children to remember last week when we put the pages of Brown Bear, Brown Bear in order. We put the what happened at the beginning of the story first, what happened in the middle of the story in the middle, and what happened at the end of the story at the end. What is the beginning of Polar Bear, Polar Bear? What is the middle? What is the end?

*Let children Be the Words: Give each child 1 or more word cards depending on the number of children in the class. Read the story and have the children come to the front of the class and stand in order as their words are called.

*If you have enough children, reread the story just using the cards. Children are the words!

*Thumbs up or thumbs down: Read the story again. For each word ask the children if it has the /f/ sound. Thumbs up if it does and thumbs down if it doesn’t.

*Sing the ABC song.

*ABC Book: Read aloud Anno’s Alphabet. Point out that this book contains the letters of the alphabet.

*Play and have children dance to the Alphabet Dance.

*Getting to Know You: Randomly choose a name from the shoe box. This is Wednesday’s Special Child

*Have the child come up and sit in a special chair.

*Have the rest of the class ask the child 5 questions. Record and then read the child’s responses.

*Later in the day read the week’s charts again. Lead the children in reading them chorally several times. Invite volunteers to come and read each sentence. Guide their hands so that they are tracking the print.

*Focus on the name. Point to the word on the sentence strip. This word is Jan’s name. Tell the children that it takes many letters to write the name. Count them. Spell the letters in the name. Have the children spell them with you. Point out any interesting things about the name (it has 3 a’s, it begins and ends with the same letter). Point out that the first letter is a capital or upper case letter and that the rest of the letters are small or lower case. Tell children that the first letter in a name is always capitalized or big.

*Take another sentence strip and have children watch as you write the child’s name. Have them chant the spelling of the letters with you. Cut the letters apart and mix them up. Have 3 children put them in the correct order. Have the other children do thumbs up or thumbs down to show if the letters are in the correct order.

*Alphabetize the children’s names and put up for display.
Advance Preparation:

* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.

Write the Morning Message on the board:

Good morning boys and girls! Today is Monday, September 13, 1999. We have ______ at ________ and _________ at ___________. (List specials and their times.)

* Have the children come in and sit at their desks.
* Ask the children if they can read any of the words in the message.
* Spelling: Introduce T. Distribute slates, chalk, and erasers. The letter we are going to talk about today is called t. Write the letter t on the chalkboard while saying the name t. Have the children say the name while writing the letter in the air as you write the letter again on the chalkboard. Have the children write the letter on their individual chalkboards, saying the name as they form the letter. Have them print the t several times.
* Tell the children that t makes the /t/ sound. Have the children say the /t/ sound. Have the children write the letter t on the slates, saying the sound /t/ as they write the letter.
* Ask the children to describe what they do with their mouths to make the sound /t/. To make the t sound you press your tongue against your top teeth and force air out of your mouth. Do the /t/ sound. Say tie, ton, put while pointing to your mouth. Have the class try it. You say the word and then they say the word.
* Have the children erase their slates and then divide them into four parts. Each should have 2 lines drawn in them. Tell them that we will play the game where you say word and they repeat it writing the letter t on the first line if they hear the /t/ sound at the beginning of the word or on the second line if they hear the /t/ sound at the end of the word. Remind them of the rule: they must say the word after you do.
Say the word today. Have the children repeat the word. Ask them where they put their tongue on the back of their teeth to make the /t/ sound, at the beginning of the word or at the end? As you say this, point to the first line in the first box indicating the line for the initial sound, then to the second line in the first box indicating the final sound. Tell them to write the t on the line that they think shows where they put their tongue on the back of their teeth.

Say the word right. Have the children repeat the word. Ask them where they put their tongue on the back of their teeth to make the /t/ sound in this word, at the beginning of the word or at the end? As you say this, point to the first line in the first box indicating the line for the initial sound, then to the second line in the first box indicating the final sound.

Dictate limit, tent, ten, tender, jacket, table, and headlight.

Have the children gather on the carpet.

Picture Walk-Through: Do a picture walk-through of Where's Spot? showing the pictures.

Ask the children for predictions on what the story might be about. Write these on the board.

Activating Prior Knowledge: Who has a dog for a pet? Has it ever been lost? Where did you look for it?

Title, author, and illustrator: The title of this book is Where's Spot? What does the word title mean? The author of this book is Eric Hill. What does author mean? The illustrator of this book is Eric Hill. What does illustrator mean? Eric Hill drew the pictures and wrote the words for this book.

Shared Reading: Read the story to the children.

Check to see if any of the predictions made were correct.

Character: Review what characters are and have children name those in the story. Have children make a character mobile.

Thumbs up or thumbs down: Read the story again. For each word ask the children if it has the /t/ sound. Thumbs up if it does and thumbs down if it doesn't.

Sing the ABC song.

Getting to Know You: Randomly choose a name from the shoe box. This is Monday's Special Child.

Have the child come up and sit in a special chair.

Have the rest of the class ask the child 5 questions. Record and then read the child's responses.

Later in the day read the chart again. Lead the children in reading it chorally. Invite volunteers to come and read each sentence. Guide their hands so that they are tracking the print.
*Focus on the name. Point to the word on the sentence strip. This word is Melissa's name. Tell the children that it takes many letters to write the name. Count them. Spell the letters in the name. Have the children spell them with you. Point out any interesting things about the name (it has 3 a’s, it begins and ends with the same letter). Point out that the first letter is a capital or upper case letter and that the rest of the letters are small or lower case. Tell children that the first letter in a name is always capitalized or big.

*Take another sentence strip and have children watch as you write the child's name. Have them chant the spelling of the letters with you. Cut the letters apart and mix them up. Have 3 children put them in the correct order. Have the other children do thumbs up or thumbs down to show if the letters are in the correct order.

*Alphabetize the children’s names and put up for display.

*Compare this name to the names from previous days. It has more letters so it takes longer to say. They both start with the /t/ sound. They both start with s but they don’t sound the same in Sara and Sharon.

*Give each child a piece of drawing paper.

*Model writing the name on the board showing how to form each letter. Have them write the child's name on one side and draw a picture of him or her on the other side. The child gets to take home all of the pictures.

*Word Wall: Add the name to your word wall. Add 5 1st Grade Dolch words: ask, her, him, his, and let.

*Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word--A - S - K Ask! Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.

*Read the poem Thoughts on Talkers (Random House p. 157). Have children tell you the t words.

*Read and have the children chant the rhyme Twinkle, Twinkle, Little Star (Mother Goose p. 129). Have children tell your the t words.
*Sing the letter T sound. Class sings song together, then you call on students to volunteer words that begin with t. Each child's word is incorporated into the song.

Sung to the tune Jimmy Cracked Corn and I Don't Care.

Who has a /t/ word to share with us?
Who has a /t/ word to share with us?
Who has a /t/ word to share with us?
It must start with the /t/ sound.

Table is a word that starts with /t/.
Table is a word that starts with /t/.
Table is a word that starts with /t/.
Table starts with the /t/ sound.

*T Tongue Twister: Ten Trolls Tell Tales.
*Fun Phonics Tape: "Talking Tomatoes."
*Brainstorming Sheet goes home.
*DEAR: Meet with 5 + kids each day individually to check reading skill progression.
*Reading Logs.
*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines.

Today is ________________.
Tomorrow will be ________________.
What was yesterday? ________________

*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write Tuesday in the first blank, Wednesday in the second blank and what day yesterday was in the third blank. Point out that the first letter of the first word in each sentence is a capital letter. Point out that at the end of each line there is either a dot called a period or a question mark. This lets the reader know to stop and pause before reading on. Demonstrate by pausing between sentences and then not pausing. Tell the children that a period goes at the end of a sentence that tells us something. A sentence that asks something is called a question and it gets a question mark. Write one on the board. Have children practice making question marks on scratch paper. Write a question on the board. What day is it? Read it to the children and tell them that this is a question because I am asking for information so I put a question mark.
*Have the children copy the pattern filling in the words. Circulate and help as necessary.
*Classroom journal: At the end of the day, gather the children on the carpet. Tell them that the class is going to write a journal about what happened at school today.
*Ask children what to write first. Take suggestions of 5 things that were done in school that the whole class did together. Write what the children say on a piece of chart paper.
*Read the journal when finished.
*Have all the children sign their names to the bottom. Use their name tags for help.

**Evaluation:**

*Could the students define the terms title, author, and illustrator?*
*Could the students make appropriate predications about the story?*
*Could the students name the characters in *Where's Spot?*
*Do the students know the letters of the alphabet?*
*Can the students write the letters legibly?*
*Can the students make the /t/ sound with their mouths?*
*Can the students distinguish beginning from ending sounds?*
*Did the students participate in the oral language during Getting to Know You and classroom journal?*
*Could the students read the simple words during Getting to Know You?*
*Could the students track print?*
*Did the children learn and practice sight words?*
*Could the students copy words legibly?*
*Did children practice using periods and question marks during patterned writing?*
*Could the students generate their own ideas for writing during patterned writing and journaling?*
*Did the children practice using capital letters?
Tuesday, September 14th

Objectives:
* Children will activate prior knowledge reading the book yesterday.
* Children will practice using picture clues to read unfamiliar words.
* Children will practice choral reading.
* Children will practice sequencing the story.
* Children will review their ABC's.
* Children will build the relationship between the letter name and the way it is written.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will discern between sounds at the beginning of words and at the end of words.
* Children will practice recognizing each other's names.
* Children will practice using oral language skills.
* Children will practice reading simple words.
* Children will practice tracking print.
* Children will practice writing the letters in their classmates' names.
* Children will learn and practice sight words.
* Children will practice searching for words that start with the focus sound.
* Children will practice coping words and sentences.
* Children will generate their own ideas for writing.
* Children will practice writing sounds.
* Children will learn the difference between a period and a question mark.
* Children will learn the difference between a sentence that requires a period and a sentence that requires a question mark.
* Children will practice using punctuation.
* Children will practice capital letters.
* Children will review what was done and learned during the day by helping to write the classroom journal.

Materials:
* Copied pages of the book.
* Getting to Know You shoe box and names.
* Sentence strips.
* Drawing paper.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
Advance Preparation:

*Write the Morning Message on the board:

Good morning boys and girls! Today is Tuesday, September 14, 1999. We have __________ at ________ and __________ at ________.

(List specials and their times.)

*Divide the class into partners for the scavenger hunt.

Procedure:

*Have the children come in and sit at their desks.
*Ask the children if they can read any of the words in the message.
*Spelling: Practice T. Distribute slates, chalk, and erasers. Today we are going to practice the letter t again. Write the letter t on the chalkboard while saying the name t. Have the children say the name while writing t on their individual chalkboards. Have them print the t several times.
*Ask the children what sound the t makes. Have the children say the /t/ sound.
*Ask the children to describe what they do with their mouths to make the sound /t/. To make the t sound you press your tongue against your top teeth and force air out of your mouth. Do the /t/ sound. Say tick, type, brat while pointing to your mouth.
*Have the class try it. You say the word and then they say the word.
*Have the children erase their slates and then divide them into four parts. Each should have 2 lines drawn in them. Tell them that we will play the game where you say word and they repeat it writing the letter t on the first line if they hear the /t/ sound at the beginning of the word or on the second line if they hear the /t/ sound at the end of the word. Remind them of the rule: they must say the word after you do.
*Say the word tallest. Have the children repeat the word. Ask them where they put their tongue on the back of their teeth to make the /t/ sound, at the beginning of the word or at the end? As you say this, point to the first line in the first box indicating the line for the initial sound, then to the second line in the first box indicating the final sound. Tell them to write the t on the line that they think shows where they put their tongue on the back of their teeth.
*Say the word coat. Have the children repeat the word. Ask them when they put their tongue on the back of their teeth to make the /t/ sound in this word, at the beginning of the word or at the end? As you say this, point to the first line in the first box indicating the line for the initial sound, then to the second line in the first box indicating the final sound.
*Dictate toast, cut, town, part, transport, and terrible.
*Have the children gather on the carpet.
*Activating Prior Knowledge: Remember looking for Spot yesterday? He's lost again!

*Shared Reading: Model using picture clues to read the story. Choral read.

*Put the book away and bring out the copied book pages. Line them up on the chalkboard ledge in random order. Explain that you mixed up the pages and want to see if the children can put them in the correct order.

*Ask a child to come up and find the first page and put it on the far left of the ledge. Ask the children to give you thumbs up or thumbs down to show if the child is right or wrong. If he/she is right, write a 1 above the page on the chalkboard ledge.

*Ask another child to find the second page. Ask h/she how he/she figured out that it was the second page. Thumbs up or thumbs down.

*Ask another child to find the third page. Ask he/she how he/she figured out that it was the third page.

*Go on throughout the book.

*Sing the ABC song.

*Getting to Know You: Randomly choose a name from the shoe box. This is Tuesday's Special Child.

*Have the child come up and sit in a special chair.

*Have the rest of the class ask the child 5 questions. Record and then read the child's responses.

*Later in the day read this week's charts again. Lead the children in reading them chorally. Invite volunteers to come and read each sentence. Guide their hands so that they are tracking the print.

*Focus on the name. Point to the word on the sentence strip. This word is Sam's name. Tell the children that it takes many letters to write the name. Count them. Spell the letters in the name. Have the children spell them with you. Point out any interesting things about the name (it has 3 a's, it begins and ends with the same letter). Point out that the first letter is a capital or upper case letter and that the rest of the letters are small or lower case. Tell children that the first letter in a name is always capitalized or big.

*Take another sentence strip and have children watch as you write the child's name. Have them chant the spelling of the letters with you. Cut the letters apart and mix them up. Have 3 children put them in the correct order. Have the other children do thumbs up or thumbs down to show if the letters are in the correct order.

*Alphabetize the children's names and put up for display.

*Compare this name to the names from previous days. It has more letters so it takes longer to say. They both start with the /t/ sound. They both start with s but they don't sound the same in Sara and Sharon.

*Give each child a piece of drawing paper.

*Model writing the name on the board showing how to form each letter. Have them write the child's name on
one side and draw a picture of him or her on the other side. The child gets to take home all of the pictures.
*Word Wall: Add the name to your word wall.
*Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- A - S - K Ask! Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.
*Read the poem Toney Baloney (Random House p. 109). Have the children tell you the t words.
*Read and have the children chant the rhyme There was once a nice little dog Trim (Mother Goose p. 102). Have the children tell you the t words.
*Reading Rhyming Book: I Know an Old Lady Who Swallowed a Fly.
*Scavenger Hunt: Assign the children into teams. Send them on a scavenger hunt around the room to find and copy words that have the /t/ sound. Demonstrate several words first. Say and write tube, stapler, seat, tan crayon. The pair to find the most words gets a special prize.
*DEAR: Meet with 5+ kids each day individually to check reading skill progression.
*Reading Logs.
*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines.

___________ are my favorite food.
___________ is my favorite drink.
___________ is my favorite TV show.
___________ is your favorite TV show?

*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write their favorite food on the first blank, their favorite thing to drink on the second blank, their favorite TV show on the third blank, and what show they want to ask me is my favorite show on the fourth blank. Point out that the first letter of the first word in each sentence is a capital letter. Point out that at the end of each line there is a period or a question mark. Tell the children that a period goes that the end of a sentence that tells us something. A sentence that asks something is called a question and it gets a question mark. Write one on the board. Have children practice making question marks on scratch
paper. Which sentence in our frame is a question? Why? It is a question because it is asking something.

*Have the children copy the pattern filling in the words. Circulate and help as necessary.
*Classroom journal: At the end of the day, gather the children on the carpet. Tell them that the class is going to write a journal about what happened at school today.
*Ask children what to write first. Take suggestions of 5 things that were done in school that the whole class did together. Write what the children say on a piece of chart paper.
*Read the journal when finished.
*Have all the children sign their names to the bottom.

Evaluation:
*Did the children activate prior knowledge of reading the book yesterday?
*Did children use picture clues to read unfamiliar words?
*Could students sequence the story?
*Do the students know the letters of the alphabet?
*Can the students write the letters legibly?
*Can the students make the /t/ sound with their mouths?
*Can the students distinguish beginning from ending sounds?
*Did the students participate in the oral language during Getting to Know You and classroom journal?
*Could the students read the simple words during Getting to Know You?
*Could the students track print?
*Did the children learn and practice sight words?
*Could the students copy words legibly?
*Did the children find words that start with the focus sound?
*Could the students generate their own ideas for writing during patterned writing and journaling?
*Did the children display knowledge of the difference between a period and a question mark and the sentences that require each?
*Did the children practice using punctuation?
*Did the children practice capital letters?
Wednesday, September 15th

Objectives:
*Children will activate prior knowledge about using picture clues.
*Children will review beginning, middle, and end of story.
*Children will name the beginning, middle, and end of this story.
*Children will participate in the reading of the story.
*Children will review their ABC’s.
*Children will build the relationship between the letter name and the way it is written.
*Children will practice forming sounds in their mouths.
*Children will match letters to their corresponding sounds.
*Children will discern between sounds at the beginning of words and at the end of words.
*Children will practice recognizing each others names.
*Children will practice using oral language skills.
*Children will practice reading simple words.
*Children will practice tracking print.
*Children will practice writing the letters in their classmates’ names.
*Children will learn and practice sight words.
*Children will practice copying words and sentences.
*Children will generate their own ideas for writing.
*Children will practice writing sounds.
*Children will learn the difference between a period and a question mark.
*Children will learn the difference between a sentence that requires a period and a sentence that requires a question mark.
*Children will practice using punctuation.
*Children will practice capital letters.
*Children will review what was done and learned during the day by helping to write the classroom journal.

Materials:
*Where’s Spot? Written by Eric Hill. Published by G. P. Putnam’s Sons, 1980.
*Let Children Be the Words sentence strip cards.
*Getting to Know You shoe box and names.
*Sentence strips.
*Drawing paper.
*Dean’s Mother Goose Book of Rhymes. Published by Playmore, Inc., 1977.
*Fun Phonics Tape.
*1st Grade large lined paper.
*A slate, chalk, and a sock for an eraser for each child.
Advance Preparation:

*Write the Morning Message on the board:

Good morning boys and girls! Today is Wednesday, September 15, 1999. We have __________ at __________ and __________ at __________.
(List specials and their times.)

*Write and cut apart Let Children Be the Words for Where’s Spot.

Procedure:

*Have the children come in and sit at their desks.
*Ask the children if they can read any of the words in the message.
*Spelling: Introduce S. Distribute slates, chalk, and erasers. The letter we are going to talk about today is called s. Write the letter s on the chalkboard while saying the name s. Have the children say the name while writing the letter in the air as you write the letter again on the chalkboard. Have the children write the letter on their individual chalkboards, saying the name as they form the letter. Have them print the s several times.
*Tell the children that s makes the /s/ sound. Have the children say the /s/ sound. Have the children write the letter s on the slates, saying the sound /s/ as they write the letter.
*Ask the children to describe what they do with their mouths to make the /s/ sound. To make the s sound you put your teeth together, put your tongue right behind your teeth, and then force air out of your mouth. Do the /s/ sound. Say see, sun, sidewalk while pointing to your mouth.
*Have the class try it. You say the word and then they say the word.
*Have the children erase their slates and then divide them into four parts. Each should have 2 lines drawn in them. Tell them that we will play the game where you say word and they repeat it writing the letter s on the first line if they hear the /s/ sound at the beginning of the word or on the second line if they hear the /s/ sound at the end of the word. Remind them of the rule: they must say the word after you do.
*Say the word seven. Have the children repeat the word. Ask them where they put their teeth together and their tongue right behind their teeth to make the /s/ sound, at the beginning of the word or at the end? As you say this, point to the first line in the first box indicating the line for the initial sound, then to the second line in the first box indicating the final sound. Tell them to write the t on the line that they think shows where they put their tongue on the back of their teeth.
*Say the word atlas. Have the children repeat the word. Ask them where they put their teeth together and their tongue right behind their teeth to make the /s/ sound, at the beginning of the word or at the end? As you say this, point to the first line in the first box indicating the line for the initial sound, then to the second line in the first box indicating the final sound.

*Dictate sunshine, sorting, Sam, bus, support and bakes.

*Shared Reading: Choral read using picture clues.

*Beginning, Middle, and End: Ask children to tell you what happened at the beginning, middle, and end of the story.

*Let Children Be the Words: Give each child 1 or more word cards depending on the number of children in the class. Read the story and have the children come to the front of the class and stand in order as their words are called.

*If you have enough children, reread the story just using the cards. Children are the words!

*Thumbs up or thumbs down: Read the story. Have children give you thumbs up if the word has the t sound and thumbs down if it does not.

*Sing the ABC song.

*Getting to Know You: Randomly choose a name from the shoe box. This is Wednesday's Special Child.

*Have the child come up and sit in a special chair.

*Have the rest of the class ask the child 5 questions. Record and then read the child's responses.

*Later in the day read today's chart and the other charts from the week again. Lead the children in reading them chorally. Invite volunteers to come and read each sentence. Guide their hands so that they are tracking the print.

*Focus on the name. Point to the word on the sentence strip. This word is Marshall’s name. Tell the children it takes many letters to write the name. Count them. Spell the letters in the name. Have the children spell them with you. Point out any interesting things about the name (it has 3 a's, it begins and ends with the same letter). Point out that the first letter is a capital or upper case letter and that the rest of the letters are small or lower case. Tell children that the first letter in a name is always capitalized or big.

*Take another sentence strip and have children watch as you write the child's name. Have them chant the spelling of the letters with you. Cut the letters apart and mix them up. Have 3 children put them in the correct order. Have the other children do thumbs up or thumbs down to show if the letters are in the correct order.

*Alphabetize the children's names and put up for display.
*Compare this name to the names from previous days. It has more letters so it takes longer to say. They both start with the /t/ sound. They both start with s but they don't sound the same in Sara and Sharon.

*Give each child a piece of drawing paper.

*Model writing the name on the board showing how to form each letter. Have them write the child's name on one side and draw a picture of him or her on the other side. The child gets to take home all of the pictures.

*Word Wall: Add the name to your word wall.

*DAILY WORD PRACTICE: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- A - S - K  Ask! Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.

*Read the poem Sing Me a Song of Teapots and Trumpets (Random House p. 193). Have children tell you the words that have the s sound.

*Read and have the children chant the rhyme Sing a Song of Sixpence (Mother Goose p. 12). Have children tell you the words that have the s sound.

*Sing the letter S sound. Class sings song together, then you call on students to volunteer words that begin with s. Each child's word is incorporated into the song.

Sung to the tune Jimmy Cracked Corn and I Don't Care.

Who has a /s/ word to share with us?
Who has a /s/ word to share with us?
Who has a /s/ word to share with us?
It must start with the /s/ sound.

Sip is a word that starts with /s/.
Sip is a word that starts with /s/.
Sip is a word that starts with /s/.
Sip starts with the /s/ sound.

*S Tongue Twister: Stop Selling Sam's Socks.

*Fun Phonics Tape: "My Silly Sister Sally."

*DEAR: Meet with 5+ kids each day individually to check reading skill progression.

*Reading Logs.

*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines. Leave out the punctuation.
I saw a ________________
Sarah saw a ________________
Sarah and I saw a ________________

*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write something in the first blank that they might see that starts with the letter s. In the second blank, they should write something that Sarah might have seen that starts with an s. In the third blank, they should write something that both Sarah and they could have seen that starts with the letter s. Point out that the first letter of the first word in each sentence is a capital letter. Point out that at the end of each line there should be either a period or a question mark but I forgot to write them in. It is your job to help me figure out which one. Ask for suggestions. Ask why they think so. Put the periods in. Tell them these frames are all telling sentences. There are no asking sentences.
*Have the children copy the pattern filling in the words. Circulate and help as necessary.
*Classroom journal: At the end of the day, gather the children on the carpet to write the journal. Ask children what to write first. Take suggestions of 5 things that were done in school that the whole class did together. Write what the children say on a piece of chart paper.
*Read the journal when finished.
*Have all the children sign their names to the bottom. Use their name tags for help.

Evaluation:
*Did the children activate prior knowledge about using picture clues?
*Did children name the beginning, middle, and end of this story?
*Did children participate in the reading of the story?
*Did the students know when it was their word during Let the Children Be the Words?
*Do the students know the letters of the alphabet?
*Can the students write the letters legibly?
*Can students make the /s/ sound with their mouths?
*Can students tell beginning from ending sounds?
*Did the students participate in the oral language during Getting to Know You and classroom journal?
*Could the students read the simple words during Getting to Know You?
*Could the students track print?
*Did the children learn and practice sight words?
*Could the students copy words legibly?
*Could students distinguish between a sentence that requires a period and one that requires a question mark?
*Did children practice using punctuation?
*Could the students generate their own ideas for writing during patterned writing and journaling?
Thursday, September 16th

Objectives:
* Children will participate in the reading of the story.
* Children will practice responding to a story through their reading response logs.
* Children will review their ABC's.
* Children will build the relationship between the letter name and the way it is written.
* Children will practice forming sounds in their mouths.
* Children will match letters to corresponding sounds.
* Children will discern between sounds at the beginning of words and at the end of words.
* Children will practice recognizing each others names.
* Children will practice using oral language skills.
* Children will practice reading simple words.
* Children will practice tracking print.
* Children will practice writing their classmates' names.
* Children will learn and practice sight words.
* Children will practice searching for words that start with the focus sound.
* Children will practice coping words and sentences.
* Children will generate their own ideas for writing.
* Children will practice writing sounds.
* Children will learn the difference between a period and a question mark.
* Children will learn the difference between a sentence that requires a period and a sentence that requires a question mark.
* Children will practice using punctuation.
* Children will practice capital letters.
* Children will review what was done and learned during the day by helping to write the classroom journal.

Materials:
* Getting to Know You shoe box and names.
* Sentence strips.
* Drawing paper.
* 1st Grade lined paper.
* A slate, chalk, and a sock for an eraser for each child.

Advance Preparation:
* Write the Morning Message on the board:

  Good morning boys and girls! Today is Thursday, September 16, 1999. We have _____________ at _________ and _____________ at _________.
  (List specials and their times.)

* Put the children into pairs for the scavenger hunt.
Procedure:

* Have the children come in and sit at their desks.
* Ask the children if they can read any of the words in the message.
* Spelling: Practice S. Distribute slates, chalk, and erasers. Today we are going to practice the letter s again. Write the letter s on the chalkboard while saying the name s. Have the children say the name on their individual chalkboards, saying the name as they form the letter. Have them print the s several times.
* Ask the children what sound the s makes. Have the children say the /s/ sound.
* Ask the children to describe what they do with their mouths to make the sound /s/. To make the s sound you put your teeth together, put your tongue right behind your teeth, and then force air out of your mouth. Do the /s/ sound. Say sunsets, lakes, superior, summer while pointing to your mouth.
* Have the class try it. You say the word and then they say the word.
* Have the children erase their slates and then divide them into four parts. Each should have 2 lines drawn in them. Tell them that we will play the game where you say word and they repeat it writing the letter s on the first line if they hear the /s/ sound at the beginning of the word or on the second line if they hear the /s/ sound at the end of the word. Remind them of the rule: they must say the word after you do.
* Say the word units. Have the children repeat the word. Ask them where they put their teeth together, put their tongues right behind their teeth, and then force air out of their mouths to make the /s/ sound, at the beginning of the word or at the end? As you say this, point to the first line in the first box indicating the line for the initial sound, then to the second line in the first box indicating the final sound. Tell them to write the s on the line that they think shows where they put their teeth together, put their tongues right behind their teeth, and then force air out of their mouths.
* Say the word stocking. Have the children repeat the word. Ask them where they put their teeth together, put their tongues right behind their teeth, and then force air out of their mouths to make the /s/ sound, at the beginning of the word or at the end? As you say this, point to the first line in the first box indicating the line for the initial sound, then to the second line in the first box indicating the final sound.
* Dictate sis, sudden, gets, sweets, sent supper, cakes, claps, sofa, fuss, famous, and spatter.
* Have the children gather on the carpet.
* Shared Reading: Let Children Be the Words: Give each child 1 or more word cards depending on the number of children in the class. Read the story and have the children come to the front of the class and stand in order as their words are called.
If you have enough children, reread the story just using the cards. Children are the words!
*After reading, help the children to sort the words by letter. Write a-z on the chalkboard. Ask the children to hold up their card if has an a in it. Record the words on the board next to a. Count the words and write the number on the board. Ask the children to hold up their cards if it has a b in it. Record the words on the board next to b. Count the words and write the number on the board. Do so for all the letters of the alphabet.
*Point out how many words are in each category. Children will be amazed at how many there are of some letter and how few there are of others.
*As children to take out their Reading Response Logs (RRLs) and open to the next blank page. Write September 16, 1999 and Where's Spot on the board. Instruct children to copy the date and the title into their notebook.
*Tell the children to draw Spot hiding in a new place.
*Sing the ABC song.
*Getting to Know You: Randomly choose a name from the shoe box. This is Thursday's Special Child.
*Have the child come up and sit in a special chair.
*Have the rest of the class ask the child 5 questions. Record and then read the child's responses.
*Later in the day read today's chart and the others from the week again. Lead the children in reading them chorally. Invite volunteers to come and read each sentence. Guide their hands so that they are tracking the print.
*Focus on the name. Point to the word on the sentence strip. This word is Justin's name. Tell the children that it takes many letters to write the name. Count them. Spell the letters in the name. Have the children spell them with you. Point out any interesting things about the name (it has 3 a's, it begins and ends with the same letter). Point out that the first letter is a capital or upper case letter and that the rest of the letters are small or lower case. Tell children that the first letter in a name is always capitalized or big.
*Take another sentence strip and have children watch as you write the child's name. Have them chant the spelling of the letters with you. Cut the letters apart and mix them up. Have 3 children put them in the correct order. Have the other children do thumbs up or thumbs down to show if the letters are in the correct order.
*Alphabetize the children's names and put up for display.
*Compare this name to the names from previous days. It has more letters so it takes longer to say. They both start with the /t/ sound. They both start with s but they don't sound the same in Sara and Sharon.
*Give each child a piece of drawing paper.
*Model writing the name on the board showing how to form each letter. Have them write the child's name on one side and draw a picture of him or her on the other side. The child gets to take home all of the pictures. 
*Word Wall: Add the name to your word wall.
*Daily Word Practice: 5 old words. Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- T - O To! Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.
*Read the poem Going Up (Random House p. 140). Have the children tell your words that have the s sound. 
*Read and have the children chant the rhyme I'll Sing You a Song (Mother Goose p. 31). Have children tell you words that have the s sound.
*Scavenger Hunt: Assign the children into teams. Send them on a scavenger hunt around the room to find and copy words that have the /s/ sound. Demonstrate several words first. Say and write Sunday, stick pin, sneakers. The pair to find the most words gets a special prize.
*DEAR: Meet with 5+ kids each day individually to check reading skill progression.
*Reading Logs.
*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines. Leave out the punctuation.

Soon I will be ___________ years old
How old will you be
I can see ________________ in the sky at night

*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write the word six or seven in the first blank and stars in the second blank. Tell them to listen to the word stars carefully when they write it. Accept invented spelling. Point out that the first letter of the first word in each sentence is a capital letter. Ask if they notice something that is missing in each sentence. Ask for suggestions on what to put at the end of each sentence. Ask why they think so. Write in the suggestions for each sentence. Do thumbs up or thumbs down to see if they are correct. Replace with the correct punctuation if necessary. 
*Have the children copy the pattern filling in the words. Circulate and help as necessary.
*Classroom journal: At the end of the day, gather the children on the carpet. Tell them that the class is going to write a journal about what happened at school today. *Ask children what to write first. Take suggestions of 5 things that were done in school that the whole class did together. Write what the children say on a piece of chart paper.

*Read the journal when finished.

*Have all the children sign their names to the bottom. Use their name tags for help.

Evaluation:

*Did children participate in the reading of the story?
*Did the students know when it was their word during Let the Children Be the Words?
*Did children will practice responding to a story through their reading response logs?
*Do the students know the letters of the alphabet?
*Can the students write the letters legibly?
*Can the students make the /s/ sound with their mouths?
*Can the students distinguish beginning from ending sounds?
*Did the students participate in the oral language during Getting to Know You and classroom journal?
*Could the students read the simple words during Getting to Know You?
*Could the students track print?
*Did the children learn and practice sight words?
*Could the students copy words legibly?
*Could students distinguish between a sentence that requires a period and one that requires a question mark?
*Did children practice using punctuation?
*Could the students generate their own ideas for writing during patterned writing and journaling?
**Friday, September 17th**

**Objectives:**
*Children will review how to use picture clues, how to sequence, and what the beginning, middle, and end of the story are.
*Children will practice reading predictable print aloud.
*Children will review and apply the terms characters, objects, and setting.
*Children will review their ABC's.
*Children will build the relationship between the letter name and the way it is written.
*Children will practice forming sounds in their mouths.
*Children will match letters to their corresponding sounds.
*Children will discern between sounds at the beginning of words and at the end of words.
*Children will practice recognizing each others names.
*Children will practice using oral language skills.
*Children will practice reading simple words.
*Children will practice tracking print.
*Children will practice writing the letters in their classmates' names.
*Children will learn and practice sight words.
*Children will practice searching for words that start with the focus sound.
*Children will practice coping words and sentences.
*Children will generate their own ideas for writing.
*Children will practice writing sounds.
*Children will learn the difference between a period and a question mark.
*Children will learn the difference between a sentence that requires a period and a sentence that requires a question mark.
*Children will practice using punctuation.
*Children will practice capital letters.
*Children will review what was done and learned during the day by helping to write the classroom journal.

**Materials:**
*Where’s Spot?* Written by Eric Hill. Published by G. P. Putnam's Sons, 1980.
*Getting to Know You* shoe box and names.
*Sentence strips.
*Drawing paper.
*1st Grade large lined paper.
*A slate, chalk, and a sock for an eraser for each child.
Advance Preparation:

*Write the Morning Message on the board:

Good morning boys and girls! Today is Friday, September 17, 1999. We have ________ at ________ and
____________ at ______________.
(List specials and their times.)

Procedure:

*Have the children come in and sit at their desks.
*Ask the children if they can read any of the words in the message.
*Spelling: Practice T and S. Distribute slates, chalk, and erasers. Today we are going to practice the letters t and s again.
*Ask the children what sound the t makes. Have the children say the /t/ sound.
*Ask the children what sound the s makes. Have the children say the /s/ sound.
*Have the children divide their slates into four parts. Each should have 2 lines drawn in them. Tell them that we will play the game where you say word and they repeat it writing the t or s on the first or second line depending on where they hear the sounds. Remind them of the rule: they must say the word after you do.
*Say the word tennis. As children repeat the word, ask What did you do with your mouth at the beginning of the word? What letter is that? Have children print the letter they hear at the beginning of the word on the first line. What did you do with your mouth at the end of the word? What letter is that? Have children print the letter they hear at the end of the word on the second line. Do secret, skirt, sport, sit, start, seat, spirit, fast, simplest, smallest, stylist, stiff.
*Have the children gather on the carpet.
*Picture Walk-Through: Review using picture clues, sequencing, and beginning, middle, and end of the story.
*Shared Reading: Ask for volunteers to read each page.
*Handy Dandy Book Report: Give each child a copy of the hand pattern. Instruct them to think of a picture of the setting, 2 objects in story, and 2 characters. Have the children draw pictures of each of these, cut them out, cut the hand out and glue the pictures to the fingers of the hands. Hang them up on a bulletin board.
*Sing the ABC song.
*Getting to Know You: Randomly choose a name from the shoe box. This is Friday's Special Child.
*Have the child come up and sit in a special chair.
*Have the rest of the class ask the child 5 questions. Record and then read the child's responses.
*Later in the day read today's chart and the others from the week again. Lead the children in reading them chorally. Invite volunteers to come and read each sentence. Guide their hands so that they are tracking the print.
*Focus on the name. Point to the word on the sentence strip. This word is Bonnie's name. Tell the children that it takes many letters to write the name. Count them. Spell the letters in the name. Have the children spell them with you. Point out any interesting things about the name (it has 3 a's, it begins and ends with the same letter). Point out that the first letter is a capital or upper case letter and that the rest of the letters are small or lower case. Tell children that the first letter in a name is always capitalized or big.

*Take another sentence strip and have children watch as you write the child's name. Have them chant the spelling of the letters with you. Cut the letters apart and mix them up. Have 3 children put them in the correct order. Have the other children do thumbs up or thumbs down to show if the letters are in the correct order.

*Alphabetize the children's names and put up for display.

*Compare this name to the names from previous days. It has more letters so it takes longer to say. They both start with the /t/ sound. They both start with s but they don't sound the same in Sara and Sharon.

*Give each child a piece of drawing paper.

*Model writing the name on the board showing how to form each letter. Have them write the child's name on one side and draw a picture of him or her on the other side. The child gets to take home all of the pictures.

*Word Wall: Add the name to your word wall.

*DAILY WORD PRACTICE: 5 old words. Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- T - O To! Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.

*Reread the poems Thoughts on Talkers (Random House p. 157), Toney Baloney (Random House p. 109), Sing Me a Song of Teapots and Trumpets (Random House p. 193), and Going Up (Random House p. 140).

*Reread and have the children chant the rhymes Twinkle, Twinkle, Little Star (Mother Goose p. 129), There was once a nice little dog Trim (Mother Goose p. 102), Sing a Song of Sixpence (Mother Goose p. 12), I'll Sing You a Song (Mother Goose p. 31).

*Review Tongue Twisters: Ten Trolls Tell Tales and Stop Selling Sam's Socks.
*Read three words to the class. Ask them which one is short, which one is medium-sized, and which one is long? How can you tell? Remind the class that sometimes you can tell how long a word is by listening to how long it takes to say it. Write the words on the board so children can see if they were correct on the length.

*Look at Brainstorming Sheets: List examples of t and s words on the board, 2 from each child. Read them aloud.

*DEAR: Meet with 5+ kids each day individually to check reading skill progression.

*Have children share their Reading Logs aloud to the class. Have them tell what books they have read this week and which is their favorite.

*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines. Leave out the punctuation.

It is time to start ____________________
When will we ________________
When it is sunny, I like to ____________________

*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write the next activity on the first blank, a word that finishes the question on the second blank, and something they like to do when it is sunny on the third blank. Point out that the first letter of the first word in each sentence is a capital letter. Ask if they notice something that is missing in each sentence. Ask for suggestions on what to put at the end of each sentence. Ask why they think so. Write in the suggestions for each sentence. Do thumbs up or thumbs down to see if they are correct. Replace with the correct punctuation if necessary.

*Have the children copy the pattern filling in the words. Circulate and help as necessary.

*Classroom journal: At the end of the day, gather the children on the carpet to write the journal.

*Ask children what to write first. Take suggestions of 5 things that were done in school that the whole class did together. Write what the children say on a piece of chart paper.

*Read the journal when finished.

*Have all the children sign their names to the bottom. Use their name tags for help.
Evaluation:

* Did children understand how to use picture clues, how to sequence, and what the beginning, middle, and end of the story are.
* Could children read the predictable print aloud?
* Did the children apply the terms characters, objects, and setting correctly?
* Do the students know the letters of the alphabet?
* Can the students write the letters legibly?
* Can the students make the /t/ and /s/ sounds with their mouths?
* Can the students distinguish beginning from ending sounds?
* Did the students participate in the oral language during Getting to Know You and classroom journal?
* Could the students read the simple words during Getting to Know You?
* Could the students track print?
* Did the children learn and practice sight words?
* Could the students copy words legibly?
* Could students distinguish between a sentence that requires a period and one that requires a question mark?
* Did children practice using punctuation?
* Could the students generate their own ideas for writing during patterned writing and journaling?
**Week of September 20th - 24th**

**Monday, September 20th**

**Objectives:**
- Children will practice making predictions.
- Children will practice checking predictions after reading the story.
- Children will activate prior knowledge about animals at the zoo.
- Children will review the terms title, author, and illustrator.
- Children will begin to learn the basic parts of a book.
- Children will review their ABC's.
- Children will build the relationship between the letter name and the way it is written.
- Children will practice forming sounds in their mouths.
- Children will match letters to their corresponding sounds.
- Children will begin writing whole words by listening to dictation.
- Children will practice recognizing each others names.
- Children will practice using oral language skills.
- Children will practice reading simple words.
- Children will practice tracking print.
- Children will practice writing the letters in their classmates' names.
- Children will learn and practice sight words.
- Children will practice copying words and sentences.
- Children will generate their own ideas for writing.
- Children will practice writing sounds.
- Children will use their knowledge of what kind of sentence requires what kind of punctuation to practice using a period and a question mark.
- Children will practice capital letters.
- Children will be introduced to the term sentence.
- Children will review what was done and learned during the day by helping to write the classroom journal.

**Materials:**
- *From Head to Toe* Written by Eric Carle. Published by Scholastic, 1997.
- *Getting to Know You* shoe box and names.
- *Sentence strips*.
- *Drawing paper*.
- *Word Wall* words written on sentence strips: of, put, stop, then, and when.
- *1st Grade* large lined paper.
- *A slate, chalk, and a sock for an eraser for each child.*
Advance Preparation:  

*Write the Morning Message on the board:

Good morning boys and girls! Today is Monday, September 20, 1999. We have ____________ at ____________ and ____________ at ____________. (List specials and their times.)

*Write and cut out word wall words.

Procedure:  

*Have the children come in and sit at their desks.  
*Ask the children if they can read any of the words in the message.  
*Spelling: Introduce Short a. Distribute slates, chalk, and erasers. The letter we are going to talk about today is called a. Write the letter a on the chalkboard while saying the name a. Have the children say the name while writing the letter in the air as you write the letter again on the chalkboard. Have the children write the letter on their individual chalkboards, saying the name as they form the letter. Have them print the a several times.  
*Tell the children that short a makes the /a/ sound. Have the children say the /a/ sound. Have the children write the letter a on the slates, saying the sound /a/ as they write the letter.  
*Ask the children to describe what they do with their mouths to make the sound lat. To make the short a sound you open your mouth and your tongue stays in the bottom. Do the /a/ sound. Say cat, tap, snack, apple while pointing to your mouth.  
*Have the class try it. You say the word and then they say the word. Point out that the /a/ sound is more often in the middle of the word than at the beginning.  
*Have the children erase their slates and then divide them into four parts. There should be no lines draw in them this time. Tell them that you are going to say some words and that the /a/ may be at the beginning or in the middle of the word. Ask the children to repeat each word after you. If they say /a/, they should print a; if they don’t say /a/ they should leave that game board empty.  
*Dictate the following words: animal, antic, late, after, appetite, gosh, aster, boil, cob, mend, ash, agitate, black, axe, last, plaster, damp, monster, apple, terrible, taxi, Atlantic, and dagger.  
*After you have finished a game board, ask the children which words they heard the /a/ sound in. Correct any mistakes.  
*Have the children gather on the carpet.  
*Picture Walk-Through: Do a picture walk-through of From Head to Toe showing the pictures.  
*Ask the children for predictions on what the story might be about. Write these on the board.
*Activating Prior Knowledge: Ask if any of the children have ever been to the zoo? What kind of animals are there at the zoo?

*Title, author, and illustrator: The title of this book is *From Head to Toe*. What does the word title mean? The author of this book is Eric Carle. What does author mean? The illustrator of this book is Eric Carle. What does illustrator mean? Eric Carle drew the pictures and wrote the words for this book. What other books have we read that Eric Carle wrote and illustrated?

*Shared Reading: Read the story to the children.

*Check to see if any of the predictions made were correct.

*Discuss the basic parts of the book: cover, spine, spine label, pages.

*Thumbs up or thumbs down: Read the story again. For each word ask the children if it has the short /a/ sound. Thumbs up if it does and thumbs down if it doesn't.

*Sing the ABC song.

*Getting to Know You: Randomly choose a name from the shoe box. This is Monday's Special Child.

*Have the child come up and sit in a special chair. Record and then read the child's responses.

*Later in the day read the chart again. Lead the children in reading it chorally. Invite volunteers to come and read each sentence. Guide their hands so that they are tracking the print.

*Focus on the name. Point to the word on the sentence strip. This word is Tara's name. Tell the children that it takes many letters to write the name. Count them. Spell the letters in the name. Have the children spell them with you. Point out any interesting things about the name (it has 3 a's, it begins and ends with the same letter). Point out that the first letter is a capital or upper case letter and that the rest of the letters are small or lower case. Tell children that the first letter in a name is always capitalized or big.

*Take another sentence strip and have children watch as you write the child's name. Have them chant the spelling of the letters with you. Cut the letters apart and mix them up. Have 3 children put them in the correct order. Have the other children do thumbs up or thumbs down to show if the letters are in the correct order.

*Alphabetize the children's names and put up for display.

*Compare this name to the names from previous days. It has more letters so it takes longer to say. They both start with the /t/ sound. They both start with s but they don't sound the same in Sara and Sharon.

*Give each child a piece of drawing paper.
Model writing the name on the board showing how to form each letter. Have them write the child's name on one side and draw a picture of him or her on the other side. The child gets to take home all of the pictures.

Word Wall: Add the name to your word wall. Add 5 1st Grade Dolch words: of, put, stop, then, and when.

Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- O - F Of! Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.

Read the poem Camel (Random House p. 57). Have the children identify words they hear that have the /a/ sound.

Read and have the children chant the rhyme How Many Miles to Babylon? (Mother Goose p. 128). Have the children identify words they hear that have the /a/ sound.

Sing the letter A sound. Class sings song together, then you call on students to volunteer words that begin with a. Each child's word is incorporated into the song. Sung to the tune Jimmy Cracked Corn and I Don't Care.

Who has a /a/ word to share with us?
Who has a /a/ word to share with us?
Who has a /a/ word to share with us?
It must start with the /a/ sound.

At is a word that starts with /a/.
At is a word that starts with /a/.
At is a word that starts with /a/.
At starts with the /a/ sound.

Brainstorming Sheet goes home.

DEAR: Meet with 5 + kids each day individually to check reading skill progression.

Reading Logs.

Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines.

Ann likes to eat ________________
Fran likes to eat ________________
I like to eat ________________
What do you like to eat
*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write words that have the /a/ sound that are foods. The sound can be at the beginning or in the middle. Also tell them to fill in the punctuation at the end of each sentence. Point out that the first letter of the first word in each sentence is a capital letter.

*Have the children copy the pattern filling in the words. Circulate and help as necessary.

*Classroom journal: At the end of the day, gather the children on the carpet. Tell them that the class is going to write a journal about what happened at school today. Ask children what to write first. Take suggestions of 5 things that were done in school that the whole class did together. Write what the children say on a piece of chart paper.

*Read the journal when finished.

*Have all the children sign their names to the bottom.

**Evaluation:**

*Did children activate prior knowledge about animals at the zoo?
*Did children understand the basic parts of a book?
*Could the students define the terms title, author, and illustrator?
*Could the students make appropriate predictions about the story?
*Do the students know the letters of the alphabet?
*Can the students write the letters legibly?
*Can the students make the /a/ sound with their mouths?
*Can the students distinguish beginning from ending sounds?
*Did the students participate in the oral language during Getting to Know You and classroom journal?
*Could the students read the simple words during Getting to Know You?
*Could the students track print?
*Did the children learn and practice sight words?
*Could the students copy words legibly?
*Did children practice using periods and question marks during patterned writing?
*Did the children practice using capital letters?
*Did the children use their knowledge of what kind of sentence requires what kind of punctuation to practice using a period and a question mark?
*Did the children will be understand the term sentence?
*Could the students generate their own ideas for writing during patterned writing and journaling?
Objectives:
* Children will activate prior knowledge about reading the book yesterday.
* Children will review their ABC's.
* Children will build the relationship between the letter name and the way it is written.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will begin writing whole words with prompting.
* Children will practice recognizing each other's names.
* Children will practice using oral language skills.
* Children will practice reading simple words.
* Children will practice tracking print.
* Children will practice writing the letters in their classmates' names.
* Children will learn and practice sight words.
* Children will practice copying words and sentences.
* Children will generate their own ideas for writing.
* Children will practice writing sounds.
* Children will use their knowledge of what kind of sentence requires what kind of punctuation to practice using a period and a question mark.
* Children will practice capital letters.
* Children will review the term sentence.
* Children will review what was done and learned during the day by helping to write the classroom journal.

Materials:
* From Head to Toe Written by Eric Carle. Published by Scholastic, 1997.
* Getting to Know You shoe box and names.
* Sentence strips.
* Drawing paper.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.

Advance Preparation:
* Write the Morning Message on the board:

  Good morning boys and girls! Today is Tuesday, September 21, 1999. We have_______ at ________ and ________ at ________.
  (List specials and their times.)
Procedure:  
*Have the children come in and sit at their desks.  
*Ask the children if they can read any of the words in the message.  
*Spelling: Practice Short a. Distribute slates, chalk, and erasers. We are going to practice the letter a again today. Write the letter a on the chalkboard while saying the name a. Have the children write the letter on their individual chalkboards, saying the name as they form the letter. Have them print the a several times.  
*Ask children what sound the short a makes. Have the children say the /a/ sound. Have the children write the letter a on the slates, saying the sound /a/ as they write the letter.  
*Ask the children to describe what they do with their mouths to make the sound /a/. To make the short a sound you open your mouth and your tongue stays in the bottom. Do the /a/ sound. Say pack, sack, trap, at, fact while pointing to your mouth.  
*Have the class try it. You say the word and then they say the word. Point out that the /a/ sound is more often in the middle of the word than at the beginning.  
*Have the children erase their slates and then divide them into four parts with two lines in each. Tell the children to write the sound they hear at the beginning of the word on the first line and the sound they hear at the end of the word on the second line. Dictate the following: Alps, accent, ant, atlas, atom, aspect, apparatus, appetites, at, album, admit, advent, acrobat, act, absent, atom, abbot. After each game board is filled check to see what the children have written. Correct any mistakes.  
*Have the children gather on the carpet.  
*Activating Prior Knowledge: Remember how the animals in From Head to Toe each did an action and the people imitated them? Today we will imitate or do the same things that the animals in the story do as I read the book.  
*Shared Reading: Have the children stand up and spread out. Read the story and have the children perform the actions like the animals. Read the book twice.  
*Sing the ABC song.  
*Getting to Know You: Randomly choose a name from the shoe box. This is Tuesday’s Special Child.  
*Have the child come up and sit in a special chair.  
*Have the rest of the class ask the child 5 questions. Record and then read the child’s responses.  
*Later in the day read today’s chart and the chart from Monday again. Lead the children in reading them chorally. Invite volunteers to come and read each sentence. Guide their hands so that they are tracking the print.
*Focus on the name. Point to the word on the sentence strip. This word is Cassie’s name. Tell the children that it takes many letters to write the name. Count them. Spell the letters in the name. Have the children spell them with you. Point out any interesting things about the name (it has 3 a’s, it begins and ends with the same letter). Point out that the first letter is a capital or upper case letter and that the rest of the letters are small or lower case. Tell children that the first letter in a name is always capitalized or big.

*Take another sentence strip and have children watch as you write the child’s name. Have them chant the spelling of the letters with you. Cut the letters apart and mix them up. Have 3 children put them in the correct order. Have the other children do thumbs up or thumbs down to show if the letters are in the correct order.

*Alphabetize the children’s names and put up for display.

*Compare this name to the names from previous days. It has more letters so it takes longer to say. They both start with the /t/ sound. They both start with s but they don’t sound the same in Sara and Sharon.

*Give each child a piece of drawing paper.

*Model writing the name on the board showing how to form each letter. Have them write the child’s name on one side and draw a picture of him or her on the other side. The child gets to take home all of the pictures.

*Word Wall: Add the name to your word wall.

*Daily Word Practice: 5 new words. Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- O - F Of! Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.

*Read the poem Alligator Pie (Random House p. 57). Have the children identify words they hear that have the /a/ sound.

*Read and have the children chant the rhyme Baby shall have an apple (Mother Goose p. 48). Have the children identify words they hear that have the /a/ sound.

*Read the book A Cat Nap aloud to the children. Read it again and have them give you thumbs up or thumbs down depending on whether the word has the short /a/ sound or not.

*DEAR: Meet with 5 + kids each day individually to check reading skill progression.

*Reading Logs.
*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines.

When did you pat the cat
I patted the cat on ____________

*Ask the children to read the pattern. Ask a child to read it aloud. Point out the blank. Ask them what they think they will write in the blank. Instruct them to write a word that tells when. Also tell them to fill in the punctuation at the end of each sentence. Point out that the first letter each sentence is a capital letter.

*Have the children copy the pattern filling in the word and punctuation. Circulate and help as necessary.

*Classroom journal: At the end of the day, gather the children on the carpet. Tell them that the class is going to write a journal about what happened at school today. *Ask children what to write first. Take suggestions of 5 things that were done in school that the whole class did. Write what the children say on a chart paper.

*Read the journal when finished.

*Have all the children sign their names to the bottom.

Evaluation:

*Did the children activate prior knowledge about reading the book yesterday?
*Did children understand the basic parts of a book?
*Could the students define the terms title, author, and illustrator?
*Could students make good predications about the story?
*Do the students know the letters of the alphabet?
*Can the students write the letters legibly?
*Can the students make the /a/ sound with their mouths?
*Can the students tell beginning from ending sounds?
*Could children write whole words with prompting?
*Did the students participate in the oral language during Getting to Know You and classroom journal?
*Could the students read the simple words during Getting to Know You?
*Could the students track print?
*Did the children learn and practice sight words?
*Could the students copy words legibly?
*Did children practice using periods and question marks during patterned writing?
*Did the children practice using capital letters?
*Did the children use their knowledge of what kind of sentence requires what kind of punctuation to practice using a period and a question mark?
*Did the children understand the term sentence?
*Could the students generate their own ideas for writing during patterned writing and journaling?
Objectives:
* Children will activate prior knowledge about acting the story out yesterday.
* Children will recognize words with the focus sound.
* Children will review their ABC’s.
* Children will build the relationship between the letter name and the way it is written.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will begin writing whole words with prompting.
* Children will practice recognizing each others names.
* Children will practice using oral language skills.
* Children will practice reading simple words.
* Children will practice tracking print.
* Children will practice writing the letters in their classmates’ names.
* Children will learn and practice sight words.
* Children will practice copying words and sentences.
* Children will generate their own ideas for writing.
* Children will practice writing sounds.
* Children will use their knowledge of what kind of sentence requires what kind of punctuation to practice using a period and a question mark.
* Children will practice capital letters.
* Children will be introduced to the term sentence.
* Children will review what was done and learned during the day by helping to write the classroom journal.

Materials:
* From Head to Toe Written by Eric Carle. Published by Scholastic, 1997.
* Getting to Know You shoe box and names.
* Sentence strips.
* Drawing paper.
* Dean’s Mother Goose Book of Rhymes. Published by Playmore, Inc., 1977.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.

Advance Preparation:

* Write the Morning Message on the board:

Good morning boys and girls! Today is Wednesday, September 22, 1999. We have ______________ at ____________ and ______________ at ____________.

(List specials and their times.)
Procedure:

*Have the children come in and sit at their desks.
*Ask the children if they can read any of the words in the message.

*Spelling: Practice Short a. Distribute slates, chalk, and erasers. We are going to practice the letter a again today. Write the letter a on the chalkboard while saying the name a. Have the children write the letter on their individual chalkboards, saying the name as they form the letter.

*Ask children what sound the short a makes. Have the children say the /a/ sound. Have the children write the letter a on the slates, saying the sound /a/ as they write the letter.

*Ask the children to describe what they do with their mouths to make the sound /a/. To make the short a sound you open your mouth and your tongue stays in the bottom. Do the /a/ sound. Say pack, sack, trap, at, fact while pointing to your mouth.

*Have the class try it. You say the word and then they say the word. Point out that the /a/ sound is more often in the middle of the word than at the beginning.

*Have the children erase their slates completely. No lines will be drawn. Tell the children that they are now going to spell whole words. Say the word sat. Have each child repeat the word. Ask, "What did you say first? Write the letter that stands for that sound on your chalkboard." Have the children say the word again. You should say the word only if the children cannot remember it. Ask, "What did you say after the s, after /s/?" Get the children to identify the short /a/ and to write the letter on their chalkboards. Now have the children say the word again, and ask, "What did you say at the end of the word?" The children identify t and write t to complete the word. Have everyone point to the whole word and say it. Dictate tab, bat, mat, and am the same way. When all four words have been written on their chalkboards, say one of the words, and have each child point to the word on his or her own chalkboard and read it, and then erase it. This reverses the process of writing into reading, a task that some children find difficult.

*Have the children gather on the carpet.

*Activating Prior Knowledge: Did you enjoy pretending to be animals yesterday?
*Shared Reading: Choral read the story.

*Have the children help you list all the short a words in this book on the board.

*Make a book: Generate a list of animals besides those in the book, one for each child. Then have the children think of an action that the animal performs. Assign each child an animal and have him or her illustrate the animal performing the action with a person imitating. Write the frame on the board.
I am a ___________ and I ________________
my ________________.
Can you do it?  I can do it.

*Have them copy the frame and fill in their animal in the first blank, the action they perform in the second blank, and the body part in the third blank. Circulate and help as necessary.
*Sing the ABC song.
*Getting to Know You: Randomly choose a name from the shoe box. This is Wednesday’s Special Child.
*Have the child come up and sit in a special chair.
*Have the rest of the class ask the child 5 questions. Record and then read the child’s responses.
*Later in the day read the charts from the week again. Lead the children in reading them chorally. Invite volunteers to come and read each sentence. Guide their hands so that they are tracking the print.
*Focus on the name. Point to the word on the sentence strip. This word is Lily's name. Tell the children that it takes many letters to write the name. Count them. Spell the letters in the name. Have the children spell them with you. Point out any interesting things about the name (it has 3 a's, it begins and ends with the same letter). Point out that the first letter is a capital or upper case letter and that the rest of the letters are small or lower case. Tell children that the first letter in a name is always capitalized or big.
*Take another sentence strip and have children watch as you write the child’s name. Have them chant the spelling of the letters with you. Cut the letters apart and mix them up. Have 3 children put them in the correct order. Have the other children do thumbs up or thumbs down to show if the letters are in the correct order.
*Alphabetize the children's names and put up for display.
*Compare this name to the names from previous days. It has more letters so it takes longer to say. They both start with the /t/ sound. They both start with s but they don't sound the same in Sara and Sharon.
*Give each child a piece of drawing paper.
*Model writing the name on the board showing how to form each letter. Have them write the child's name on one side and draw a picture of him or her on the other side. The child gets to take home all of the pictures.
*Word Wall: Add the name to your word wall. Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- O - F Of! Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers.
to emphasize the correct formation of the letters. Repeat
the procedure for the four remaining words. After all
five words are looked at, cheered for, and written, lead
the children to check the spelling and handwriting by
drawing around the shapes of the words.
*Read the poem Fernando (Random House p. 109).
Have the children identify words they hear that have the
/a/ sound.
*Read and have the children chant the rhyme I had a
little nut tree (Mother Goose p. 137). Have the children
identify words they hear that have the /a/ sound.
*DEAR: Meet with 5+ kids each day individually to
teach reading skill progression.
*Reading Logs.
*Patterned Writing: Write the following on the overhead
transparency with 1st grade large writing lines on it.
Model how to use the lines.

Adding is a part of math
___________ likes to add in math
Do you like to add in math

*Read the pattern to the children. Point out the blanks.
Ask them what they think they will write in the blanks.
Instruct them to write the name of a person who likes
math on the blank. Also tell them to fill in the
punctuation at the end of each sentence. Point out that
the first letter of the first word in each sentence is a
capital letter.
*Have the children copy the pattern filling in the words.
Circulate and help as necessary.
*Classroom journal: At the end of the day, gather the
children on the carpet. Tell them that the class is going
to write a journal about what happened at school today.
*Ask children what to write first. Take suggestions of
5 things that were done in school that the whole class
did together. Write what the children say on a piece of
chart paper.
*Read the journal when finished.
*Have all the children sign their names to the bottom.

Evaluation:
*Did the children activate prior knowledge about acting
the story out yesterday?
*Did the children recognize words with the focus sound?
*Do the students know the letters of the alphabet?
*Can the students write the letters legibly?
*Can the students make the /a/ sound with their
mouths?
*Could children write whole words with prompting?
*Can the students distinguish beginning from ending
sounds?
*Could students write whole words with prompting?
*Did the students participate in the oral language
during Getting to Know You and classroom journal?
*Could the students read the simple words during Getting to Know You?
*Could the students track print?
*Did the children learn and practice sight words?
*Could the students copy words legibly?
*Did children practice using periods and question marks during patterned writing?
*Did the children practice using capital letters?
*Did the children use their knowledge of what kind of sentence requires what kind of punctuation to practice using a period and a question mark?
*Did the children understand the term sentence?
*Could the students generate their own ideas for writing during patterned writing and journaling?
*Did the children activate prior knowledge about acting the story out yesterday?
*Did the children recognize words with the focus sound?
*Could children write whole words by listening to dictation?
Thursday, September 21st

Objectives:
* Children will practice choral reading.
* Children will practice sequencing by matching sentence strips to the sentences in the book.
* Children will sort words by the letters they contain.
* Children will be introduced to the term and concept of syllables.
* Children will sort words by the number of syllables they have in them.
* Children will review their ABC's.
* Children will build the relationship between the letter name and the way it is written.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will write whole words with prompting.
* Children will practice recognizing each others names.
* Children will practice using oral language skills.
* Children will practice reading simple words.
* Children will practice tracking print.
* Children will practice writing the letters in their classmates' names.
* Children will learn and practice sight words.
* Children will practice copying words and sentences.
* Children will generate their own ideas for writing.
* Children will practice writing sounds.
* Children will use their knowledge of what kind of sentence requires what kind of punctuation to practice using a period and a question mark.
* Children will practice capital letters.
* Children will review the term sentence.
* Children will review what was done and learned during the day by helping to write the classroom journal.

Materials:
* From Head to Toe. Written by Eric Carle. Published by Scholastic, 1997.
* Getting to Know You shoe box and names.
* Sentence strips.
* Drawing paper.
* Pat's Jam. Written by Phonics Readers. Published by Educational Insights, 1990.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* Sentence strips for each sentence in the book.
* Animal word cards.
Advance Preparation:

*Write the Morning Message on the board:

Good morning boys and girls! Today is Tuesday, September 21, 1999. We have _______ at _______ and _______ at _______.
(List specials and their times.)

*Make sentence strips for each sentence in the book.
*Make cards of the animal names in *From Head to Toe* and those that the children brainstormed.

Procedure:

*Have the children come in and sit at their desks.
*Ask the children if they can read any of the words in the message.
*Spelling: Practice Short a. Distribute slates, chalk, and erasers. We are going to practice the letter a again today. Write the letter a on the chalkboard while saying the name a. Have the children write the letter on their individual chalkboards, saying the name as they form the letter.
*Ask children what sound the short a makes. Have the children say the /a/ sound. Have the children write the letter a on the slates, saying the sound /a/ as they write the letter.
*Ask the children to describe what they do with their mouths to make the sound /a/. To make the short a sound you open your mouth and your tongue stays in the bottom. Do the /a/ sound. Say pack, sack, trap, at, fact while pointing to your mouth.
*Have the class try it. You say the word and then they say the word. Point out that the /a/ sound is more often in the middle of the word than at the beginning.
*Have the children erase their slates completely. No lines will be drawn. Tell the children that they are now going to spell whole words. Say the word fat. Have each child repeat the word. Ask, "What did you say first? Write the letter that stands for that sound on your chalkboard." Have the children say the word again. You should say the word only if the children cannot remember it. Ask, "What did you say after the f, after /f/?" Get the children to identify the short /a/ and to write the letter on their chalkboards. Now have the children say the word again, and ask, "What did you say at the end of the word?" The children identify t and write t to complete the word. Have everyone point to the whole word and say it. Dictate mast, fact, fast, Sam, tact, at, cats, tam, and cat. When four words have been written on their chalkboards, say one of the words, and have each child point to the word on his or her own chalkboard and read it, and then erase it. This reverses the process of writing into reading, a task that some children find difficult.
*Have the children gather on the carpet.
*Shared Reading: Choral read the story.
*Sequencing: Put out sentence strips, one for each page of the book in random order. Have the children put the sentence strips in order of the book. Read the strips when finished.
*Sorting of cards: Give each child an animal card. Sort the words by letter. Write a-z on the chalkboard. Ask the children to hold up their card if it has an a in it. Record the words on the board next to a. Count the words and write the number on the board. Ask the children to hold up their cards if it has a b in it. Record the words on the board next to b. Count the words and write the number on the board. Do so for all the letters of the alphabet.
*Point out how many words are in each category. Children will be amazed at how many there are of some letter and how few there are of others.
*Sort the words by syllables: Go around the room having each child hold up his or her card. Clap with the children the number of beats (syllables) each word has. Write 1-10 on the board. Write the words with one syllable next to the 1, the words with two syllables next to the 2, etc.
*Sing the ABC song.
*Getting to Know You: Randomly choose a name from the shoe box. This is Thursday's Special Child.
*Have the child come up and sit in a special chair.
*Have the rest of the class ask the child 5 questions. Record and then read the child's responses.
*Later in the day read today's chart and the charts from the week again. Lead the children in reading them chorally. Invite volunteers to come and read each sentence. Guide their hands so that they are tracking the print.
*Focus on the name. Point to the word on the sentence strip. This word is John's name. Tell the children that it takes many letters to write the name. Count them. Spell the letters in the name. Have the children spell them with you. Point out any interesting things about the name (it has 3 a's, it begins and ends with the same letter). Point out that the first letter is a capital or upper case letter and that the rest of the letters are small or lower case. Tell children that the first letter in a name is always capitalized or big.
*Take another sentence strip and have children watch as you write the child's name. Have them chant the spelling of the letters with you. Cut the letters apart and mix them up. Have 3 children put them in the correct order. Have the other children do thumbs up or thumbs down to show if the letters are in the correct order. *Alphabetize the children's names and put up for display.
*Compare this name to the names from previous days. It has more letters so it takes longer to say. They both start with the /t/ sound. They both start with s but they don't sound the same in Sara and Sharon.
*Give each child a piece of drawing paper.
*Model writing the name on the board showing how to form each letter. Have them write the child's name on one side and draw a picture of him or her on the other side. The child gets to take home all of the pictures.
*Word Wall: Add the name to your word wall.
*Daily Word Practice: 5 old words. Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- B - E Be! Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.
*Read the poem The Bat (Random House p. 56). Have the children identify words they hear that have the /a/ sound.
*Read and have the children chant the rhyme I saw a ship a-sailing (Mother Goose p. 122). Have the children identify words they hear that have the /a/ sound.
*Read the book Pat's Jam aloud to the children. Read it again and have them give you thumbs up or thumbs down depending on whether the word has the short /a/ sound or not.
*DEAR: Meet with 5+ kids each day individually to check reading skill progression.
*Reading Logs.
*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines.

```
I can eat ________________, ________________,
and ________________ for breakfast
What can you eat for breakfast?
```

*Ask the children to read the pattern. Ask a child to read it aloud. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write three foods that have the /a/ sound in them in the blanks. Also tell them to fill in the punctuation at the end of each sentence. Point out that the first letter of the first word in each sentence is a capital letter.
*Have the children copy the pattern filling in the word and punctuation. Circulate and help as necessary.
*Classroom journal: At the end of the day, gather the children on the carpet. Tell them that the class is going to write a journal about what happened at school today. Ask children what to write first. Take suggestions of 5 things that were done in school that the whole class did together. Write what the children say on a piece of chart paper.
*Read the journal when finished.
*Have all the children sign their names to the bottom.

Evaluation:
*Could children choral read the story?
*Could children sequence the story by matching sentence strips to the sentences in the book?
*Could children sort words by the letters they contain?
*Did children begin to understand the term and concept of syllables?
*Could children sort words by the number of syllables they have in them?
*Do the students know the letters of the alphabet?
*Can the students write the letters legibly?
*Can the students make the /a/ sound with their mouths?
*Can the students distinguish beginning from ending sounds?
*Could students write whole words with prompting?
*Did the students participate in the oral language during Getting to Know You and classroom journal?
*Could the students read the simple words during Getting to Know You?
*Could the students track print?
*Did the children learn and practice sight words?
*Could the students copy words legibly?
*Did children practice using periods and question marks during patterned writing?
*Did the children practice using capital letters?
*Did the children use their knowledge of what kind of sentence requires what kind of punctuation to practice using a period and a question mark?
*Did the children understand the term sentence?
*Could the students generate their own ideas for writing during patterned writing and journaling?
Objectives:
* Children will practice reading predictable print aloud.
* Children will practice using picture clues.
* Children will review the terms title and author.
* Children will name and write the title and author of the story.
* Children will review their ABC's.
* Children will build the relationship between the letter name and the way it is written.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will write whole words with prompting.
* Children will practice recognizing each others names.
* Children will practice using oral language skills.
* Children will practice reading simple words.
* Children will practice tracking print.
* Children will practice writing the letters in their classmates' names.
* Children will learn and practice sight words.
* Children will practice rhyming words.
* Children will practice copying words and sentences.
* Children will generate their own ideas for writing.
* Children will practice writing sounds.
* Children will use their knowledge of what kind of sentence requires what kind of punctuation to practice using a period and a question mark.
* Children will practice capital letters.
* Children will review the term sentence.
* Children will review what was done and learned during the day by helping to write the classroom journal.

Materials:
* From Head to Toe  Written by Eric Carle. Published by Scholastic, 1997.
* Getting to Know You shoe box and names.
* Sentence strips.
* Drawing paper.
* My Crayons Talk. Written by Patricia Hubbard. Published by Henry Holt and Company.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* Sentence strips for each sentence in the book.
* Animal word cards.
Advance Preparation:

*Write the Morning Message on the board:

Good morning boys and girls! Today is Friday, September 24, 1999. We have _________ at _________ and _________ at _________.

(List specials and their times.)

Procedure:

*Have the children come in and sit at their desks.
*Ask the children if they can read any of the words in the message.
*Spelling: Practice Short a. Distribute slates, chalk, and erasers. We are going to practice the letter a again today. Write the letter a on the chalkboard while saying the name a. Have the children write the letter on their individual chalkboards, saying the name as they form the letter.
*Ask children what sound the short a makes. Have the children say the /a/ sound. Have the children write the letter a on the slates, saying the sound /a/ as they write the letter.
*Ask the children to describe what they do with their mouths to make the sound /a/. To make the short a sound you open your mouth and your tongue stays in the bottom. Do the /a/ sound. Say pack, sack, trap, at, fact while pointing to your mouth.
*Have the class try it. You say the word and then they say the word. Point out that the /a/ sound is more often in the middle of the word than at the beginning.
*Have the children erase their slates completely. No lines will be drawn. Tell the children that they are now going to spell whole words. Say the word mast. Have each child repeat the word. Ask, "What did you say first? Write the letter that stands for that sound on your chalkboard." Have the children say the word again. You should say the word only if the children cannot remember it. Ask, "What did you say after the m, after /m/?" Get the children to identify the short /a/ and to write the letter on their chalkboards. Now have the children say the word again, and ask, "What did you say next?" The children identify s and write it down. Have the children say the word again. Ask, "What did you say at the end of the word?" The children identify t and write t to complete the word. Have everyone point to the whole word and say it. Dictate stab, tabs, aft, Mac, act, stabs, mats. When four words have been written on their chalkboards, say one of the words, and have each child point to the word on his or her own chalkboard and read it, and then erase it. This reverses the process of writing into reading, a task that some children find difficult.
*Have the children gather on the carpet.
*Shared Reading: Ask for volunteers to read the story. Remind them to use picture clues.
*Blooming Books: Give each child a Blooming Books sheet. Show the children the petals and read the words that are on them. Help the children to write their names, the title, the author, a person who would like this book, 3 s words, whether they think the book is great, good, or O.K., and whether the book is read or make-believe. Then have them draw a picture from the story in the middle and color the petals. Show them how to roll the petals around a pencil to make them curl. Hang them on a bulletin board.
*Sing the ABC song.
*Getting to Know You: Randomly choose a name from the shoe box. This is Friday's Special Child.
*Have the child come up and sit in a special chair.
*Have the rest of the class ask the child 5 questions. Record and then read the child's responses.
*Later in the day read today's chart and the charts from the week again. Lead the children in reading them chorally. Invite volunteers to come and read each sentence. Guide their hands so that they are tracking the print.
*Focus on the name. Point to the word on the sentence strip. This word is Tanner's name. Tell the children that it takes many letters to write the name. Count them. Spell the letters in the name. Have the children spell them with you. Point out any interesting things about the name (it has 3 a's, it begins and ends with the same letter). Point out that the first letter is a capital or upper case letter and that the rest of the letters are small or lower case. Tell children that the first letter in a name is always capitalized or big.
*Take another sentence strip and have children watch as you write the child's name. Have them chant the spelling of the letters with you. Cut the letters apart and mix them up. Have 3 children put them in the correct order. Have the other children do thumbs up or thumbs down to show if the letters are in the correct order.
*Alphabetize the children's names and put up for display.
*Compare this name to the names from previous days. It has more letters so it takes longer to say. They both start with the /t/ sound. They both start with s but they don't sound the same in Sara and Sharon.
*Give each child a piece of drawing paper.
*Model writing the name on the board showing how to form each letter. Have them write the child's name on one side and draw a picture of him or her on the other side. The child gets to take home all of the pictures.
*Word Wall: Add the name to your word wall.
*Daily Word Practice: 5 old words. Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- B - E Be! Have
each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.

*Reread the poems Camel (Random House p. 57), Alligator Pie (Random House p. 57), Fernando (Random House p. 109), and The Bat (Random House p. 56).

Have the children identify words they hear that have the \(/a/\) sound.

*Reread and have the children chant the rhyme How Many Miles to Babylon? (Mother Goose p. 128), Baby shall have an apple (Mother Goose p. 48), I saw a ship a-sailing (Mother Goose p. 122), and I had a little nut tree (Mother Goose p. 137). Have the children identify words they hear that have the \(/a/\) sound.

*DEAR: Meet with 5+ kids each day individually to check reading skill progression.

*Reading Logs.

*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines.

When I play, I like to ______________
My favorite sport is ______________
Will you play ______________ with me

*Ask the children to read the pattern. Ask a child to read it aloud. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write something they like to do when playing on the first blank, their favorite sport on the second blank, and something they would like to play with someone else on the third blank. Also tell them to fill in the punctuation at the end of each sentence. Point out that the first letter of the first word in each sentence is a capital letter.

*Have the children copy the pattern filling in the word and punctuation. Circulate and help as necessary.

*Classroom journal: At the end of the day, gather the children on the carpet to write the journal. *Ask children what to write first. Take suggestions of 5 things that were done in school that the whole class did together. Write what the children say on a piece of chart paper.

*Read the journal when finished.

*Have all the children sign their names to the bottom.
BLOOMIN' BOOKS

Name: ____________________

Who would like this book?

A scene from the story: ____________________________

Write 3 words from the book that start with "s."

(circle one) This book is:
- real
- make-believe

(circle one) This book is:
- great
- o.k.

Author: ____________________

Cut out the flower. Roll the petals of the flower around a pencil so they will curl.
Evaluation:

* Could the children read the predictable print aloud?
* Did the children practice using picture clues?
* Did the children write the title and author correctly?
* Do the students know the letters of the alphabet?
* Can the students write the letters legibly?
* Can the students make the /a/ sound with their mouths?
* Can the students distinguish beginning from ending sounds?
* Could students write whole words with prompting?
* Did the students participate in the oral language during Getting to Know You and classroom journal?
* Could the students read the simple words during Getting to Know You?
* Could the students track print?
* Did the children learn and practice sight words?
* Could the students copy words legibly?
* Did children practice using periods and question marks during patterned writing?
* Did the children practice using capital letters?
* Did the children use their knowledge of what kind of sentence requires what kind of punctuation to practice using a period and a question mark?
* Did the children understand the term sentence?
* Could the students generate their own ideas for writing during patterned writing and journaling?
Week of September 27th - October 1st

Monday, September 27th

Objectives:
* Children will practice making predictions.
* Children will practice checking predictions after reading the story.
* Children will activate prior knowledge about losing teeth.
* Children will review the terms title, author, and illustrator.
* Children will review the basic parts of a book.
* Children will build the relationship between the letter name and the way it is written.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will write whole words with prompting.
* Children will practice recognizing each others names.
* Children will practice using oral language skills.
* Children will practice reading simple words.
* Children will practice tracking print.
* Children will practice writing the letters in their classmates' names.
* Children will learn and practice sight words.
* Children will practice copying words and sentences.
* Children will generate their own ideas for writing.
* Children will practice writing sounds.
* Children will practice capital letters.
* Children will begin to understand the concept of nouns.
* Children will review what was done and learned during the day by helping to write the classroom journal.

Materials:
* Little Rabbit's Loose Tooth. Written by Lucy Bate. Published by Scholastic, 1975.
* Getting to Know You shoe box and names.
* Sentence strips.
* Drawing paper.
* Word Wall words written on sentence strips: again, could, going, how, and know.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.

Advance Preparation:

* Write the Morning Message on the board:

  Good morning boys and girls! Today is Monday, September 27, 1999. We have ________ at __________ and ________ at _________. (List specials and their times.)
*Compare the child's names with those from previous days. Are their similarities or differences? Does it rhyme with another name? Does it have some of the same letters? Is it a long name so it takes longer to say than Pat or Jan?

*Give each child a piece of drawing paper.

*Model writing the name on the board showing how to form each letter. Have them write the child's name on one side and draw a picture of him or her on the other side. The child gets to take home all of the pictures.

*Word Wall: Add the name to your word wall. Add the 10 Primer words below:

<table>
<thead>
<tr>
<th>eat</th>
<th>four</th>
</tr>
</thead>
<tbody>
<tr>
<td>have</td>
<td>please</td>
</tr>
<tr>
<td>went</td>
<td>want</td>
</tr>
<tr>
<td>ride</td>
<td>came</td>
</tr>
<tr>
<td>into</td>
<td>must</td>
</tr>
</tbody>
</table>

Point them out, chant their spelling, and have the children write them.

*Read the poem Fishes' Evening Song (Random House p. 78). Have the children tell you words that have the /f/ sound.

*Sing the letter f sound. Class sings song together, then you call on students to volunteer words that begin with f. Each child's word is incorporated into the song.

Sung to the tune Jimmy Cracked Corn and I Don't Care.

Who has a /f/ word to share with us?
Who has a /f/ word to share with us?
Who has a /f/ word to share with us?
It must start with the /f/ sound.

Fish is a word that starts with /f/.
Fish is a word that starts with /f/.
Fish is a word that starts with /f/.
Fish starts with the /f/ sound.

*F Tongue Twister: Fred Found Five Frog Feet.

*Fun Phonics Tape: "Five Fat Fireflies."

*DEAR

*Reading Logs.

*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines.

__________________ is fun.
I like _______________.
I have four _____________.

<table>
<thead>
<tr>
<th>fish</th>
<th>Mr. Fix</th>
</tr>
</thead>
<tbody>
<tr>
<td>fish</td>
<td>fix</td>
</tr>
<tr>
<td>fish</td>
<td>fix</td>
</tr>
</tbody>
</table>
*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write something they think is fun on the first line, something they like on the second line, and something they have four of on the third line.
*Have the children copy the pattern filling in the words. Circulate and help as necessary.
*Classroom journal: At the end of the day, gather the children on the carpet to write the journal.
*Ask children what to write first. Take suggestions of 5 things that were done in school that the whole class did together. Write what the children say on a piece of chart paper.
*Read the journal when finished.
*Have all the children sign their names to the bottom. Use their name tags for help.

Evaluation:
*Could the students make appropriate predications about the story?
*Do the students know the letters of the alphabet?
*Can the students write the letters legibly?
*Can the students make the /f/ sound with their mouths?
*Can the students distinguish beginning from ending sounds?
*Did the students participate in the oral language during Getting to Know You and classroom journal?
*Could the students read the simple words during Getting to Know You?
*Could the students track print?
*Did the children learn and practice sight words?
*Could the students copy words legibly?
*Could the students generate their own ideas for writing during patterned writing and journaling?
Thursday, September 2nd

Objectives:
* Children will activate prior knowledge about reading the book.
* Children will use picture clues during reading.
* Children will review their ABC’s.
* Children will practice sounds.
* Children will practice forming sounds in their mouths.
* Children will build the relationship between the letter name and the way it is written.
* Children will begin to recognize sounds at the beginning of words and at the end of words.
* Children will practice recognizing whether sounds are at the beginning of words or at the end.
* Children will practice writing the letters in their names.
* Children will practice recognizing each other’s names.
* Children will learn that their speech can be recorded on paper as writing.
* Children will practice using oral language skills.
* Children will practice reading simple words.
* Children will practice sorting words by the letter they have in them.
* Children will practice tracking print.
* Children will practice reading jargon including word, letters, begins, ends, capital/upper case letter, lower case letter.
* Children will practice writing the letters in their classmates’ names.
* Children will learn and practice sight words.
* Children will practice copying words and sentences.
* Children will begin to generate their own ideas for writing.
* Children will practice writing sounds.
* Children will practice using punctuation.
* Children will practice capital letters.
* Children will review what was done and learned during the day by helping to write the classroom journal.

Materials:
* *Alphabet Dance Tape. Awesome Affirmations* by Julie Pyburn and Joe Peacock.
* *Getting to Know You shoe box and names.*
* *Sentence strips.*
* *Drawing paper.*
* *Dean’s Mother Goose Book of Rhymes.* Published by Playmore, Inc., 1977.
* *1st Grade large lined paper.*
* *A slate, chalk, and a sock for an eraser for each child.*
Advance Preparation:

*Write the Morning Message on the board:

Good morning boys and girls! Today is Thursday, September 2, 1999.

Procedure:

*Have the children come in and sit at their desks.
*Read the message to the children.
*Spelling: Practice F. Distribute slates, chalk, and erasers. Today we are going to practice the letter f again. Write the letter f on the chalkboard while saying the name f. Have the children say the name while writing the letter on their individual chalkboards, saying the name as they form the letter. Have them print the f several times.
*Ask children what sound the f makes. Have the children say the /f/ sound.  
*Ask the children to describe what they do with their mouths to make the sound /f/. To make the f sound you press your top teeth against your bottom lip and force some air out. Do the /f/ sound. Say off, find, February.  
*Have the class try it. You say the word and then they say the word.
*Have the children erase their slates and then divide them into four parts. Each should have 2 lines drawn in them. Tell them that we will play the game again when you say a word and they write the f on the first line if they hear the /f/ at the beginning of the word or on the second line if they hear the /f/ at the end of the word. Remind them of the rule: they must say the word after you do.  
*Say the words and have the children say the words after you: off, fling, brief, feast, factory, gruff, cuff, surf, huff, grief, loaf, deaf, puff, forest, relief, and finger. Have the children put the f on the 1st or 2nd lines.
*Shared Reading: Let children Be the Words: Give each child 1 or more word cards depending on the number of children in the class. Read the story and have the children come to the front of the class and stand in order as their words are called.  
*If you have enough children, reread the story just using the cards. Children are the words!  
*After reading, help the children to sort the words by letter. Write a-z on the chalkboard. Ask the children to hold up their card if it has an a in it. Record the words on the board next to a. Count the words and write the number on the board. Ask the children to hold up their cards if it has a b in it. Record the words on the board next to b. Count the words and write the number on the board. Do so for all the letters of the alphabet.  
*Point out how many words are in each category. Children will be amazed at how many there are of some letters and how few there are of others.  
*Sing the ABC song.
*Play and have children dance to the Alphabet Dance.
*Getting to Know You: Randomly choose a name from the shoe box. This is Thursday's Special Child.
*Have the child come up and sit in a special chair.
*Have the rest of the class ask the child 5 questions. Record and then read the child's responses.
*Later in the day read today's chart and the charts from the week again. Lead the children in reading them chorally. Invite volunteers to come and read each sentence. Guide their hands so that they are tracking the print.
*Focus on the name. Point to the word on the sentence strip. This word is Brittany's name. Tell the children it takes many letters to write the name. Count them. Spell the letters in the name. Have the children spell them with you. Point out any interesting things about the name (it has 3 a's, it begins and ends with the same letter). Point out that the first letter is a capital or upper case letter and that the rest of the letters are small or lower case. Tell children that the first letter in a name is always capitalized or big.
*Take another sentence strip and have children watch as you write the child's name. Have them chant the spelling of the letters with you. Cut the letters apart and mix them up. Have 3 children put them in the correct order. Have the other children do thumbs up or thumbs down to show if the letters are in the correct order.
*Alphabetize the children's names and put up for display.
*Compare the child's names with those from previous days. Are their similarities or differences? Does it rhyme with another name? Does it have some of the same letters? Is it a long name so it takes longer to say than Pat or Jan?
*Give each child a piece of drawing paper.
*Model writing the name on the board showing how to form each letter. Have them write the child's name on one side and draw a picture of him or her on the other side. The child gets to take home all of the pictures.
*Word Wall: Add the name to your word wall. Add the 10 Primer words below:

<table>
<thead>
<tr>
<th>our</th>
<th>out</th>
</tr>
</thead>
<tbody>
<tr>
<td>pretty</td>
<td>white</td>
</tr>
<tr>
<td>they</td>
<td>saw</td>
</tr>
<tr>
<td>like</td>
<td>new</td>
</tr>
<tr>
<td>now</td>
<td>will</td>
</tr>
</tbody>
</table>

Point them out, chant their spelling, and have the children write them.
*Read the poem Did You Ever Go Fishing? (Random House p. 180). Have the children tell you words that have the /f/ sound.
*Read and have the children chant the rhyme One Two Three Four Five (Mother Goose p. 154). Have children tell you the words that have the /f/ sound.
*There's a Wocket in My Pocket: Children make up their own silly rhymes about the classroom. Ask each child to think of an object in the classroom and a word that rhymes with it. Write each child's suggestions on the board. Distribute paper to the students. Ask them to copy their silly rhyme from the board and draw a picture of it. Make them into a book.
*Scavenger Hunt: Assign the children into teams. Send them on a scavenger hunt around the room to find and copy words that have the /f/ sound. Demonstrate several words first. Say and write fast, staff, fruit, cuffed. The pair to find the most words gets a special prize.
*DEAR
*Reading Logs.
*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines.

___________________ is my friend.
My favorite fruit is ________________.

*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write someone who is their friend on the first line and their favorite fruit on the second line. Encourage them to use foods that have the f sound in them if possible.
*Have the children copy the pattern filling in the words. Circulate and help as necessary.
*Classroom journal: At the end of the day, gather the children on the carpet to write the journal. Ask children what to write first. Take suggestions of 5 things that were done in school that the whole class did together. Write what the children say on a piece of chart paper.
*Read the journal when finished.
*Have all the children sign their names to the bottom. Use their name tags for help.
Evaluation:

* Did children activate prior knowledge about the book?
* Did children use picture clues as modeled by the teacher?
* Did students understand and use correctly the terms same and different?
* Do the students know the letters of the alphabet?
* Can the students write the letters legibly?
* Could the children find words that had the /f/ sound at the beginning? in the middle? at the end?
* Did the students participate in the oral language during Getting to Know You and classroom journal?
* Could the students read the simple words during Getting to Know You?
* Could the students track print?
* Could the students copy words legibly?
* Did the children learn and practice sight words?
* Could the students generate their own ideas for writing during patterned writing and journaling?
Friday, September 3rd

Objectives:
* Children will review how to use picture clues and what the beginning, middle, and end of the story are.
* Children will practice choral reading.
* Children will review their ABC’s.
* Children will practice sounds.
* Children will practice forming sounds in their mouths.
* Children will build the relationship between the letter name and the way it is written.
* Children will begin to recognize sounds at the beginning of words and at the end of words.
* Children will practice recognizing whether sounds are at the beginning of words or at the end.
* Children will begin to understand the relationship between how long it takes to say a word and how many letters it has.
* Children will practice writing the letters in their names.
* Children will practice recognizing each others names.
* Children will see speech recorded as writing.
* Children will practice using oral language skills.
* Children will practice reading simple words.
* Children will practice tracking print.
* Children will practice reading jargon including word, letters, begins, ends, capital/upper case, lower case.
* Children will practice writing the letters in their classmates’ names.
* Children will learn and practice sight words.
* Children will practice copying words and sentences.
* Children will begin to generate ideas for writing.
* Children will practice writing sounds.
* Children will practice using punctuation.
* Children will practice capital letters.
* Children will review what was done and learned during the day by helping to write the classroom journal.

Materials:
* Alphabet Dance Tape. Awesome Affirmations by Julie Pyburn and Joe Peacock.
* Getting to Know You shoe box and names.
* Sentence strips.
* Drawing paper.
* Dean’s Mother Goose Book of Rhymes. Published by Playmore, Inc., 1977.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* Unifix cubes.
* Sentence strips with short, medium, and long words on them.
Advance Preparation:

*Write the Morning Message on the board:

Good morning boys and girls! Today is Friday, September 3, 1999.

Procedure:

*Have the children come in and sit at their desks.
*Read the message to the children.
*Spelling: Practice Band F. Distribute slates, chalk, and erasers. Today we are going to practice the letters b and f again.
*Ask children what sound the b makes. Have the children say the /b/ sound.
*Ask children what sound the f makes. Have the children say the /f/ sound.
*Have the children divide them into four parts. Each should have 2 lines drawn in them. Tell them that we will play the game again when you say a word and they write the b or f on the first or second line depending on where they hear the sounds. Remind them of the rule: they must say the word after you do. Say the word flab. As children repeat the word as, "What did you do with your mouth at the beginning of the word? What letter is that?" Have children print the letter they hear at the beginning of the word on the first line. "What did you do with your mouth at the end of the word? What letter is that?" Have children print the letter they hear at the end of the word on the second line. Do flub, fib, bluff, bailiff, belief, fabulous, and fiber.
*Picture Walk-Through: Review using picture clues and how a story has a beginning, middle, and end.
*Shared Reading: Choral read using all of the above.
*Make a Class Book: Tell each child to think of an animals and its color. Go around them room having each child name an animal and its color. Write them on the board. Each child should have a different animal. Pass out drawing paper. Instruct the children to draw a picture of their animal. As the children draw, go around the room and have children dictate to you through the frame below. Write the words on their paper. Bind the pages into a Polar Bear, Polar Bear book for the classroom library.

_________________ ________________________,
_________________ ________________________,
what do you hear?
I hear a _______________ ________________________,
in my ear.

*Sing the ABC song.
*Play and have children dance to the Alphabet Dance.
*Getting to Know You: Randomly choose a name from the shoe box. This is Friday's Special Child.
*Have the child come up and sit in a special chair.
*Have the rest of the class ask the child 5 questions. Record and then read the child’s responses. *Later in the day read today’s chart and the charts from the week again. Lead the children in reading them chorally. Invite volunteers to come and read each sentence. Guide their hands so that they are tracking the print.

*Focus on the name. Point to the word on the sentence strip. This word is Chris’s name. Tell the children that it takes many letters to write the name. Count them. Spell the letters in the name. Have the children spell them with you. Point out any interesting things about the name (it has 3 a’s, it begins and ends with the same letter). Point out that the first letter is a capital or upper case letter and that the rest of the letters are small or lower case. Tell children that the first letter in a name is always capitalized or big.

*Take another sentence strip and have children watch as you write the child’s name. Have them chant the spelling of the letters with you. Cut the letters apart and mix them up. Have 3 children put them in the correct order. Have the other children do thumbs up or thumbs down to show if the letters are in the correct order.

*Alphabetize the children’s names and put up for display.

*Compare the child’s names with those from previous days. Are their similarities or differences? Does it rhyme with another name? Does it have some of the same letters? Is it a long name so it takes longer to say than Pat or Jan?

*Give each child a piece of drawing paper.

*Model writing the name on the board showing how to form each letter. Have them write the child’s name on one side and draw a picture of him or her on the other side. The child gets to take home all of the pictures.

*Word Wall: Add the name to your word wall. Add the 12 Primer words below:

- who
- there
- ran
- what
- under
- that
- was
- say
- with
- well
- this
- soon

Point them out, chant their spelling, and have the children write them.

*Reread the poems Bananananananana (Random House p. 193), Broom Balancing (Random House p. 122), Fishes' Evening Song (Random House p. 78), and Did You Ever Go Fishing? (Random House p. 180).
*Read and have the children chant the rhymes Little Blue Ben (Mother Goose p. 84), Bye Baby Bunting (Mother Goose p. 148), and One Two Three Four Five (Mother Goose p. 154).

Review Tongue Twisters: Buy Black Bananas and Fred Found Five Frog Feet.

*Tell the class that sometimes you can tell if a word is short, medium, or long by listening to it. Distribute Unifix cubs. Tell children you will say a word and they should build a short, medium, or long cube stack depending on the length of the word. Say each word, giving children time to build. Show each word, circulating the room and having children make adjustments. To guide students, ask questions such as Did you hear me talk for a long time or a short time when I said ________? Look at the letters. How can you tell it is a long/medium/short word?

*Look at Brainstorming Sheets: List examples of b and f words on the board, 2 from each child. Read them aloud.

*DEAR

*Have children share their Reading Logs aloud to the class. Have them tell what books they have read this week and which is their favorite.

*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines.

That bear likes to eat _______________.
What do you like to eat?
I like to eat _________________.

*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write something that bears eat that starts with an f on the first line and something they like to eat on the second line.

*Have the children copy the pattern filling in the words. Circulate and help as necessary.

*Classroom journal: At the end of the day, gather the children on the carpet to write the journal. Ask children what to write first. Take suggestions of 5 things that were done in school that the whole class did together. Write what the children say on a piece of chart paper.

*Read the journal when finished.

*Have all the children sign their names to the bottom. Use their name tags for help.
Evaluation:

* Did children use picture clues as modeled by the teacher?
* Which children can choral read well?
* Do the students know the letters of the alphabet?
* Can the students write the letters legibly?
* Could the students produce the sounds?
* Could the student connect the sounds they hear to the letters written?
* Could the children discern whether the /b/ and /f/ sounds were at the beginning or end of the words?
* Did the children begin to understand the relationship between how long it takes to say a word and how many letters it has?
* Did the students participate in the oral language during Getting to Know You and classroom journal?
* Could the students read the simple words during Getting to Know You?
* Could the students track print?
* Could the students copy words legibly?
* Did the children learn and practice sight words?
* Could the students generate their own ideas for writing during patterned writing and journaling?
Name ________________ Date ________________

My Brainstorming Sheet for ________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Week of September 6th - 10th

Tuesday, September 7th

Objectives:
* Children will practice making predictions.
* Children will practice checking predictions after reading the story.
* Children will activate prior knowledge about cats.
* Children will review the terms title, author, and illustrator.
* Children will practice sequencing sentences from the story.
* Children will review their ABC's.
* Children will begin practicing sounds.
* Children will build the relationship between the letter name and the way it is written.
* Children will practice forming sounds in their mouths.
* Children will begin recognizing that letters have corresponding sounds.
* Children will practice recognizing whether sounds are at the beginning of words or at the end.
* Children will practice writing the letters in their names.
* Children will practice recognizing each others names.
* Children will practice using oral language skills.
* Children will practice reading simple words.
* Children will practice tracking print.
* Children will practice writing the letters in their classmates' names.
* Children will learn and practice sight words.
* Children will begin learning to copy words and sentences.
* Children will begin to generate their own ideas for writing.
* Children will practice writing sounds.
* Children will practice using punctuation.
* Children will practice capital letters.
* Children will review what was done and learned during the day by helping to write the classroom journal.

Materials:
* Sentence strips of each sentence in Have You Seen My Cat?
* Getting to Know You shoe box and names.
* Sentence strips.
* Drawing paper.
* Word Wall words written on sentence strips: an, by, from, has, and had.
* Fun Phonics Tape.
*1st Grade large lined paper.
*A slate, chalk, and a sock for an eraser for each child.
*O is for Duck. Written by Mary Elting and Michael Folsom. Published by Clarion Books, 1980.

Advance Preparation:

*Write the Morning Message on the board:

Good morning boys and girls! Today is Tuesday, September 7, 1999. We have __________ at __________ and __________ at __________. (List specials and their times.)

*Make sentence strips for Have You Seen My Cat?
*Write and cut out word wall words.

Procedure:

*Have the children come in and sit at their desks.
*Read the message to the children.
*Spelling: Introduce M. Distribute slates, chalk, and erasers. The letter we are going to talk about today is called m. Write the letter m on the chalkboard while saying the name m. Have the children say the name while writing the letter in the air as you write the letter again on the chalkboard. Have the children write the letter on their individual chalkboards, saying the name as they form the letter. Have them print the m several times.
*Tell the children that m makes the /m/ sound. Have the children say the /m/ sound. Have the children write the letter m on the slates, saying the sound /m/ as they write the letter.
*Ask the children to describe what they do with their mouths to make the sound /m/. To make the m sound you press your lips together and hum. Do the /m/ sound. Say monster, tram, Milwaukee, and minimum while pointing to your mouth.
*Have the class try it. You say the word and then they say the word.
*Have the children erase their slates and then divide them into four parts. Each should have 2 lines drawn in them. Tell them that we will play the game where you say word and they repeat it writing the letter m on the first line if they hear the /m/ sound at the beginning of the word or on the second line if they hear the /m/ sound at the end of the word. Remind them of the rule: they must say the word after you do.
*Say the word million. Have the children repeat the word. Ask them where they put their lips together and hum to make the /m/ sound, at the beginning of the word or at the end? As you say this, point to the first line in the first box indicating the line for the initial sound, then to the second line in the first box indicating the final sound. Tell them to write the m on the line that they think shows where they put their lips together and hum.
*Say the word ham. Have the children repeat the word. Ask them where they put their lips together and hum to make the /m/ sound in this word, at the beginning of the word or at the end? As you say this, point to the first line in the first box indicating the line for the initial sound, then to the second line in the first box indicating the final sound.

*Dictate material, magnificent, mighty, confirm, chum, mellow, arm, meat.

*Picture Walk-Through: Do a picture walk-through of Have You Seen My Cat? showing the pictures.

*Ask the children for suggestions on what the story might be about. Write these on the board.

*Activating Prior Knowledge: Who has a cat for a pet? Has it ever been lost? How did you look for it? Did you ever ask your family or neighbors?

*Title, author, and illustrator: The title of this book is Have You Seen My Cat? What does the word title mean? The author of this book is Eric Carle. What does author mean? The illustrator of this book is Eric Carle. What does illustrator mean? Eric Carle drew the pictures and wrote the words for this book.

*Shared Reading: Read the story to the children.

*Check to see if any of the predictions made were correct.

*Sequencing: Put out sentence strips, one for each page of the book. Have the children put the sentence strips in order. Have you seen my cat? and then This is not my cat over and over. Read the strips when finished. Mix them up. Point out that the story does not make sense if the sentences are out of order.

*Thumbs up or thumbs down: Read the story again. For each word ask the children if it has the /m/ sound. Thumbs up if it does and thumbs down if it doesn't.

*Sing the ABC song.

*ABC Book: Q is for Duck. Point out that this book contains the letters of the alphabet.

*Getting to Know You: Randomly choose a name from the shoe box. This is Tuesday's Special Child.

*Have the child come up and sit in a special chair.

*Have the rest of the class ask the child 5 questions. Record and then read the child's responses.

*Later in the day read the chart again. Lead the children in reading it chorally. Invite volunteers to come and read each sentence. Guide their hands so that they are tracking the print.

*Focus on the name. Point to the word on the sentence strip. This word is Pam's name. Tell the children that it takes many letters to write the name. Count them. Spell the letters in the name. Have the children spell them with you. Point out any interesting things about the name (it has 3 a's, it begins and ends with the same letter). Point out that the first letter is a capital or upper case letter and that the rest of the letters are small or
lower case. Tell children that the first letter in a name is always capitalized or big.

*Take another sentence strip and have children watch as you write the child’s name. Have them chant the spelling of the letters with you. Cut the letters apart and mix them up. Have 3 children put them in the correct order. Have the other children do thumbs up or thumbs down to show if the letters are in the correct order.

*Alphabetize the children’s names and put up for display.

*Compare this name to the names from previous days. It has more letters so it takes longer to say. They both start with the /t/ sound. They both start with s but they don’t sound the same in Sara and Sharon.

*Give each child a piece of drawing paper.

*Model writing the name on the board showing how to form each letter. Have them write the child’s name on one side and draw a picture of him or her on the other side. The child gets to take home all of the pictures.

*Word Wall: Add the name to your word wall. Add 5 1st Grade Dolch words: an, by, from, has, and had.

*Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- A - N An! Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.

*Read the poem The Muddy Puddle (Random House p. 28). Have children tell you words with the /m/ sound.

*Read and have the children chant the rhyme Little Miss Muffet (Mother Goose p. 132). Have children tell you words with the /m/ sound.

*Sing the letter M sound. Class sings song together, then you call on students to volunteer words that begin with m. Each child’s word is incorporated into the song.

Sung to the tune Jimmy Cracked Corn and I Don’t Care.

Who has a /m/ word to share with us?
Who has a /m/ word to share with us?
Who has a /m/ word to share with us?
It must start with the /m/ sound.

Me is a word that starts with /m/.
Me is a word that starts with /m/.
Me is a word that starts with /m/.
Me starts with the /m/ sound.
*M Tongue Twister: Mary Moved My Mittens.
*Fun Phonics Tape: "No More Mud Today."
*Brainstorming Sheet: Show children the brainstorming sheet. Explain that each week it will be sent home. They have to find words that have the letters for the week in them. Our letters for this week are M and C. That means you have to find words like mustard, message, money, car, cup, chronicle. As many as you can think of.
*DEAR: Meet with 5+ kids each day individually to check reading skill progression.
*Reading Logs.
*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines.

My ____________________ has money.
The ____________________ is from me.

*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write something or someone that has money on the first blank and something that you gave to someone else on the second blank. Point out that the first letter of the first word in each sentence is a capital letter. Point out that at the end of each line there is a dot called a period. This lets the reader know to stop and pause before reading on. Demonstrate by pausing between sentences and then not pausing.
*Have the children copy the pattern filling in the words. Circulate and help as necessary.
*Classroom journal: At the end of the day, gather the children on the carpet to write the journal. Ask children what to write first. Take suggestions of 5 things that were done in school that the whole class did together. Write what the children say on a piece of chart paper. *Read the journal when finished.
*Have all the children sign their names to the bottom. Use their name tags for help.

Evaluation:
*Could the students define the terms title, author, and illustrator?
*Could the students make appropriate predications about the story?
*Could the students sequence the sentences in Have You Seen My Cat?
*Do the students know the letters of the alphabet?
*Can the students write the letters legibly?
*Can the students make the /m/ sound with their mouths?
*Can the students distinguish beginning from ending sounds?
*Did the students participate in the oral language during Getting to Know You and classroom journal?*
*Could the students read the simple words during Getting to Know You?*
*Could the students track print?*
*Did the children learn and practice sight words?*
*Could the students copy words legibly?*
*Could the students generate their own ideas for writing during patterned writing and journaling?
Wednesday, September 8th

Objectives:
* Children will practice choral reading.
* Children will practice sorting words by the letters they have in them.
* Children will practice identifying the beginning, middle, and end of a story.
* Children will review their ABC's.
* Children will begin practicing sounds.
* Children will build the relationship between the letter name and the way it is written.
* Children will practice forming sounds in their mouths.
* Children will begin recognizing that letters have corresponding sounds.
* Children will practice recognizing whether sounds are at the beginning of words or at the end.
* Children will practice writing the letters in their names.
* Children will practice recognizing each others names.
* Children will practice using oral language skills.
* Children will practice reading simple words.
* Children will practice tracking print.
* Children will practice writing the letters in their classmates' names.
* Children will learn and practice sight words.
* Children will begin learning to copy words and sentences.
* Children will begin to generate their own ideas for writing.
* Children will practice writing sounds.
* Children will practice using punctuation.
* Children will practice capital letters.
* Children will review what was done and learned during the day by helping to write the classroom journal.

Materials:
* Cut up sentence strips of each sentence in Have You Seen My Cat?
* Getting to Know You shoe box and names.
* Sentence strips.
* Drawing paper.
* Fun Phonics Tape.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.

Advance Preparation:

* Write the Morning Message on the board:

  Good morning boys and girls! Today is Wednesday, September 8, 1999. We have
Procedure:

* Have the children come in and sit at their desks.
* Read the message to the children.
* Spelling: Introduce C. Distribute slates, chalk, and erasers. The letter we are going to talk about today is called c. Write the letter c on the chalkboard while saying the name c. Have the children say the name while writing the letter in the air as you write the letter again on the chalkboard. Have the children write the letter on their individual chalkboards, saying the name as they form the letter. Have them print the c several times.
* Tell the children that c makes the /c/ sound. Have the children say the /c/ sound. Have the children write the letter c on the slates, saying the sound /c/ as they write the letter.
* Ask the children to describe what they do with their mouths to make the sound /c/. To make the c sound you open your mouth, press your tongue against the back of your mouth and force some air out. Do the /c/ sound. Say cat, cup, constant while pointing to your mouth.
* Have the class try it. You say the word and then they say the word.
* Have the children erase their slates and then divide them into four parts. Each should have 2 lines drawn in them. Tell them that we will play the game where you say word and they repeat it writing the letter c on the first line if they hear the /c/ sound at the beginning of the word or on the second line if they hear the /c/ sound at the end of the word. Remind them of the rule: they must say the word after you do.
* Say the word coming. Have the children repeat the word. Ask them where they open their mouths, press their tongues against the backs of their mouths and force some air out to make the /c/ sound, at the beginning of the word or at the end? As you say this, point to the first line in the first box indicating the line for the initial sound, then to the second line in the first box indicating the final sound. Tell them to write the c on the line that they think shows where they open their mouths, press their tongues against the backs of their mouths and force some air out.
* Say the word plastic. Have the children repeat the word. Ask them where they open their mouths, press their tongues against the backs of their mouth and force some air out to make the /c/ sound, at the beginning of the word or at the end? As you say this, point to the...
Dictate capable, casual, atlantic, combat, clothing and arithmetic.

*Have the children gather on the carpet.

*Shared Reading: Choral Read the story.

*Let Children Be the Words: Give each child 1 or more word cards depending on the number of children in the class. Read the story and have the children come to the front of the class and stand in order as their words are called.

*If you have enough children, reread the story just using the cards. Children are the words!

*Sort the words according to what letters they have in them.

*Thumbs up or thumbs down: Read the story again. For each word ask the children if it has the /c/ sound. Thumbs up if it does and thumbs down if it doesn’t.

*Sing the ABC song.

*Getting to Know You: Randomly choose a name from the shoe box. This is Wednesday’s Special Child.

*Have the child come up and sit in a special chair.

*Have the rest of the class ask the child 5 questions. Record and then read the child’s responses.

*Later in the day read the charts from today and Tuesday again. Lead the children read them chorally. Invite volunteers to come and read each sentence. Guide their hands so that they are tracking the print.

*Focus on the name. Point to the word on the sentence strip. This word is Paul’s name. Tell the children that it takes many letters to write the name. Count them. Spell the letters in the name. Have the children spell them with you. Point out any interesting things about the name (it has 3 a’s, it begins and ends with the same letter). Point out that the first letter is a capital or upper case letter and that the rest of the letters are small or lower case. Tell children that the first letter in a name is always capitalized or big.

*Take another sentence strip and have children watch as you write the child’s name. Have them chant the spelling of the letters with you. Cut the letters apart and mix them up. Have 3 children put them in the correct order. Have the other children do thumbs up or thumbs down to show if the letters are in the correct order.

*Alphabetize the children’s names and put up for display.

*Compare this name to the names from previous days. It has more letters so it takes longer to say. They both start with the /t/ sound. They both start with s but they don’t sound the same in Sara and Sharon.

*Give each child a piece of drawing paper.

*Model writing the name on the board showing how to form each letter. Have them write the child’s name on
one side and draw a picture of him or her on the other side. The child gets to take home all of the pictures.

*Word Wall: Add the name to your word wall.

*Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- A - N An! Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.

*Read the poem The Crocus (Random House p. 25). Have the children tell you words that have the /c/ sound.

*Read and have the children chant the rhyme Cobbler Cobbler Mend My Shoe (Mother Goose p. 38). Have children tell you words that have the /c/ sound.

*Sing the letter C sound. Class sings song together, then you call on students to volunteer words that begin with c. Each child's word is incorporated into the song.

Sung to the tune Jimmy Cracked Corn and I Don't Care.

Who has a /c/ word to share with us?
Who has a /c/ word to share with us?
Who has a /c/ word to share with us?
It must start with the /c/ sound.

Car is a word that starts with /c/.
Car is a word that starts with /c/.
Car is a word that starts with /c/.
Car starts with the /c/ sound.

*C Tongue Twister: Cute Cats Can Crawl.

*Fun Phonics Tape: "The Crazy Cook at the Corner Cafe."

*DEAR: Meet with 5+ kids each day individually to check reading skill progression.

*Reading Logs.

*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines.

I can ____________________.
I can ____________________.
I cannot ____________________.

*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write 2 things that they can do that start with the /c/ sound in the first 2 blanks and
something that they cannot do that starts with the /c/ sound in the third blank. Point out that the first letter of the first word in each sentence is a capital letter. Point out that at the end of each line there is a dot called a period. This lets the reader know to stop and pause before reading on. Demonstrate by pausing between sentences and then not pausing.

*Have the children copy the pattern filling in the words. Circulate and help as necessary.

*Classroom journal: At the end of the day, gather the children on the carpet to write the journal

*Ask children what to write first. Take suggestions of 5 things that were done in school that the whole class did together. Write what the children say on a piece of chart paper.

*Read the journal when finished.

*Have all the children sign their names to the bottom. Use their name tags for help.

**Evaluation:**

*Could the students define the terms title, author, and illustrator?
*Could the students make appropriate predications about the story?
*Did the students know when it was their word during Let the Children Be the Words?
*Do the students know the letters of the alphabet?
*Can the students write the letters legibly?
*Can the students make the /c/ sound with their mouths?
*Can the students distinguish beginning from ending sounds?
*Did the students participate in the oral language during Getting to Know You and classroom journal?
*Could the students read the simple words during Getting to Know You?
*Could the students track print?
*Did the children learn and practice sight words?
*Could the students copy words legibly?
*Could the students generate their own ideas for writing during patterned writing and journaling?
Thursday, September 9th

Objectives:
* Children will practice choral reading.
* Children will practice responding to a story through their reading response logs.
* Children will review their ABC's.
* Children will practice sounds.
* Children will practice forming sounds in their mouths.
* Children will build the relationship between the letter name and the way it is written.
* Children will begin recognizing that letters have corresponding sounds.
* Children will practice recognizing whether sounds are at the beginning of words or at the end.
* Children will practice writing the letters in their names.
* Children will practice recognizing each others names.
* Children will practice using oral language skills.
* Children will practice reading simple words.
* Children will practice tracking print.
* Children will practice writing the letters in their classmates' names.
* Children will learn and practice sight words.
* Children will practice copying words and sentences.
* Children will begin to generate their own ideas for writing.
* Children will practice writing sounds.
* Children will practice using punctuation.
* Children will practice capital letters.
* Children will review what was done and learned during the day by helping to write the classroom journal.

Materials:
* Getting to Know You shoe box and names.
* Sentence strips.
* Drawing paper.
* Hungry Thing Poster and many food items.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* Reading Response Log notebook for each child.

Advance Preparation:
* Write the Morning Message on the board:
  
  Good morning boys and girls! Today is Thursday, September 9, 1999. We have
________ at _________ and
________ at _________
(List specials and their times.)

* Make the Hungry Thing poster and cut out pictures of foods from magazines.
* Put children into pairs for the scavenger hunt.

Procedure:

* Have the children come in and sit at their desks.
* Read the message to the children.
* Spelling: Practice C. Distribute slates, chalk, and erasers. Today we are going to practice the letter c again. Write the letter c on the chalkboard while saying the name c. Have the children say the name while writing the letter on their individual chalkboards, saying the name as they form the letter. Have them print the c several times.
* Ask children what sound the c makes. Have the children say the /c/ sound.
* Ask the children to describe what they do with their mouths to make the sound /c/. To make the c sound you open your mouth, press your tongue against the back of your mouth and force some air out. Do the /c/ sound. Say class, music, camel.
* Have the class try it. You say the word and then they say the word.
* Have the children erase their slates and then divide them into four parts. Each should have 2 lines drawn in them. Tell them that we will play the game again when you say a word and they write the c on the first line if they hear the /c/ at the beginning of the word or on the second line if they hear the /c/ at the end of the word. Remind them of the rule: they must say the word after you do.
* Say the words and have the children say the words after you: climax, clatter, conductor, attic, gigantic, elastic. Have the children put the c on the 1st or 2nd lines.
* Shared Reading: Choral Read.
* Introduce the Reading Response Log. Give each child a notebook or ask them to take out a new notebook. Label them Reading Response Log. Explain to the children that every once in a while you will ask them to take out their Reading Response Logs or RRL’s. Then I will ask them to draw a picture or write something in them. Every time they will write the date and the story they are responding to. On the board write September 9, 1999 Have You Seen My Cat? Ask children to copy these. Then tell them to think about the story and decide which cat was their favorite. Have them draw a picture of this cat.
* Sing the ABC song.
* ABC Book: Read the Alphabet Times Four aloud. Point out that this book contain the letters from our alphabet
and letters from the alphabets of three other countries.

*Getting to Know You: Randomly choose a name from the shoe box. This is Thursday's Special Child.

*Have the child come up and sit in a special chair.

*Have the rest of the class ask the child 5 questions. Record and then read the child’s responses.

*Later in the day read today's chart and the charts from the week again. Lead the children in reading them chorally several times. Invite volunteers to come and read each sentence. Guide their hands so that they are tracking the print.

*Focus on the name. Point to the word on the sentence strip. This word is Jason's name. Tell the children that it takes many letters to write the name. Count them. Spell the letters in the name. Have the children spell them with you. Point out any interesting things about the name (it has 3 a's, it begins and ends with the same letter). Point out that the first letter is a capital or upper case letter and that the rest of the letters are small or lower case. Tell children that the first letter in a name is always capitalized or big.

*Take another sentence strip and have children watch as you write the child’s name. Have them chant the spelling of the letters with you. Cut the letters apart and mix them up. Have 3 children put them in the correct order. Have the other children do thumbs up or thumbs down to show if the letters are in the correct order.

*Alphabetize the children’s names and put up for display.

*Compare the child’s names with those from previous days. Are their similarities or differences? Does it rhyme with another name? Does it have some of the same letters? Is it a long name so it takes longer to say than Pat or Jan?

*Give each child a piece of drawing paper.

*Model writing the name on the board showing how to form each letter. Have them write the child's name on one side and draw a picture of him or her on the other side. The child gets to take home all of the pictures.

*Word Wall: Add the name to your word wall.

*Daily Word Practice: 5 old words. Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- A - N An! Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.

*Read the poem Bug in a Jug (Random House p. 74). Have children tell you words that have the c sound.
*Read and have the children chant the rhyme Pat-A-Cake (Mother Goose p. 17). Have children tell you words that have the c sound.

*The Hungry Thing: Read aloud The Hungry Thing. Display the poster and pictures of foods. Go around to each child having them come up, choose a food to feed to the Hungry Thing, ask him if he'd like some papples (if the food the child chooses is apples), and then put the food into his mouth.

*Scavenger Hunt: Assign the children into teams. Send them on a scavenger hunt around the room to find and copy words that have the /m/ and /c/ sounds. Demonstrate several words first. Say and write marker, map, cap, clock. The pair to find the most words gets a special prize.

*DEAR: Meet with 5+ kids each day individually to check reading skill progression.

*Reading Logs.

*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines.

_________________ came to school.
_________________ came to school.
_________________ did not come to school.

*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write the names of 2 people who came to school today on the first 2 blanks and the name of someone who is absent on the third blank. Point out that the first letter of the first word in each sentence is a capital letter. Point out that at the end of each line there is a dot called a period. This lets the reader know to stop and pause before reading on. Demonstrate by pausing between sentences and then not pausing.

*Have the children copy the pattern filling in the words. Circulate and help as necessary.

*Classroom Journal: At the end of the day, gather the children on the carpet to write the journal. Ask children what to write first. Take suggestions of 5 things that were done in school that the whole class did together. Write what the children say on a piece of chart paper.

*Read the journal when finished.

*Have all the children sign their names to the bottom. Use their name tags for help.

Evaluation:

*Did the children practice choral reading?
*Did children respond to the story through their reading response logs?
*Do the students know the letters of the alphabet?
*Can the students write the letters legibly?
*Could the children find words that had the /c/ sound at the beginning? in the middle? at the end?
*Did the students participate in the oral language during Getting to Know You and classroom journal?
*Could the students read the simple words during Getting to Know You?
*Could the students track print?
*Could the students copy words legibly?
*Did the children learn and practice sight words?
*Could the students generate their own ideas for writing during patterned writing and journaling?
Objectives:

* Children will review how to use picture clues and what the beginning, middle, and end of the story are.
* Children will practice reading predictable print aloud.
* Children will discuss reactions and opinions about the story.
* Children will review their ABC's.
* Children will practice sounds.
* Children will practice forming sounds in their mouths.
* Children will build the relationship between the letter name and the way it is written.
* Children will begin recognizing that letters have corresponding sounds.
* Children will practice recognizing whether sounds are at the beginning of words or at the end.
* Children will begin to understand the relationship between how long it takes to say a word and how many letters it has.
* Children will practice recognizing each others' names.
* Children will practice using oral language skills.
* Children will practice reading simple words.
* Children will practice tracking print.
* Children will practice writing the letters in their classmates' names.
* Children will learn and practice sight words.
* Children will practice copying words and sentences.
* Children will begin to generate their own ideas for writing.
* Children will practice writing sounds.
* Children will practice using punctuation.
* Children will practice capital letters.
* Children will review what was done and learned during the day by helping to write the classroom journal.

Materials:

* *Have You Seen My Cat?* Written by Eric Carle. Published by Aladdin Paperbacks, 1987.
* *Getting to Know You* shoe box and names.
* *Sentence strips.*
* *Drawing paper.*
* *Dean's Mother Goose Book of Rhymes.* Published by Playmore, Inc., 1977.
* *Unifix cubes.*
* *Completed brainstorming sheets.*
* *1st Grade large lined paper.*
* *A slate, chalk, and a sock for an eraser for each child.*

Advance Preparation:

* Write the Morning Message on the board:

Good morning boys and girls! Today is Friday, September 10, 1999. We have
Procedure:

*Have the children come in and sit at their desks.
*Read the message to the children.
*Spelling: Practice M and C. Distribute slates, chalk, and erasers. Today we are going to practice the letters m and c again.
*Ask children what sound the m makes. Have the children say the /m/ sound.
*Ask children what sound the c makes. Have the children say the /c/ sound.
*Have the children divide the slates into four parts. Each should have 2 lines drawn in them. Tell them that we will play the game again when you say a word and they write the m or c on the first or second line depending on where they hear the sounds. Remind them of the rule: they must say the word after you do. Say the word mosaic. As children repeat the word as, "What did you do with your mouth at the beginning of the word? What letter is that?" Have children print the letter they hear at the beginning of the word on the first line. "What did you do with your mouth at the end of the word? What letter is that?" Have children print the letter they hear at the end of the word on the second line. Do cram, climates, commandant, talcum, critic.
*Picture Walk-Through: Review using picture clues sequencing and how a story has a beginning, middle, and end.
*Shared Reading: Choose volunteers to read each page.
*Talk about reactions to the book, opinions, likes and dislikes.
*Make a Class Book: Distribute drawing paper to each child. Tell them to draw another scene from the story with the boy looking for his cat and a different kind of cat than those in the story. Write the words "Have you seen my cat? This is not my cat." on the board. Have the children copy these words onto their drawings. Bind the drawings into a class book to put in the classroom library.
*Sing the ABC song.
*Getting to Know You: Randomly choose a name from the shoe box. This is Friday's Special Child.
*Have the child come up and sit in a special chair.
*Have the rest of the class ask the child 5 questions. Record and then read the child's responses.
*Later in the day read the week's charts again. Lead the children in reading them chorally. Invite volunteers to come and read each sentence. Guide their hands so that they are tracking the print.
*Focus on the name. Point to the word on the sentence strip. This word is Becky's name. Tell the children that
it takes many letters to write the name. Count them. Spell the letters in the name. Have the children spell them with you. Point out any interesting things about the name (it has 3 a's, it begins and ends with the same letter). Point out that the first letter is a capital or upper case letter and that the rest of the letters are small or lower case. Tell children that the first letter in a name is always capitalized or big.

*Take another sentence strip and have children watch as you write the child's name. Have them chant the spelling of the letters with you. Cut the letters apart and mix them up. Have 3 children put them in the correct order. Have the other children do thumbs up or thumbs down to show if the letters are in the correct order.
*Alphabetize the children's names and put up for display.
*Compare the child's names with those from previous days. Are their similarities or differences? Does it rhyme with another name. Does it have some of the same letters? Is it a long name so it takes longer to say than Pat or Jan?
*Give each child a piece of drawing paper.
*Model writing the name on the board showing how to form each letter. Have them write the child's name on one side and draw a picture of him or her on the other side. The child gets to take home all of the pictures.
*Word Wall: Add the name to your word wall.
*Daily Word Practice: 5 old words. Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- A - N An! Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.
*Reread the poems The Muddy Puddle (Random House p. 28), The Crocus (Random House p. 25), and Bug in a Jug (Random House p. 74).
*Read and have the children chant the rhymes Little Miss Muffet (Mother Goose p. 132), Cobbler, Cobbler, Mend My Shoe (Mother Goose p. 38), and Pat-A-Cake (Mother Goose p. 17).
*Review Tongue Twisters: Cute Cats Can Crawl and Mary Moved My Mittens.
*Tell the class that sometimes you can tell if a word is short, medium, or long words by listening to them. Distribute Unifix cubes. Tell children you will say a word and they should build a short, medium. or long cube stack depending on the length of the word. Say each word, giving children time to build. Show each word,
circulating the room and having children make adjustments. To guide students, ask questions such as Did you hear me talk for a long time or a short time when I said _________? Look at the letters. How can you tell it is a long/medium/short word?

*Look at Brainstorming Sheets: List examples of m and c words on the board, 2 from each child. Read them aloud.

*DEAR: Meet with 5+ kids each day individually to check reading skill progression.

*Have children share their Reading Logs aloud to the class. Have them tell what books they have read this week and which is their favorite.

*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines.

Many kids like to _____________.
More kids like to _____________.

*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write something that has an /m/ sound in it that kids like to do in the first blank and something that has the /c/ sound that kids like to do in the second blank. Point out that the first letter of the first word in each sentence is a capital letter. Point out that at the end of each line there is a dot called a period. This lets the reader know to stop and pause before reading on. Demonstrate by pausing between sentences and then not pausing.

*Have the children copy the pattern filling in the words. Circulate and help as necessary.

*Classroom journal: At the end of the day, gather the children on the carpet. Tell them that the class is going to write a journal about what happened at school today. Ask children what to write first. Take suggestions of 5 things that were done in school that the whole class did together. Write what the children say on a piece of chart paper. Read the journal when finished. Have all the children sign their names to the bottom. Use their name tags for help.

Evaluation:

*Did children use picture clues as modeled by the teacher?
*Did children know how to use picture clues and what the beginning, middle, and end of the story were?
*Could the children read predictable print aloud?
*Did the children discuss reactions and opinions about the story?
*Do the students know the letters of the alphabet?
*Can the students write the letters legibly?
*Could the students produce the sounds?
*Could the student connect the sounds they hear to the letters written?
*Could the children discern whether the /m/ and /c/ sounds were at the beginning or end of the words?
*Did the children begin to understand the relationship between how long it takes to say a word and how many letters it has?
*Did the students participate in the oral language during Getting to Know You and classroom journal?
*Could the students read the simple words during Getting to Know You?
*Could the students track print?
*Could the students copy words legibly?
*Did the children learn and practice sight words?
*Could the students generate their own ideas for writing during patterned writing and journaling?
Week of September 13th - 17th

Monday, September 13th

Objectives:
* Children will practice making predictions.
* Children will practice checking predictions after reading the story.
* Children will activate prior knowledge about dogs.
* Children will review the terms title, author, and illustrator.
* Children will review what characters are and who they are in the story.
* Children will review their ABC's.
* Children will build the relationship between the letter name and the way it is written.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will discern between sounds at the beginning of words and at the end of words.
* Children will practice recognizing each others names.
* Children will practice using oral language skills.
* Children will practice reading simple words.
* Children will practice tracking print.
* Children will practice writing the letters in their classmates' names.
* Children will learn and practice sight words.
* Children will practice copying words and sentences.
* Children will generate their own ideas for writing.
* Children will practice writing sounds.
* Children will learn the difference between a period and a question mark.
* Children will learn the difference between a sentence that requires a period and a sentence that requires a question mark.
* Children will practice using punctuation.
* Children will practice capital letters.
* Children will review what was done and learned during the day by helping to write the classroom journal.

Materials:
* Wire Hangers for each of the students.
* String.
* Sentence strips of each sentence in Have You Seen My Cat?
* Getting to Know You shoe box and names.
* Sentence strips.
* Drawing paper.
* Word Wall words written on sentence strips: ask, her, him, his, and let.
* Fun Phonics Tape.
*Write and cut out word wall words.
*Write spelling words on sentence strips.

Procedure:

*Have the children come in and sit at their desks.
*Ask the children if they can read any of the words in the message.
*Spelling: Introduce I. Distribute slates, chalk, and erasers. The letter we are going to talk about today is called I. Write the letter I on the chalkboard while saying the name I. Have the children say the name while writing the letter in the air as you write the letter again on the chalkboard. Have the children write the letter on their individual chalkboards, saying the name as they form the letter. Have the print the I several times.
*Tell the children that I makes the /I/ sound. Have the children say the /I/ sound. Have the children write the letter I on the slates, saying the sound /I/ as they write the letter.
*Ask the children to describe what they do with their mouths to make the sound /I/. To make the I sound you put the tip of your tongue between your teeth and force some air out. Do the /I/ sound. Say lady, large, lug while pointing to your mouth. Have the class try it. You say the word and then they say the word.
*Have the children erase their slates and then divide them into four parts. Each should have 2 lines drawn in it. Explain the we will play the game that has only one rule: they must say the word after you do.
*Say the word land. Have the children repeat the word. Ask them where they put their tongue between their teeth to make the /I/ sound, at the beginning of the word or at the end? As you say this, point to the first line in the first box indicating the line for the initial sound, then to the second line in the first box indicating the final sound. Tell them to write the I on the line that they think shows where they put their tongue between their teeth.
*DICTATE peel, well, listen, heal, pail, retail, and gill.
*Have the children erase their chalkboards completely. Tell them that now we are going to practice writing whole words with the I sound.
Say the word slat. Have the children repeat the word. Ask, "What did you say first? Write the letter that stands for that sound on your chalkboard." Have the children say the word again. Ask, "What did you say after the s, after /s/?" Have the children identify I. Have the children say the word again. "What sound did you say next? Write the letter that stands for that sound next." Have them repeat the word again. "What did you say at the end of the word?" Have the children identify t and finish writing the word. Have the children point to slat on their chalkboards and say it. Dictate flat, slam, lab, flab, lam, flats, clam, and mast the same way.
*Have the children gather on the carpet.
Picture Walk-Through: Do a picture walk-through of Little Rabbit's Loose Tooth showing the pictures.

Ask the children for predictions on what the story might be about. Write these on the board.

Activating Prior Knowledge: Ask if any of the children have ever had a loose tooth. What happened to it?

Title, author, and illustrator: The title of this book is Little Rabbit's Loose Tooth. What does the word title mean? The author of this book is Lucy Bate. What does author mean? The illustrator of this book is _________. What does illustrator mean?

Shared Reading: Read the story to the children.

Check to see if any of the predictions made were correct.

Discuss the basic parts of the book: cover, spine, spine label, pages.

Thumbs up or thumbs down: Read the story again. For each word ask the children if it has the /l/ sound. Thumbs up if it does and thumbs down if it doesn’t.

Getting to Know You: Randomly choose a name from the shoe box. This is Monday’s Special Child.

Have the child come up and sit in a special chair.

Have the rest of the class ask the child 5 questions. Record and then read the child’s responses.

Later in the day read the chart again. Lead the children in reading it chorally several times. Invite volunteers to come and read each sentence. Guide their hands so that they are tracking the print.

Focus on the name. Point to the word on the sentence strip. This word is Madison’s name. Tell the children it takes many letters to write the name. Count them. Spell the letters in the name. Have the children spell them with you. Point out any interesting things about the name. Point out that the first letter is a capital or upper case letter and that the rest of the letters are small or lower case. Tell children that the first letter in a name is always capitalized or big.

Take another sentence strip and have children watch as you write the child’s name. Have them chant the spelling of the letters with you. Cut the letters apart and mix them up. Have 3 children put them in the correct order. Have the other children do thumbs up or thumbs down to show if the letters are in the correct order.

Alphabetize the children’s names and put up for display.

Compare this name to the names from previous days.

Give each child a piece of drawing paper.

Model writing the name on the board showing how to form each letter. Have them write the child’s name on one side and draw a picture of him or her on the other side. The child gets to take home all of the pictures.

Word Wall: Add the name to your word wall. Add 5 1st Grade Dolch words: of, put, stop, then, and when.
*Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- A - G - A - I - N Again! Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.

*Read the poem Witch's Menu (Random House p. 203). Have the children identify words they hear that have the /l/ sound.

*Read and have the children chant the rhyme Lucy Locket Lost Her Pocket (Mother Goose p. 39). Have the children identify words they hear that have the /l/ sound.

*Sing the letter L sound. Class sings song together, then you call on students to volunteer words that begin with l. Each child’s word is incorporated into the song.

Sung to the tune Jimmy Cracked Corn and I Don’t Care.

Who has a /l/ word to share with us?
Who has a /l/ word to share with us?
Who has a /l/ word to share with us?
It must start with the /l/ sound.

Like is a word that starts with /l/.
Like is a word that starts with /l/.
Like is a word that starts with /l/.
Like starts with the /l/ sound.

*L Tongue Twister: Lily Licked Large Lemon Lollypops.
*Fun Phonics Tape: "Luckless Lucy."
*Brainstorming Sheet: Show children the brainstorming sheet. Explain that each week it will be sent home. They have to find words that have the /l/ and /r/ sounds in them. That means you have to find words like rain, lick, love, rich, right, reel. As many as you can think of.

*DEAR: Meet with 5 + kids each day individually to check reading skill progression. Do Concepts of Print Checklist, check to see if they can read word wall words, check to see if they can read words with spelling sounds, check to see if they can read words from the stories.

*Reading Logs.

*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines.
Do you know three luscious L foods?
They are ____________, ____________, and ____________.

*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write words that have the /l/ sound that are foods. The sound can be at the beginning or in the middle. Point out that the first letter of the first word in each sentence is a capital letter.
*Have the children copy the pattern filling in the words. Circulate and help as necessary.
*Introduce nouns: Explain that a noun is a person, a place, or a thing. Write the three categories on the chalkboard. Give an example of each. Mrs. Bates, school, pencil. Have children give you examples. At first put them into categories. Then have children tell you which category they go in.
*Classroom journal: At the end of the day, gather the children on the carpet. Tell them that the class is going to write a journal about what happened at school today.
*Ask children what to write first. Take suggestions of 5 things that were done in school that the whole class did together. Write what the children say on a piece of chart paper.
*Read the journal when finished.
*Have all the children start a journal notebook of their own. Have them copy the journal into their notebooks.

Evaluation:
*Did children activate prior knowledge about losing teeth?
*Did children understand the basic parts of a book?
*Could the students define the terms title, author, and illustrator?
*Could the students make appropriate predictions about the story?
*Can the students write the letters legibly?
*Can the students make the /l/ sound with their mouths?
*Can the students distinguish beginning from ending sounds?
*Could the students write whole words with prompting?
*Did the students participate in the oral language during Getting to Know You and classroom journal?
*Could the students read the simple words during Getting to Know You?
*Could the students track print?
*Did the children learn and practice sight words?
*Could the students copy words legibly?
*Did children practice using periods and question marks during patterned writing?
*Did the children practice using capital letters?
*Did the children practice using punctuation?
*Did the children will be understand the term sentence?
*Did the children will begin to understand the concept of nouns?
*Could the students generate their own ideas for writing during patterned writing and journaling?
**Tuesday September 28th**

**Objectives:**
* Children will activate prior knowledge about reading the story yesterday.
* Children will be introduced to the terms characters, setting, problem, and solution.
* Children will be introduced to word families.
* Children will search for words with the focus sound.
* Children will build the relationship between the letter name and the way it is written.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will write whole words with prompting.
* Children will practice recognizing each others names.
* Children will practice using oral language skills.
* Children will practice reading simple words.
* Children will practice tracking print.
* Children will practice writing the letters in their classmates' names.
* Children will learn and practice sight words.
* Children will practice copying words and sentences.
* Children will generate their own ideas for writing.
* Children will practice writing sounds.
* Children will practice capital letters.
* Children will begin to understand the purpose for and the placement of periods.
* Children will begin to understand the concept of nouns.
* Children will practice reading simple words.
* Children will review what was done and learned during the day by helping to write the classroom journal.

**Materials:**
* *Little Rabbit's Loose Tooth*. Written by Lucy Bate. Published by Scholastic, 1975.
* Getting to Know You shoe box and names.
* Sentence strips.
* Drawing paper.
* *Dean's Mother Goose Book of Rhymes*. Published by Playmore, Inc., 1977.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* *Just a Noun Tape*. Awesome Affirmations by Julie Pyburn and Joe Peacock.

**Advance Preparation:**
* Write the Morning Message on the board:

  Good morning boys and girls! Today is Tuesday, September 28, 1999. We have ___________ at _________ and ___________ at _________.
  (List specials and their times.)

* Divide the class into partners for the scavenger hunt.
Procedure:

*Have the children come in and sit at their desks.
*Ask the children if they can read any of the words in the message.
*Spelling: Practice I. Distribute slates, chalk, and erasers. The letter we are going to talk about today is called I. Write the letter I on the chalkboard while saying the name I. Have the children say the name while writing the letter on their individual chalkboards. Have the print the I several times.
*Ask the children what sound the I makes. Have the children say the /I/ sound.
*Ask the children to describe what they do with their mouths to make the sound /I/. To make the I sound you put the tip of your tongue between your teeth and force some air out. Do the /I/ sound. Say lick, lumber, Lee while pointing to your mouth. Have the class try it. You say the word and then they say the word.
*Ask the children to erase their slates and then divide them into four parts. Each should have 2 lines drawn in it. Explain the we will play the game that has only one rule: they must say the word after you do.
*Say the word lift. Have the children repeat the word. Ask them where they put their tongue between their teeth to make the /I/ sound, at the beginning of the word or at the end? As you say this, point to the first line in the first box indicating the line for the initial sound, then to the second line in the first box indicating the final sound. Tell them to write the I on the line that they think shows where they put their tongue between their teeth. Ask them what they said at the end of the word. Tell them to write the letter that stands for the sound they said at the end of the word.
*Dictate lost, let, coal, spool, soul, light, towel list, feel, sell, and meal. Tell them to write the letter that stands for the first sound on the first line and the letter that stands for the last sound on the second line. The I will be either the first or last sound in every word.
*Have the children erase their chalkboards completely. Tell them that now we are going to practice writing whole words with the I sound.
Say the word fast. Have the children repeat the word. Ask, "What did you say first? Write the letter that stands for that sound on your chalkboard." Have the children say the word again. Ask, "What did you say after the f, after /I/?" Have the children identify a.
Have the children say the word again. "What sound did you say next? Write the letter that stands for that sound next." Have them repeat the word again. "What did you say at the end of the word?" Have the children identify t and finish writing the word. Have the children point to fast on their chalkboards and say it. Dictate blab, slams, stab, last, fact, and blast the same way.
*Have the children gather on the carpet.
Activating Prior Knowledge: Remember reading the story yesterday?
*Shared Reading: You read one line and they repeat.
Point to the words during both your turn and their turn.
*Write the terms characters, setting, problem, and solution on the chalkboard. Remind the children that the characters are the people or animals in the story. Tell them that the setting is where the story takes place. Tell them that the problem is what the story is about or what trouble the characters are having. Tell them that the solution is how the story ends and how the problem is solved. Have them give you the characters, the setting, the problem, and the solution for the story. List on the board.
*Have children help you find all the short a ab words in the story. Write ab family on the board. List the ab words from the story and a few suggested by children on the board. Give each student a rabbit pattern. Instruct them to write ab family on it and all the ab words on it. Display the bunnies on a bulletin board.
*Getting to Know You: Randomly choose a name from the shoe box. This is Tuesday’s Special Child.
*Have the child come up and sit in a special chair.
*Have the rest of the class ask the child 5 questions. Record and then read the child's responses.
*Later in the day read today's chart and Monday's chart again. Lead the children in reading them chorally. Invite volunteers to come and read each sentence. Guide their hands so that they are tracking the print.
*Focus on the name. Point to the word on the sentence strip. This word is Trevor’s name. Tell the children that it takes many letters to write the name. Count them. Spell the letters in the name. Have the children spell them with you. Point out any interesting things about the name (it has 3 a’s, it begins and ends with the same letter). Point out that the first letter is a capital or upper case letter and that the rest of the letters are small or lower case. Tell children that the first letter in a name is always capitalized or big.
*Take another sentence strip and have children watch as you write the child’s name. Have them chant the spelling of the letters with you. Cut the letters apart and mix them up. Have 3 children put them in the correct order. Have the other children do thumbs up or thumbs down to show if the letters are in the correct order.
*Alphabetize the children's names and put up for display.
*Compare this name to the names from previous days.
*Give each child a piece of drawing paper.
*Model writing the name on the board showing how to form each letter. Have them write the child’s name on one side and draw a picture of him or her on the other side. The child gets to take home all of the pictures.
*Word Wall: Add the name to your word wall.
*Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- A - G - A - I - N Again! *Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words. *Read the poem Rules (Random House p. 137). Have the children identify words they hear that have the /l/ sound. *Read and have the children chant the rhyme Lavender’s Blue (Mother Goose p. 157). Have the children identify words they hear that have the /l/ sound. *Scavenger Hunt: Assign the children into teams. Send them on a scavenger hunt around the room to find and copy words that have the /l/ sound. *DEAR: Meet with 5 + kids each day individually to check reading skill progression. Do Concepts of Print Checklist, check to see if they can read word wall words, check to see if they can read words with spelling sounds, check to see if they can read words from the stories. *Reading Logs. *Patterned Writing: Give the children a pattern to fill in that uses the l sounds that relates to something happening in the classroom or school. *Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write words that have the /l/ sounds that make sense in the sentences. Point out that the first letter of the first word in each sentence is a capital letter. *Have the children copy the pattern filling in the words. Circulate and help as necessary. *Stop Sign Periods: Explain to your students that a period is similar to a stop sign. A stop sign tells a driver when to stop. A period tells a reader to stop. A period signals the end of a complete thought and tells the reader to stop briefly before continuing. If a period is missing, the reader will not know to stop, and the words in one sentence will "crash" into another sentence. Write the paragraph below without any periods on the chalkboard. Read the story to the students running the sentences together. Ask them, "Does this make sense?" Have them help you to find the places where the periods should go. Give a child a little stop sign to stick on the board where he or she thinks that the period should go. Then reread the story, pausing where the periods go.
One day my dog and I went for a walk. We saw birds and cats. We also saw a big brown dog. He scared us, so we went home.

*Play Just a Noun song.
*Classroom journal: At the end of the day, gather the children on the carpet to write the journal.
*Ask children what to write first. Take suggestions of 5 things that were done in school that the whole class did together. Write what the children say on a piece of chart paper.
*Read the journal when finished.
*Have them copy the journal into their notebooks.

Evaluation:
*Did children activate prior knowledge about reading the story yesterday?
*Did children understand and give appropriate items for characters, setting, problem, and solution?
*Did children understand the concept of word families?
*Could children find words with the focus sound?
*Can the students write the letters legibly?
*Can the students make the /l/ sound with their mouths?
*Can the students distinguish beginning from ending sounds?
*Could the students write whole words with prompting?
*Did the students participate in the oral language during Getting to Know You and classroom journal?
*Could the students read the simple words during Getting to Know You?
*Could the students track print?
*Did the children learn and practice sight words?
*Could the students copy words legibly?
*Did children practice using periods and question marks during patterned writing?
*Did the children practice using capital letters?
*Did the children practice using punctuation?
*Did the children understand the term sentence?
*Did children understand the purpose for and the placement of periods?
*Did children will understand the concept of nouns?
*Could the students generate their own ideas for writing during patterned writing and journaling?
Rabbit Pattern
Objectives:

* Children will activate prior knowledge about characters, setting, problem, and solution of the story.
* Children will practice choral reading.
* Children will review beginning, middle, and end and tell what they are from the story.
* Children will build the relationship between the letter name and the way it is written.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will write whole words with prompting.
* Children will practice recognizing each others names.
* Children will practice using oral language skills.
* Children will practice reading simple words.
* Children will practice tracking print.
* Children will practice writing the letters in their classmates' names.
* Children will learn and practice sight words.
* Children will practice copying words and sentences.
* Children will generate their own ideas for writing.
* Children will practice writing sounds.
* Children will practice capital letters.
* Children will begin to understand the concept of nouns.
* Children will review what was done and learned during the day by helping to write the classroom journal.

Materials:

* Little Rabbit's Loose Tooth. Written by Lucy Bate. Published by Scholastic, 1975.
* Getting to Know You shoe box and names.
* Sentence strips.
* Drawing paper.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.

Advance Preparation:

* Write the Morning Message on the board:

  Good morning boys and girls! Today is Wednesday, September 29, 1999. We have
  ______________ at ____________ and
  ______________ at ____________.
  (List specials and their times.)

* Draw a story sandwich on the chalkboard.
Procedure:

*Have the children come in and sit at their desks.
*Ask the children if they can read any of the words in the message.
*Spelling: Introduce R. Distribute slates, chalk, and erasers. The letter we are going to talk about today is called r. Write the letter r on the chalkboard while saying the name r. Have the children say the name while writing the letter in the air as you write the letter again on the chalkboard. Have the children write the letter on their individual chalkboards, saying the name as they form the letter. Have the print the r several times.
*Tell the children that r makes the /r/ sound. Have the children say the /r/ sound. Have the children write the letter r on the slates, saying the sound /r/ as they write the letter.
*Ask the children to describe what they do with their mouths to make the sound /r/. To make the r sound you open your mouth a little, put your teeth together, curl up your tongue, and force some air out. Do the /r/ sound. Say rough, rug, around, rip while pointing to your mouth. Have the class try it. You say the word and then they say the word.
*Have the children erase their slates and then divide them into four parts. Each should have 2 lines drawn in it. Explain the we will play the game that has only one rule: they must say the word after you do.
*Say the word robin. Have the children repeat the word. Ask them where they opened their mouths a little, put their teeth together, curled up their tongues, and forced some air out to make the /r/ sound, at the beginning of the word or at the end? As you say this, point to the first line in the first box indicating the line for the initial sound, then to the second line in the first box indicating the final sound. Tell them to write the I on the line that they think shows where they opened their mouths a little, put their teeth together, curled up their tongues, and forced some air out.
*Dictate reading, war, radar, ripe, lower, rarer, round.
*Have the children erase their chalkboards completely. Tell them that now we are going to practice writing whole words with the r sound.
*Say the word rat. Have the children repeat the word. Ask, "What did you say first? Write the letter that stands for that sound on your chalkboard." Have the children say the word again. Ask, "What did you say after the r, after /r/?" Have the children identify a. Have the children say the word again. "What sound did you say next? Write the letter that stands for that sound next." Have them repeat the word again. "What did you say at the end of the word?" Have the children identify t and finish writing the word. Have the children point to rat on their chalkboards and say it. Dictate ram, raft, crab, cram, tram, tract, and scram the same way.
*Have the children gather on the carpet.
*Activating Prior Knowledge: Ask the children to remember yesterday when we listed the characters, setting, problem and solution of Little Rabbit's Loose Toothy. Review who the characters were, what the setting was, what the problem was, and how they solved it.

*Shared Reading: Choral read.

*Thumbs up or thumbs down: Read the story again. For each word ask the children if it has the /r/ sound. Thumbs up if it does and thumbs down if it doesn’t.

*Beginning, Middle, and End: Discuss the beginning, middle and end of the story through the story sandwich. Show the children the story sandwich. Point out that the sandwich has a top bun. That is like the beginning or introduction to the story. Then point out the meat. That is the main idea of the story. Then we have the lettuce, tomato, and cheese. These are extras on the sandwich. Therefore they are like the details in the story. The details make the story more interesting to read just like the lettuce, tomato, and cheese make the sandwich more interesting to eat. Finally, the sandwich has a bottom bun just like out story has an end or a conclusion. Ask the children to tell you what the introduction or beginning of the story is, what the main idea of the story is, what the details of the story are, and what the end or conclusion of the story is.

*Getting to Know You: Randomly choose a name from the shoe box. This is Wednesday's Special Child.

*Have the child come up and sit in a special chair.

*Have the rest of the class ask the child 5 questions. Record and then read the child's responses.

*Later in the day read this week's charts again. Lead the children in reading them chorally. Invite volunteers to come and read each sentence. Guide their hands so that they are tracking the print.

*Focus on the name. Point to the word on the sentence strip. This word is Carrie's name. Tell the children that it takes many letters to write the name. Count them. Spell the letters in the name. Have the children spell them with you. Point out any interesting things about the name (it has 3 a's, it begins and ends with the same letter). Point out that the first letter is a capital or upper case letter and that the rest of the letters are small or lower case. Tell children that the first letter in a name is always capitalized or big.

*Take another sentence strip and have children watch as you write the child's name. Have them chant the spelling of the letters with you. Cut the letters apart and mix them up. Have 3 children put them in the correct order. Have the other children do thumbs up or thumbs down to show if the letters are in the correct order.

*Alphabetize the children's names and put up for display.
*Compare this name to the names from previous days.
*Give each child a piece of drawing paper.
*Model writing the name on the board showing how to form each letter. Have them write the child's name on one side and draw a picture of him or her on the other side. The child gets to take home all of the pictures.
*Word Wall: Add the name to your word wall.
*Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word--A - G - A - I - N Again! Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.
*Read the poem The Rabbit (Random House p. 55).
Have the children identify words they hear that have the /r/ sound.
*Read and have the children chant the rhyme The Robin and the Wren (Mother Goose p. 29). Have the children identify words they hear that have the /r/ sound.
*Sing the letter R sound. Class sings song together, then you call on students to volunteer words that begin with r. Each child's word is incorporated into the song.

Sung to the tune Jimmy Cracked Corn and I Don't Care.

Who has a /r/ word to share with us?
Who has a /r/ word to share with us?
Who has a /r/ word to share with us?
Who has a /r/ word to share with us?
It must start with the /r/ sound.

Rich is a word that starts with /r/.
Rich is a word that starts with /r/.
Rich is a word that starts with /r/.
Rich starts with the /r/ sound.

*R Tongue Twister: Renee Read Red Rubber Roses.
*Fun Phonics Tape: "Running in the Rain."
*DEAR: Meet with 5+ kids each day individually to check reading skill progression. Do Concepts of Print Checklist, check to see if they can read word wall words, check to see if they can read words with spelling sounds, check to see if they can read words from the stories.
*Reading Logs.
*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines.
Could you run right in rain?
I ____________ run right in rain.
She ____________ not run right in rain.

*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write could in both blanks. Point out that the first letter of the first word in each sentence is a capital letter.

*Have the children copy the pattern filling in the words. Circulate and help as necessary.

*Review nouns: Tell children that a noun is a person, a place, or a thing. Write the three categories on the chalkboard. Give an example of each. Jane is a person, New York is a place, a typewriter is a thing. Open *Little Rabbit's Loose Tooth*. Now I want you to help me find the nouns in our story. Go through each word. Have children raise their hands if they think it is a noun. Ask them which category to put it in. Count up how many nouns there were in the story.

*Classroom journal: At the end of the day, gather the children on the carpet. Tell them that the class is going to write a journal about what happened at school today.

*Ask children what to write first. Take suggestions of 5 things that were done in school that the whole class did together. Write what the children say on a piece of chart paper.

*Read the journal when finished.

*Have them copy the journal into their notebooks.

**Evaluation:**

*Did the children activate prior knowledge about characters, setting, problem, and solution of the story?*

*Did the children practice choral reading?*

*Did the children understand and name the beginning, middle, and end of the story?*

*Can the students write the letters legibly?*

*Can students make the /r/ sound with their mouths?*

*Can students tell beginning from ending sounds?*

*Could the students write whole words with prompting?*

*Did the students participate in the oral language during Getting to Know You and classroom journal?*

*Could the students read the simple words during Getting to Know You?*

*Could the students track print?*

*Did the children learn and practice sight words?*

*Could the students copy words legibly?*

*Did the children practice using punctuation?*

*Did the children practice using capital letters?*

*Did the children understand the term sentence?*

*Did the children will begin to understand the concept of nouns?*

*Could the students generate their own ideas for writing during patterned writing and journaling?*
Thursday, September 30th

Objectives:
* Children will practice choral reading.
* Children will discuss and write the sequence of events of the story.
* Children will practice spelling ab word family words.
* Children will search for words with the focus sound.
* Children will build the relationship between the letter name and the way it is written.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will write whole words with prompting.
* Children will practice recognizing each others names.
* Children will practice using oral language skills.
* Children will practice reading simple words.
* Children will practice tracking print.
* Children will practice writing the letters in their classmates' names.
* Children will learn and practice sight words.
* Children will practice copying words and sentences.
* Children will generate their own ideas for writing.
* Children will practice writing sounds.
* Children will practice capital letters.
* Children will begin to understand the concept of nouns.
* Children will begin to identify nouns.
* Children will review what was done and learned during the day by helping to write the classroom journal.

Materials:
* *Little Rabbit's Loose Tooth*. Written by Lucy Bate. Published by Scholastic, 1975.
* *Getting to Know You* shoe box and names.
* *Sentence strips.*
* *Drawing paper.*
* *Dean's Mother Goose Book of Rhymes*. Published by Playmore, Inc., 1977.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* *Story Scoops* copies.
* *Ab word family words* written on cards.
* Old magazines for each child.
* Construction paper.

Advance Preparation:

* Write the Morning Message on the board:

  Good morning boys and girls! Today is Thursday, September 30, 1999. We have __________ at ________ and __________ at ________.

  (List specials and their times.)
*Divide the class into partners for the scavenger hunt.
*Write ab word family words on cards.

Procedure:
*Have the children come in and sit at their desks.
*Ask the children if they can read any of the words in the message.
*Spelling: Practice R. Distribute slates, chalk, and erasers. Today we are going to practice the letter r again. Write the letter r on the chalkboard while saying the name r. Have the children say the name while writing the letter on their individual chalkboards. Have the print the r several times.
*Ask the children what sound the r makes. Have the children say the /r/ sound.
*Ask the children to describe what they do with their mouths to make the sound /r/. To make the r sound you open your mouth a little, put your teeth together, curl up your tongue, and force some air out. Do the /r/ sound. Say Rick, rip, rudder, stare while pointing to your mouth. Have the class try it. You say the word and then they say the word.
*Have the children erase their slates and then divide them into four parts. Each should have 2 lines drawn in it. Explain that we will play the game that has only one rule: they must say the word after you do.
*Say the word roll. Have the children repeat the word. Ask, "What did you say first? Write the letter that stands for that sound on your chalkboard." Have the children say the word again. Ask, "What did you say after the s, after /s/?" Have the children identify c. Have the children say the word again. "What sound did you say next? Write the letter that stands for that sound next." Have them repeat the word again. "What was the next sound you said?" Have them write down the letter that represents that sound. Have then repeat the
word again. "What did you say at the end of the word?"
Have the children identify m and finish writing the word.
Have the children point to scram on their chalkboards
and say it. Dictate rams, crab, brat, rats, tram, and cram
the same way.
*Have the children gather on the carpet.
*Shared Reading: Choral read.
*Beginning, Middle, and End: Discuss the sequence of
events in the book. List the beginning, middle, and end
of the story on the board.
*Story Scoops: Give children a copy of the story scoops
page. Have them copy the beginning by the number 1,
the middle by the number 2, and the end by the number
3. Have them color them. Put them up on a bulletin
board.
*Take the children to a large area outside or inside.
Have the children line up in two row. Hold up a card
that has an ab family word on it. The first two children
in line hop and spell the word. For example, if the word
were tab, the children would hop three times, once for
each letter as they spelled them out.
*Getting to Know You: Randomly choose a name from
the shoe box. This is Thursday's Special Child.
*Have the child come up and sit in a special chair.
*Have the rest of the class ask the child 5 questions.
Record and then read the child's responses.
*Later in the day read today's chart and the other charts
from the week. Lead the children in reading them
chorally. Invite volunteers to come and read each
sentence. Guide their hands so that they are tracking
the print.
*Focus on the name. Point to the word on the sentence
strip. This word is Meghan's name. Tell the children
it takes many letters to write the name. Count them.
Spell the letters in the name. Have the children spell
them with you. Point out any interesting things about
the name. Point out that the first letter is a capital or
upper case letter and that the rest of the letters are small
or lower case. Tell children that the first letter in a name
is always capitalized or big.
*Take another sentence strip and have children watch
as you write the child's name. Have them chant the
spelling of the letters with you. Cut the letters apart and
mix them up. Have 3 children put them in the correct
order. Have the other children do thumbs up or thumbs
down to show if the letters are in the correct order.
*Alphabetize the children's names and put up for
display.
*Compare this name to the names from previous days.
*Give each child a piece of drawing paper.
*Model writing the name on the board showing how to
form each letter. Have them write the child's name on
one side and draw a picture of him or her on the other
side. The child gets to take home all of the pictures.
*Word Wall: Add the name to your word wall.

*Daily Word Practice: 5 old words. Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- F - R - O - M - From! Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.

*Read the poem A Rocket in My Pocket (Random House p. 44). Have the children identify words they hear that have the /r/ sound.

*Read and have the children chant the rhyme Millions of Massive Raindrops (Mother Goose p. 33). Have the children identify words they hear that have the /r/ sound.

*Scavenger Hunt: Assign the children into teams. Send them on a scavenger hunt around the room to find and copy words that have the /r/ sound.

*DEAR: Meet with 5+ kids each day individually to check reading skill progression. Do Concepts of Print Checklist, check to see if they can read word wall words, check to see if they can read words with spelling sounds, check to see if they can read words from the stories.

*Reading Logs.

*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines.

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On rainy days I like to ________________.
If I were rich, I would buy a ________________.
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*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write something that they like to do on rainy days that has the /r/ sound in it on the first blank. The sound can be at the beginning, in the middle, or at the end. Tell them to write something that they would buy if they were rich on the second line that also has the /r/ sound in it. Point out that the first letter of the first word in each sentence is a capital letter.

*Have the children copy the pattern filling in the words. Circulate and help as necessary.

*Nouns: Give each child a magazine and instruct them to cut out words that are nouns, that is people, places and things. Have them cut out at least 10 and glue them on a piece of construction paper.

*Classroom journal: At the end of the day, gather the children on the carpet to write the journal.
*Ask children what to write first. Take suggestions of
5 things that were done in school that the whole class
did together. Write what the children say on a piece of
chart paper.
*Read the journal when finished.
*Have them copy the journal into their notebooks.

Evaluation:
*Did the children will practice choral reading?
*Did the children write the correct sequence of events
of the story?
*Could the children spell ab word family words?
*Did children find words with the focus sound?
*Can the students write the letters legibly?
*Can the students make the /r/ sound with their
mouths?
*Can the students distinguish beginning from ending
sounds?
*Could the students write whole words with prompting?
*Did the students participate in the oral language
during Getting to Know You and classroom journal?
*Could the students read the simple words during
Getting to Know You?
*Could the students track print?
*Did the children learn and practice sight words?
*Could the students copy words legibly?
*Did children practice using periods during patterned
writing?
*Did the children practice using capital letters?
*Did the children understand the term sentence?
*Did children understand the concept of nouns?
*Could children identify nouns?
*Could the students generate their own ideas for writing
during patterned writing and journaling?
STORY SCOOPS

Write about three things that happened in your book.

Name ______________________

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

Name of Book ______________________

Author ______________________
Friday, October 1st

Objectives:
*Children will practice reading print aloud.
*Children will review and apply the terms character, setting, problem, solution, and sequencing.
*Children will build the relationship between the letter name and the way it is written.
*Children will practice forming sounds in their mouths.
*Children will match letters to their corresponding sounds.
*Children will write whole words with prompting.
*Children will review spelling word from the last month.
*Children will practice recognizing each others names.
*Children will practice using oral language skills.
*Children will practice reading simple words.
*Children will practice tracking print.
*Children will practice writing the letters in their classmates' names.
*Children will learn and practice sight words.
*Children will practice copying words and sentences.
*Children will generate their own ideas for writing.
*Children will practice writing sounds.
*Children will practice capital letters.
*Children will differentiate between sentences that require a period and those that require a question mark.
*Children will be introduced to the personal dictionary.
*Children will review what was done and learned during the day by helping to write the classroom journal.

Materials:
*Little Rabbit's Loose Tooth. Written by Lucy Bate. Published by Scholastic, 1975.
*Getting to Know You shoe box and names.
*Sentence strips.
*Drawing paper.
*1st Grade large lined paper.
*A slate, chalk, and a sock for an eraser for each child.
*Story Maps copies.
*2 brown construction paper footballs.
*List of review spelling words.

Advance Preparation:

*Write the Morning Message on the board:

Good morning boys and girls! Today is Friday, October 1, 1999. We have ___________ at _________ and ___________ at _________.
(List specials and their times.)
*Make 2 brown construction paper footballs.
*Make a list of review spelling words.
*Put the children into two evenly matched spelling teams.

Procedure:
*Have the children come in and sit at their desks.
*Ask the children if they can read any of the words in the message.
*Show and Tell: Choose a child to bring something from home and share it with the class. Class members ask questions about the object.
*Spelling: Practice L and R. Distribute slates, chalk, and erasers. Today we are going to practice the letter l and r again.
*Ask the children what sound the l makes. Have the children say the /l/ sound.
*Ask the children what sound the r makes. Have the children say the /r/ sound.
*Have the children divide their slates into four parts. Each should have 2 lines drawn in it. Explain the we will play the game that has only one rule: they must say the word after you do.
*Say the word reel. As the children repeat the word, ask what they said at the beginning of the word? What letter is that? Have them print the letter that they hear at the beginning of the word on the first line. What did you do with your mouth at the end of the word? What letter is that? What children print the letter they hear at the end of the word on the second line. Do leer, repeal, repel, liar, relief, and relevant?
*Have the children erase their chalkboards completely. Tell them that now we are going to practice writing whole words with the l and r sound.
*Say the word craft. Have the children repeat the word. Ask, "What did you say first? Write the letter that stands for that sound on your chalkboard." Have the children say the word again. Ask, "What did you say after the c, after /c/?" Have the children identify r.
*Have the children say the word again. "What sound did you say next? Write the letter that stands for that sound next." Have them repeat the word again. "What was the next sound you said?" Have them write down the letter that represents that sound. Have them repeat the word again. "What did you say at the end of the word?" Have the children identify t and finish writing the word. Have the children point to craft on their chalkboards and say it. Dictate slam, flat, rats, stat, cab, and tar.
*Have the children gather on the carpet.
*Activation of Prior Knowledge: Review who the character in the story are, where the story happens, what the problem is, and how it is solved. Also review what the beginning, middle, and end of the story are.
*Shared Reading: Ask for volunteers to read aloud.
*Story Map: Do the story map together. Pass out a story map to each child. Draw one on the board. Ask the children to tell you what to write in each shape. Children copy onto their own story map.

*Getting to Know You: Randomly choose a name from the shoe box. This is Friday’s Special Child.

*Have the child come up and sit in a special chair.

*Have the rest of the class ask the child 5 questions. Record and then read the child’s responses.

*Later in the day read today’s chart and the other charts from the week. Lead the children in reading them chorally. Invite volunteers to come and read each sentence. Guide their hands so that they are tracking the print.

*Focus on the name. Point to the word on the sentence strip. This word is Michelle’s name. Tell the children it takes many letters to write the name. Count them. Spell the letters in the name. Have the children spell them with you. Point out any interesting things about the name. Point out that the first letter is a capital or upper case letter and that the rest of the letters are small or lower case. Tell children that the first letter in a name is always capitalized or big.

*Take another sentence strip and have children watch as you write the child’s name. Have them chant the spelling of the letters with you. Cut the letters apart and mix them up. Have 3 children put them in the correct order. Have the other children do thumbs up or thumbs down to show if the letters are in the correct order.

*Alphabetize the children’s names and put up for display.

*Compare this name to the names from previous days.

*Give each child a piece of drawing paper.

*Model writing the name on the board showing how to form each letter. Have them write the child’s name on one side and draw a picture of him or her on the other side. The child gets to take home all of the pictures.

*Word Wall: Add the name to your word wall.

*Daily Word Practice: 5 old words. Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- F - R - O - M - From! Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.
*Reread the poems Witch's Menu (Random House p. 203), Rules (Random House p. 137), The Rabbit (Random House p. 55), and A Rocket in My Pocket (Random House p. 44).

*Reread and have the children chant the rhyme Lucy Lost Her Pocket (Mother Goose p. 39), Lavender’s Blue (Mother Goose p. 157), The Robin and the Wren (Mother Goose p. 29), and Millions of Massive Raindrops (Mother Goose p. 33).


*Look at Brainstorming Sheets: List examples of l and r words on the board, 2 from each child. Read them aloud.

*Spelling Football: Draw a large football field on the chalkboard, marking off the yard lines. Also tape two brown construction paper footballs, one labeled team A and the other labeled team B on the 50-yard line. Divide students into two teams and have each team stand in a straight line. Assign a goal line to each team. To begin play, announce a spelling word to the first member of team A. If he spells the word correctly, he moves the ball ten years toward his team’s goal line. If he misspells the word, the ball remains at the 50-yard line. Then give the first member of team B a chance to spell the same word. If he spells it correctly, he moves his team’s ball five years toward his team’s goal. Continue in this same manner, alternating turns. The team that reaches its goal line first wins a point. Play resumes with both balls on the 50-yard line. The team with the most points at the end of the game wins!

*DEAR: Meet with 5+ kids each day individually to check reading skill progression. Do Concepts of Print Checklist, check to see if they can read word wall words, check to see if they can read words with spelling sounds, check to see if they can read words from the stories.

*Reader’s Chair: Have the first person who was the Getting to Know You child choose a book to read aloud to the class.

*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines.

When I grow up, I want to be a _______________.
Then I can ___________________.

*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write the job they want to have when they are older on the first blank and what they will do for their job on the second blank. Point out that the first letter in each sentence is a capital letter.
Story Map

Who is in the story?
characters

Where does the story happen?
setting

What problems or events happen in the story?
problem

How are the problems solved and how does the story end?
solution

Title:
Author:
*Have the children copy the pattern filling in the words. Circulate and help as necessary.
*Introduction to the Personal Dictionary: Have each person take out a new notebook. Explain that everytime they need to know how to spell a word and they have the teacher spell it for them, they need to put it in their personal dictionary so that the next time they need to spell it, they can look it up. Help the children to label the pages with the letters of the alphabet.
*Write several sentences on the board, some that require periods and some that require question marks. Ask for volunteers to come up to the board and fill in the missing punctuation. Thumbs up or thumbs down to see if they are right.
*Classroom journal: At the end of the day, gather the children on the carpet to write the journal
*Ask children what to write first. Take suggestions of 5 things that were done in school that the whole class did together. Write what the children say on a piece of chart paper.
*Read the journal when finished.
*Have them copy the journal into their notebooks.

Evaluation:
*Could children read the story aloud?
*Could children apply the terms character, setting, problem, solution, and sequencing correctly?
*Can the students write the letters legibly?
*Can the students make the /r/ sound with their mouths?
*Can the students distinguish beginning from ending sounds?
*Could the students write whole words with prompting?
*Could children spell the words from the last month?
*Did the students participate in the oral language during Getting to Know You and classroom journal?
*Could the students read the simple words during Getting to Know You?
*Could the students track print?
*Did the children learn and practice sight words?
*Could the students copy words legibly?
*Did children practice using periods during patterned writing?
*Did the children practice using capital letters?
*Did the children understand the term sentence?
*Could the children differentiate between sentences that require a period and those that require a question mark?
*Could the students generate their own ideas for writing during patterned writing and journaling?
Objectives:

* Children will practice making predictions.
* Children will practice checking predictions after reading the story.
* Children will activate prior knowledge about taking a bath.
* Children will set a purpose for reading.
* Children will review the terms title, author, and illustrator.
* Children will build the relationship between the letter name and the way it is written.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will write whole words with prompting.
* Children will practice using oral language skills.
* Children will practice reading simple words.
* Children will learn and practice sight words.
* Children will begin to understand and practice the concept of syllables.
* Children will practice blending sounds into words.
* Children will practice copying words and sentences.
* Children will generate their own ideas for writing.
* Children will practice writing sounds.
* Children will generate rhyming words.
* Children will practice capital letters.
* Children review and practice the concept of nouns.
* Children will use invented spelling to write in their journals.
* Children will generate their own ideas for writing during patterned writing and journaling.

Materials:

* Word Wall words written on sentence strips: as, every, give, some, and were.
* Dean’s Mother Goose Book of Rhymes. Published by Playmore, Inc., 1977.
* Fun Phonics Tape.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* Spelling words written on sentence strips.
Advance Preparation:

*Write the Morning Message on the board:

Good morning boys and girls! Today is Monday, October 4, 1999. We have ____________ at ____________ and ____________ at ____________. (List specials and their times.)

*Write and cut out word wall words.
*Write the spelling words on sentence strip cards and cut apart.

Procedure:

*Have the children come in and sit at their desks.
*Ask the children if they can read any of the words in the message.
*Spelling: Introduce P. Distribute slates, chalk, and erasers. The letter we are going to talk about today is called p. Write the letter p on the chalkboard while saying the name p. Have the children say the name while writing the letter in the air as you write the letter again on the chalkboard. Have the children write the letter on their individual chalkboards, saying the name as they form the letter. Have the print the p several times. *Tell the children that p makes the /p/ sound. Have the children say the /p/ sound. Have the children write the letter p on the slates, saying the sound /p/ as they write the letter.
*Ask the children to describe what they do with their mouths to make the sound /p/. To make the p sound you press your lips together and then force them open by pushing air out of your mouth. Do the /p/ sound. Say people, poodle, stop while pointing to your mouth. Have the class try it. You say the word and then they say the word.
*Have the children erase their slates and then divide them into four parts. Each should have 2 lines drawn in it. Explain the we will play the game that has only one rule: they must say the word after you do.
*Say the word deep. Have the children repeat the word. Ask them where they press their lips together and force them open by pushing air out of their mouths, at the beginning of the word or at the end? As you say this, point to the first line in the first box indicating the line for the initial sound, then to the second line in the first box indicating the final sound. Tell them to write the p on the line that they think shows where they press their lips together and force them open by pushing air out.
*Dictate grip, plod, person, drip, yelp, penalty, and gallop.
*Have the children erase their chalkboards completely. Tell them that now we are going to practice writing whole words with the p sound.
*Say the word cap. Have the children repeat the word. Ask, "What did you say first? Write the letter that stands for that sound on your chalkboard." Have the children say the word again. Ask, "What did you say after the c, after /c/?" Have the children identify a. Have the children say the word again. "What did you say at the end of the word?" Have the children identify p and finish writing the word. Have the children point to cap on their chalkboards and say it. Dictate rap, cramp, slaps, past, flap, trap, lamp, and laps the same way.
*Have the children gather on the carpet.
*Picture Walk-Through: Do a picture walk-through of Harry the Dirty Dog showing the pictures.
*Ask the children for predictions on what the story might be about. Write these on the board.
*Activating Prior Knowledge: Ask the children if they like to take baths? Have you ever tried to give a dog or cat a bath? Did they like it?
*Set a purpose for reading: Why should we read this book?
*Title, author, and illustrator: The title of this book is Harry the Dirty Dog. What does the word title mean? The author of this book is Gene Zion. What does author mean? The illustrator of this book is Margaret Bloy Graham. What does illustrator mean?
*Shared Reading: Read the story to the children.
*Check to see if any of the predictions made were correct.
*Thumbs up or thumbs down: Read the story again. For each word ask the children if it has the /p/ sound. Thumbs up if it does and thumbs down if it doesn't.
*Word Wall: Add 5 1st Grade Dolch words: as, every, give, some, and were.
*Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- E - V - E - R - Y Every! Clap the syllables.
*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.
*Read the poem Pumberly Pott's Unpredictable Niece (Random House p. 186). Have the children identify words they hear that have the /p/ sound.
*Read and have the children chant the rhyme Peter, Peter, Pumpkin-eater (Mother Goose p. 35). Have the children identify words they hear that have the /p/ sound.
*Sing the letter P sound. Class sings song together, then you call on students to volunteer words that begin with a. Each child's word is incorporated into the song.

Sung to the tune Jimmy Cracked Corn and I Don't Care.

Who has a /p/ word to share with us?
Who has a /p/ word to share with us?
Who has a /p/ word to share with us?
It must start with the /p/ sound.

Pig is a word that starts with /p/.
Pig is a word that starts with /p/.
Pig is a word that starts with /p/.
Pig starts with the /p/ sound.

*P Tongue Twister: Purple People Pick Peaches.
*Fun Phonics Tape: "Please Put Your Pigs."
*Brainstorming Sheet goes home.
*Spelling words and parent sheet go home: cop, mob, top, plot, pact, pot, stop, mop, log, rob.
*Display the spelling words in the pocket chart. Clap and chant the spelling of the words. Generate rhyming words for cap and past.
*Blending Sounds: Sung to If You're Happy and You Know It Clap Your Hands.

If you think you know this word, shout it out. If you think you know this word, shout it out. If you think you know this word, Then tell me what you heard, If you think you know this word, shout it out!

/t/ /o/ /p/
/s/ /o/ /k/
/s/ /t/ /o/ /p/
/c/ /a/ /p/

*DEAR: Meet with 5+ kids each day individually to check reading skill progression.
*Reading Logs.
*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines.

______________ here,
______________ there,
______________ and _____________ everywhere.
*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write words that have the /p/ sound in the first two blank and to repeat the same words in the last two blanks. The sound can be at the beginning, in the middle, or at the end of the words. Point out that the first letter of the first word in each sentence is a capital letter. Point out that between some of the words there are marks called commas. Point out that the sentence has a period at the end.

*Have the children copy the pattern filling in the words. Circulate and help as necessary.

*Review nouns: Ask the children what a noun is. Write the definition on the board. Ask the children to give you examples of nouns in the classroom. Write them on the board.

*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Tell them that from now on they will write their own journals instead of writing the classroom journal. Tell them that on some days you will give them a topic to write about and on other days they will be able to choose their own topic. Tell the children to write about what they did at recess today. Who did you play with? What did you do? Was it fun or not?

Evaluation:

*Did children activate prior knowledge about bathing?
*Could the students define the terms title, author, and illustrator?
*Could the students make appropriate predications about the story?
*Did students check predictions?
*Can the students write the letters legibly?
*Can the students make the /p/ sound with their mouths?
*Can the students distinguish beginning from ending sounds?
*Could the students write whole words with prompting?
*Did the children learn and practice sight words?
*Children will begin to understand and practice the concept of syllables.
*Did children understand the concept of syllables?
*Could the children blend sounds into words?
*Could the students copy words legibly?
*Did children practice using periods during patterned writing?
*Did the children practice using capital letters?
*Did the children understand the term sentence?
*Did the children understand the concept of nouns?
*Could the students generate their own ideas for writing during patterned writing and journaling?
*Did the children use invented spelling to write in their journals?
Dear Parent(s) or Guardian(s):

Beginning the week of October 4, children will be given a list of spelling words for each week to study at home. They will be tested on Friday. There are ten words to study, each having the focus letters and sounds for the week. These are practice words and may or may not be the same words on the test. I use *Spelling Through Phonics* by the McCrackens which emphasizes spelling patterns instead of memorizing the spelling of certain words. I feel that this opens the child to spelling many more words independently. Please practice these words every day—the first five on Monday through Thursday and the second five Wednesday and Thursday. This is because we work on one sound on Monday and Tuesday and another sound on Wednesday and Thursday. This way the child will be practicing sounds that they have already been introduced to at school.

When practicing the words, say them normally without elongating or distorting the sounds. If the child has difficulty, have them repeat the word. Ask, "What sound do you hear first? What sound do you hear in the middle? What sound do you hear last?" This will help the child to separate the sounds and thus the letters that need to be written. Thank you for your support. Together we can make your child a great speller!

Sincerely,

Melissa Bates
Tuesday, October 5th

Objectives:
- Children will activate prior knowledge about reading the story.
- Children will practice beginning, middle, and end through a story sandwich.
- Children will locate and list words with the focus sound.
- Children will begin associating sounds with letters in their names.
- Children will build the relationship between the letter name and the way it is written.
- Children will practice forming sounds in their mouths.
- Children will match letters to their corresponding sounds.
- Children will write whole words with prompting.
- Children will practice using oral language skills.
- Children will practice reading simple words.
- Children will learn and practice sight words.
- Children will begin to understand and practice the concept of syllables.
- Children will practice copying words and sentences.
- Children will generate their own ideas for writing.
- Children will practice writing sounds.
- Children will generate rhyming words.
- Children will practice capital letters.
- Children will be introduced to the steps in Writer’s Workshop.
- Children will generate their own ideas for writing during patterned writing and journaling.
- Children will use invented spelling to write in their journals.

Materials:
- *Dean’s Mother Goose Book of Rhymes*. Published by Playmore, Inc., 1977.
- *Fun Phonics Tape*.
- 1st Grade large lined paper.
- A slate, chalk, and a sock for an eraser for each child.
- Spelling words written on sentence strips.
- Sentence strips with children’s names written on them.

Advance Preparation:

*Write the Morning Message on the board:*

Good morning boys and girls! Today is Tuesday, October 5, 1999. We have __________ at ________ and __________ at _________.
(List specials and their times.)
*Write the children's names on sentence strips and cut apart.
*Divide the children into partners for the scavenger hunt.
*Draw a story sandwich on the board.

Procedure:

*Have the children come in and sit at their desks.
*Ask the children if they can read any of the words in the message.
*Spelling: Practice P. Distribute slates, chalk, and erasers. The letter we are going to talk about today is called p. Write the letter p on the chalkboard while saying the name p. Have the children say the name while writing the letter on their individual chalkboards. Have the print the p several times.
*Ask the children what sound the p makes. Have the children say the /p/ sound.
*Ask the children to describe what they do with their mouths to make the sound /p/. To make the p sound you press your lips together and then force them open by pushing air out of your mouth. Do the /p/ sound. Pox, open, Polly, political. Have the class try it. You say the word and then they say the word.
*Have the children erase their slates and then divide them into four parts. Each should have 2 lines drawn in it. Explain that we will play the game that has only one rule: they must say the word after you do.
*Say the word pear. Have the children repeat the word. Ask them where they pressed their lips together and then forced them open by pushing air out of their mouths to make the /p/ sound, at the beginning of the word or at the end? As you say this, point to the first line in the first box indicating the line for the initial sound, then to the second line in the first box indicating the final sound. Tell them to write the p on the line that they think shows where they pressed their lips together and then forced them open by pushing air out of their mouths. Ask them what they said at the end of the word. Tell them to write the letter that stands for the sound they said at the end of the word on the second line.
*Dictate slump, sloop, petal, possum, prior, tip, look, lump, and stop. Tell them that the p will be either the first sound or the last sound and that the other sound will be the letter that they write on the line that does not have the p on it.
*Have the children erase their chalkboards completely. Tell them that now we are going to practice writing whole words with the p sound.
*Say the word strap. Have the children repeat the word. Ask, "What did you say first? Write the letter that stands for that sound on your chalkboard." Have the children say the word again. Ask, "What did you say after the s, after /s/?" Have the children identify t. Have the children say the word again. "What did you
say next?" Have children write r. Children say the word again. "What is the next sound you said?" Have them write a. Have them say the word again. "What was the sound you said at the end of the word?" Have the children identify p and finish writing the word. Have the children point to strap on their chalkboards and say it. Dictate spat, camp, tap, slap, stamp, ramp, pat, clamp, and pact.

*Have the children gather on the carpet.
*Activating Prior Knowledge: Do you think Harry learned why having a bath is important? Why is it important?
*Shared Reading: Let Children Be the Words: Give each child 1 or more word cards depending on the number of children in the class. Read the story and have the children come to the front of the class and stand in order as their words are called.
*If you have enough children, reread the story just using the cards. Children are the words!
*After reading, help the children to sort the words by the number of syllables. Write 1 through 10 on the board. For each word, have the child read it. Clap the syllables and write the words next to the number of syllables they have.
*Beginning, Middle, and End: Do a story sandwich. Discuss the beginning or introduction, the main idea in the middle, the details, and the conclusion or end. Have the children tell you what each are. Write them on the story sandwich.
*Word Wall: Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- E - V - E - R - Y Every! Clap the syllables.
*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.
*Read the poem Things to Do If You Are a Subway (Random House p. 92). Have the children identify words they hear that have the /p/ sound.
*Read and have the children chant the rhyme Polly Put the Kettle On (Mother Goose p. 174). Have the children identify words they hear that have the /p/ sound.
*Display the spelling words in the pocket chart. Clap and chant the spelling of the words. Generate rhyming words for tap and pal.
Name Associations: Give each student the sentence strip with his or her name on it. Choose a letter that is common in many children's names and that usually has its expected sound. Have each student whose name contains that letter come up to the front of the room with the name cards. Count all the focus letters. Divide them into three groups, those with names that start with the letter, those with names that end with the letter, and those with names that have the letter some where in the middle. Finally, say each name slowly, stretching out the letter, and decide if you can hear the usual letter sound of the focus letter. Choose another letter and let all the children with names that have that letter in them come up. Do the same things again. Repeat until all the children have had a chance to be at the front of the room.

Scavenger Hunt: Assign the children into teams. Send them on a scavenger hunt around the room to find and copy words that have the /p/ sound.

DEAR: Meet with 5+ kids each day individually to check reading skill progression.

Reading Logs.

Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines.

I have a ________________.
It is ________________, ________________, and ________________.
It can ________________ and ________________.
It cannot ________________ and ________________.

Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write words that have the /p/ sound in the all the blanks. The sound can be at the beginning, in the middle, or at the end of the words. Point out that the first letter of the first word in each sentence is a capital letter. Point out that between some of the words there are marks called commas. Point out that the sentence has a period at the end.

Have the children copy the pattern filling in the words. Circulate and help as necessary.

Writer's Workshop: Ask the children if they've ever written a story. Tell them that all the reading and writing that they have been doing has been getting them ready to start writing stories. Tell them that they will be able to start soon but first need to now how stories will be written in this class. Tell the children that there are steps to writing. First you think about what you want to write about and jot down some notes. This step is called prewriting. Then we use our ideas to start writing. We write down a lot of ideas. I like to call this my sloppy copy because I don't worry too much about
spelling and punctuation. I try my best to spell words correctly and use the right periods and question marks, but I know that the next step will take care of any mistakes I make. This step is called editing. Tell the children that you are the head editor in this room and before anything is published it must pass over your desk to get the stamp of approval. Tell the children that after they write a story they can edit it themselves, have a friend edit it, and then have the teacher edit it. Finally the last step is publishing. In this room that means to rewrite the story fixing up mistakes that the editors found and writing in your best handwriting. Published work is for others to read so it must be something that you can be proud of.

*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Tell the children to write about anything that they want to.

**Evaluation:**

* Did children activate prior knowledge about reading the story?
* Could children name the beginning, middle, and end of the story using the story sandwich?
* Can the students write the letters legibly?  
* Can the students make the /p/ sound with their mouths?
* Can the students distinguish beginning from ending sounds?
* Could the students write whole words with prompting?
* Did the children learn and practice sight words?
* Did children understand the concept of syllables?
* Could the students copy words legibly?
* Did children practice using periods during patterned writing?
* Did the children practice using capital letters?
* Did students seem to understand the steps of writer’s workshop?
* Could the students generate their own ideas for writing during patterned writing and journaling?
* Did the children use invented spelling to write in their journals?
Objectives:

* Children will activate prior knowledge about beginning, middle, and end of the story.
* Children will outline the beginning, middle, and end of the story by drawing.
* Children will begin associating sounds with letters in their names.
* Children will build the relationship between the letter name and the way it is written.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will write whole words with prompting.
* Children will practice using oral language skills.
* Children will practice reading simple words.
* Children will learn and practice sight words.
* Children will begin to understand and practice the concept of syllables.
* Children will practice copying words and sentences.
* Children will practice writing sounds.
* Children will generate rhyming words.
* Children will practice capital letters.
* Children will practice identifying nouns.
* Children will generate their own ideas for writing during patterned writing and journaling.
* Children will use invented spelling to write in their journals.

Materials:

* **Dean’s Mother Goose Book of Rhymes.** Published by Playmore, Inc., 1977.
* **Fun Phonics Tape.**
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* Spelling words written on sentence strips.

Advance Preparation:

* Write the Morning Message on the board:

  Good morning boys and girls! Today is Wednesday, October 6, 1999. We have
  __________________ at ________ and
  __________________ at ________.

  (List specials and their times.)
Procedure: * Have the children come in and sit at their desks. * Ask the children if they can read any of the words in the message. * Spelling: Introduce Short o. Distribute slates, chalk, and erasers. The letter we are going to talk about today is called o. Write the letter o on the chalkboard while saying the name o. Have the children say the name while writing the letter in the air as you write the letter again on the chalkboard. Have the children write the letter on their individual chalkboards, saying the name as they form the letter. Have them print the o several times. * Tell the children that short o makes the /o/ sound. Have the children say the /o/ sound. Have the children write the letter o on the slates, saying the sound /o/ as they write the letter. * Ask the children to describe what they do with their mouths to make the sound /o/. To make the short o sound you open your mouth into a circle, drop your tongue down to the bottom and push some air out. Do the /o/ sound. Say ox, top, rock, slot, cot while pointing to your mouth. * Have the class try it. You say the word and then they say the word. Point out that the /o/ sound is more often in the middle of the word than at the beginning. * Have the children erase their slates and then divide them into four parts with two lines in each. Tell the children to write the sound they hear at the beginning of the word on the first line and the sound they hear at the end of the word on the second line. Dictate the following: octopus, off, optimum, oddness, object, observant, occasional, and omnibus. * After you have finished a game board, ask the children which words they heard the /o/ sound in. Correct any mistakes. * Have the children gather on the carpet. * Activating Prior Knowledge: Remember what the beginning, middle, and end of the story were? * Shared Reading: Read a page modeling using picture clues. Then call on a student to read the page again. * Have the children fold a piece of paper into thirds and draw a picture of each the beginning, middle, and end. * Thumbs up or thumbs down: Read the story again. For each word ask the children if it has the /o/ sound. Thumbs up if it does and thumbs down if it doesn't. * Word Wall: Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- E - V - E - R - Y Every! Clap the syllables.
*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.

*Read the poem The Hippopotamus (Random House p. 58). Have the children identify words they hear that have the /o/ sound.

*Read and have the children chant the rhyme There was a man (Mother Goose p. 114). Have the children identify words they hear that have the /o/ sound.

*Read the book Doc in the Fog aloud to the children. Read it again and have them give you thumbs up or thumbs down depending on whether the word has the short /o/ sound or not.

*Display the spelling words in the pocket chart. Clap and chant the spelling of the words. Generate rhyming words for pact and pot.

*Sing the letter O sound. Class sings song together, then you call on students to volunteer words that begin with o. Each child's word is incorporated into the song.

Sung to the tune Jimmy Cracked Corn and I Don't Care.

Who has a /o/ word to share with us?
Who has a /o/ word to share with us?
Who has a /o/ word to share with us?
It must start with the /o/ sound.

Odd is a word that starts with /o/.
Odd is a word that starts with /o/.
Odd is a word that starts with /o/.
Odd starts with the /o/ sound.

*Reading Logs.

*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines.

I want to hop on the ____________.
I was on top of the ____________.

*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write words that have the /o/ sound in all the blanks. The sound can be at the beginning or in the middle of the words. Point out that the first letter of the first word in each sentence is a capital letter. Point out that the sentence has a period at the end.

*Have the children copy the pattern filling in the words. Circulate and help as necessary.
*Nouns: Review that a noun is person, place, or thing. As you read the story, ask the children to pick out the nouns. Have them tell you whether they are a person, place, or thing.

*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Give them the frame Today at school I....

Evaluation:

*Did the children activate prior knowledge about beginning, middle, and end of the story?
*Could the children outline the beginning, middle, and end of the story by drawing?
*Can the students write the letters legibly?
*Can the students make the /o/ sound with their mouths?
*Can the students distinguish beginning from ending sounds?
*Could the students write whole words with prompting?
*Did the children learn and practice sight words?
*Did children understand the concept of syllables?
*Could the students copy words legibly?
*Did children practice using periods during patterned writing?
*Did the children practice using capital letters?
*Could students identify nouns within text?
*Could the students generate their own ideas for writing during patterned writing and journaling?
*Did the children use invented spelling to write in their journals?
Thursday, October 7th

Objectives:
* Children will activate prior knowledge about the terms character, setting, problem, and solution.
* Children will give appropriate responses for the terms character, setting, problem, and solution for this story.
* Children will practice choral reading.
* Children will learn what to do when they come to a word they cannot read.
* Children will begin associating sounds with letters in their names.
* Children will blend individual sounds into whole words.
* Children will build the relationship between the letter name and the way it is written.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will write whole words with and without prompting.
* Children will practice using oral language skills.
* Children will practice reading simple words.
* Children will learn and practice sight words.
* Children will begin to understand and practice the concept of syllables.
* Children will practice copying words and sentences.
* Children will practice writing sounds.
* Children will practice capital letters.
* Children will generate their own ideas for writing during patterned writing and journaling.
* Children will use invented spelling to write in their journals.

Materials:
* Fun Phonics Tape.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* Spelling words written on sentence strips.
* In the Big Top. Written by Phonics Readers. Published by Educational Insights, 1990.

Advance Preparation:
* Write the Morning Message on the board:

Good morning boys and girls! Today is Thursday, October 7, 1999. We have ____________ at _________ and ____________ at ___________.
(List specials and their times.)
*Make when you come to a tricky word poster and bookmarks.
*Divide the class into four teams with varied spelling abilities.

**Procedure:**

*Have the children come in and sit at their desks.
*Ask the children if they can read any of the words in the message.
*Spelling: Practice Short o. Distribute slates, chalk, and erasers. We are going to practice the letter o again today. Write the letter o on the chalkboard while saying the name o. Have the children write the letter on their individual chalkboards, saying the name as they form the letter.
*Ask children what sound the short o makes. Have the children say the /o/ sound. Have the children write the letter a on the slates, saying the sound /o/ as they write the letter.
*Ask the children to describe what they do with their mouths to make the sound /o/. To make the short o sound you open your mouth into a circle, drop your tongue down to the bottom and push some air out. Do the /o/ sound. Say ox, top, rock, slot, cot while pointing to your mouth.
*Have the class try it. You say the word and then they say the word. Point out that the /o/ sound is more often in the middle of the word than at the beginning.
*Have the children erase their slates completely. No lines will be drawn. Tell the children that they are now going to spell whole words. Say the word pot. Have each child repeat the word. Ask, "What did you say first? Write the letter that stands for that sound on your chalkboard." Have the children say the word again. You should say the word only if the children cannot remember it. Ask, "What did you say after the p, after /p/?" Get the children to identify the short /o/ and to write the letter on their chalkboards. Now have the children say the word again, and ask, "What did you say at the end of the word?" The children identify t and write t to complete the word. Have everyone point to the whole word and say it. Dictate sob, soft, lot, plot, slob, stop, plop, craft, and mob. When all four words have been written on their chalkboards, say one of the words, and have each child point to the word on his or her own chalkboard and read it, and then erase it. This reverses the process of writing into reading, a task that some children find difficult.
*Have the children gather on the carpet.
*Activating Prior Knowledge: Remember when we talked about the term character, setting, problem, and solution? I want to talk about what those are in *Harry the Dirty Dog*. List the terms on the board. Ask children to give you suggestions to write under each heading.
*Shared Reading: Choral read.
*When you come to a tricky word poster and bookmark: Display a poster and distribute bookmarks to the class that have the following message.

When you come to a tricky word...

*Think of a word that makes sense.
*Look at the picture.
*Reread the sentence.
*Read to the end of the sentence and then go back.
*Look for word chunks you know.
*Sound out the word.

*Read over the above with the children. Practice on the following sentence: The dog dug up a bone from the backyard.

*Word Wall: 5 Old Words. Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word--F - R - O - M From! Clap the syllables.

*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.

*Read the poems I've Got a Dog (Random House p. 66). Have the children identify words they hear that have the /o/ sound.

*Read and have the children chant the rhyme Higglety, Pigglety, Pop (Mother Goose p. 108). Have the children identify words they hear that have the /o/ sound.

*Read the book In the Big Top aloud to the children. Read it again and have them give you thumbs up or thumbs down depending on whether the word has the short /o/ sound or not.

*Word family flip books: give 6 two-inch square pieces of white construction paper and 1 two-inch by five-inch rectangle of another color of construction paper to each child. The child staples the two together at the left end. Then the child writes the word family (rime) on the rectangle and 5 different letter on the 5 squares to make rhyming words. The child then practices reading the words. Do the rime op.
*Down the Line: Group students into four teams and have each team sit in a straight line. Give the first person in the each row a slate and a piece of chalk. To begin play, announce a spelling word. The first player in each row writes the first letter of the word on the chalkboard and then passes it to the second player. The second player writes the second letter of the word on the chalkboard, and so on until the entire word has been spelled. The player who writes the final letter of the word stands up. The first team that has a member standing with a correctly spelled word wins a point. Before beginning play again, the first player of each team moves to the back of the line. The team with the most points at the end of the game time wins.

*DEAR: Meet with 5+ children individually to check reading skill progression.

*Reader's Chair.

*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it. Model how to use the lines.

The green light says go.
The red light says ________________
The green is on the bottom.
The red is on the ________________.

*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write words that have the /o/ sound that make sense in the sentences. Point out that the first letter of the first word in each sentence is a capital letter. Point out that the sentence has a period at the end.

*Have the children copy the pattern filling in the words. Circulate and help as necessary.

*Have the children help you to generate a list of words for a seasonal word bank (fall, Halloween). Explain that eventually, they will use the words to write stories.

*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Give them the frame When I grow up, I want to be a ...
Evaluation:

* Did the children activate prior knowledge about the terms character, setting, problem, and solution?
* Did the children give appropriate responses for the terms character, setting, problem, and solution for this story?
* Could the children choral read?
* Did the children understand the steps to take when they find a word that they cannot read?
* Can the students make the /o/ sound with their mouths?
* Can the students distinguish beginning from ending sounds?
* Could the students write whole words with and without prompting?
* Did the children learn and practice sight words?
* Did children understand the concept of syllables?
* Could the students copy words legibly?
* Did children practice using periods during patterned writing?
* Did the children practice using capital letters?
* Could the students generate their own ideas for writing during patterned writing and journaling?
* Did the children will use invented spelling to write in their journals?
* Could the students blend sounds into whole words?
* Did students associate sounds to names?
Friday, October 8th

Objectives:
* Children will write appropriate responses for the terms character, setting, problem, and solution on the story map.
* Children will follow along with the tape of the story.
* Children will try to figure out what word wall word you have in mind.
* Children will build the relationship between the letter name and the way it is written.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will write whole words with and without prompting.
* Children will practice using context clues and beginning letters to read words.
* Children will practice using oral language skills.
* Children will practice reading simple words.
* Children will spell their spelling words correctly.
* Children will learn and practice sight words.
* Children will begin to understand and practice the concept of syllables.
* Children will practice cross checking context with sounds.
* Children will practice copying words and sentences.
* Children will practice writing sounds.
* Children will practice capital letters.
* Children will generate their own ideas for writing during journaling.
* Children will use invented spelling to write in their journals.

Materials:
* Fun Phonics Tape.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* Story tape of Harry the Dirty Dog.
* Teddy Bear Story Map for each child.
* Blank Bingo cards and markers.
* Word wall words on scraps of paper in a shoe box.
* Sticky notes.
Advance Preparation:

*Write the Morning Message on the board:

Good morning boys and girls! Today is Friday, October 8, 1999. We have _______ at _________ and _________ at _________.
(List specials and their times.)

*Read the story on tape.
*Write the Guess the Covered Word Sentences on the board. Put a sticky note over the first letter so that it covers it exactly. Put other sticky notes over the rest of the word so they cover it exactly.

Procedure:

*Have the children come in and sit at their desks.
*Ask the children if they can read any of the words in the message.
*Show and Tell.
*Spelling: Practice P and Short O. Distribute slates, chalk, and erasers. We are going to practice the letters p and o again today. No lines should be drawn. Tell the children that they are going to spell whole words. Say the word mop. Have each child repeat the word. Ask, "What did you say first? Write the letter that stands for that sound on your chalkboard." Have the children say the word again. You should say the word only if the children cannot remember it. Ask, "What did you say after the m, after /m/?" Get the children to identify the short /o/ and to write the letter on their chalkboards. Now have the children say the word again, and ask, "What did you say at the end of the word?" The children identify p and write p to complete the word. Have everyone point to the whole word and say it. Dictate pots, stops, tops, and cop.
*Now dictate words to them and have them spell them. Don’t ask the questions about beginning, middle, and end sounds. Just say the word. Tell the children to repeat it as many times as they need to hear the sounds. Have them spell the whole words: flop, prop, cops, pompom, spot, top, prom, and plops. After four words, check to make sure all have spelled them correctly by having them read them back to you.
*Have the children gather on the carpet.
*Shared Reading: Children listen to and read along with the tape.
*Teddy Bear Story Map: Distribute a map to each child. Remind the children if they need you to who the characters were, what the setting was, what the problem was, and how it was solved. Have the children write them on the bear and color it. Display them on a bulletin board.
*Word Wall: Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- E - V - E - R - Y Every! Clap the syllables.

*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.

*Be a Mind Reader: Think of a word on the Word Wall. Give the children 5 clues to that word. Have students number a piece of scratch paper 1-5 and tell them that you are going to see who can read your mind and figure out which of the words on the wall you are thinking of and have written on your scratch paper. For your first clue, always say, "It's one of the words on the wall." Students should make a guess next to number 1. Each succeeding clue should narrow down what it can be until by clue five, there is only one possible word. As you give clues, students write their guesses next to the number of clues you have given. After clue five, show students what the word was and find out who guessed the word on number 5, number 4, number 3, number 2, or number 1 maybe.

*Sight Word Bingo: Give each student a blank bingo card. Instruct them to fill in the squares with words from the word wall. Give them scraps of paper for markers. Draw sight words out of a box. Call out the sight words. Children put a marker on if they can read the word and it is on their board. The first one with 5 in a row yells bingo.

*Reread the poems Pumberly Pott's Unpredictable Niece (Random House p. 186), Things to Do If You Are a Subway (Random House p. 92), The Hippopotamus (Random House p. 58), and I've Got a Dog (Random House p. 66). Have the children identify words they hear that have the /p/ and /o/ sounds.

*Reread and have the children chant the rhyme Peter, Peter, Pumpkin-eater (Mother Goose p. 35), Polly Put the Kettle On (Mother Goose p. 174), Higglety, Pigglety, Pop (Mother Goose p. 108), and There was a man (Mother Goose p. 114). Have the children identify words they hear that have the /p/ and /o/ sounds.

*Guess the Covered Word: Show the children the sentences and explain that they will read each sentence and guess the word that is covered by sticky notes. Have students try to guess the covered word of the first sentence. Use a space on your chalkboard to record each guess that makes sense. If a guess given does not
make sense, explain why it doesn't fit but don't write it. After several guesses have been given, remove the paper that covers the first letter. Draw a line through each guess that does not begin with the letter and ask if anyone has any new guesses. Now uncover the word. See if any guesses were right.

*Spelling Test: Give children a piece of spelling handwriting paper numbered 1-10. Dictate the words cop, mob, top, plot, pact, pot, stop, mop, log, rob. Use them in a sentence. Children write the words. They may say them out loud if they need to.

*DEAR: Meet with 5+ children individually each day to check reading skill progression.

*Reader's Chair.

*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Children may write about whatever they wish.

Evaluation:

*Did the children write appropriate responses for the terms character, setting, problem, and solution on the story map?
*Could the children follow along with the tape?
*Did the children figure out what word wall word you had in mind?
*Can the students make the /o/ sound with their mouths?
*Can the students distinguish beginning from ending sounds?
*Could the students write whole words with and without prompting?
*Did children use context clues and beginning letters to read words?
*Could children spell their spelling words correctly?
*Did the children learn and practice sight words?
*Did children understand the concept of syllables?
*Did the students use both context clues and sounds to guess the covered word?
*Could the students copy words legibly?
*Did the children practice using capital letters?
*Could the students generate their own ideas for writing during journaling?
*Did the children use invented spelling to write in their journals?
Week of October 12th - 15th

Tuesday, October 12th

Objectives:
* Children will practice making predictions.
* Children will practice checking predictions after reading the story.
* Children will activate prior knowledge about frogs.
* Children will set a purpose for reading.
* Children will review the terms title, author, and illustrator.
* Children will build the relationship between the letter name and the way it is written.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will write whole words.
* Children will practice using oral language skills.
* Children will practice reading simple words.
* Children will learn and practice sight words.
* Children will begin to understand and practice the concept of syllables.
* Children will practice blending sounds into words.
* Children will practice copying words and sentences.
* Children will practice writing sounds.
* Children will generate rhyming words.
* Children will practice capital letters.
* Children will use invented spelling to write in their journals.
* Children will associate sounds to names.
* Children will read about topics of their interests with others that share the same interests.
* Children will see how a story is written.
* Children will generate their own ideas for writing during patterned writing and journaling.

Materials:
* Jump Frog Jump. Written by Robert Kalan. Published by Scholastic, 1981.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* Spelling words written on sentence strips.

Advance Preparation:
* Write the Morning Message on the board:

  Good morning boys and girls! Today is Tuesday, October 12, 1999. We have _____________ at ___________ and _____________ at ___________.
  (List specials and their times.)
*Write the spelling words on sentence strip cards and cut apart.

Procedure:

*Have the children come in and sit at their desks.
*Ask the children if they can read any of the words in the message.
*Spelling: Review a and o. Distribute slates, chalk, and erasers. The letters we are going to talk about today are called a and o. Write the letters on the chalkboard while saying the names. Have the children say the names while the letters on their individual chalkboards, saying the name as they form the letter. Have the print the letters.
*Ask children what sound the a makes. Ask them what sound the o makes. Ask the class to give you examples of words that have the a and o sounds.
*Have the children erase their slates and then divide them into four parts. Tell the class that we will write whole words using the a and o sounds as well as all the other letters we've learned. Dictate sap, last, pots, soft, crop, prom, plot, fact, tramp, blot.
*Have the children gather on the carpet.
*Picture Walk-Through: Do a picture walk-through of *Jump Frog Jump* showing the pictures.
*Ask the children for predictions on what the story might be about. Write these on the board.
*Activating Prior Knowledge: What do frogs eat?
*Set a purpose for reading: Why should we read this book?
*Title, author, and illustrator: The title of this book is *Jump. Frog. Jump*. What does the word title mean? The author of this book is Robert Kalan. What does author mean? The illustrator of this book is Byron Barton. What does illustrator mean?
*Shared Reading: Read the story to the children.
*Check to see if any of the predictions made were correct.
*Daily Word Practice: 5 old words. Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- S - E - E See! Clap the syllables.
*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.
*Be a Mind Reader: Think of a word on the Word Wall. Give the children 5 clues to that word. Have students number a piece of scratch paper 1-5 and tell them that you are going to see who can read your mind and figure out which of the words on the wall you are thinking of and have written on your scratch paper. For your first clue, always say, "It's one of the words on the wall." Students should make a guess next to number 1. Each succeeding clue should narrow down what it can be until by clue five, there is only one possible word. As you give clues, students write their guesses next to the number of clues you have given. After clue five, show students what the word was and find out who guessed the word on number 5, number 4, number 3, number 2, or number 1 maybe.

*Read the poem 12 October (Random House p. 46).

*Spelling words go home: cost, mat, tab, tract, strap, rat, plot, cost, flop, stamp.

*Display the spelling words in the pocket chart. Clap and chant the spelling of the words. Generate rhyming words for cost and mat.

*Blending Sounds: Sung to If You're Happy and You Know It Clap Your Hands.

If you think you know this word, shout it out.
If you think you know this word, shout it out.
If you think you know this word,
Then tell me what you heard,
If you think you know this word, shout it out!

/f/ /a/ /s/ /t/
/s/ /a/ /p/
/s/ /l/ /a/ /t/
/c/ /a/ /t/ /ch/

*DEAR: Meet with 5+ kids each day individually to check reading skill progression.

*Reading Logs.

*Name Associations: Give each student the sentence strip with his or her name on it. Choose a letter that is common in many children’s names and that usually has its expected sound. Have each student whose name contains that letter come up to the front of the room with the name cards. Count all the focus letters. Divide them into three groups, those with names that start with the letter, those with names that end with the letter, and those with names that have the letter some where in the middle. Finally, say each name slowly, stretching out the letter, and decide if you can hear the usual letter sound of the focus letter. Choose another letter and let all the children with names that have that letter in them come up. Do the same things again. Repeat until all the children have had a chance to be at the front of the room.
*Literature Circles: Write some subjects on the board of books that you have access to. Have the children write on a piece of paper their top three choices of the subject on the board. Put the children into interest groups. Have them read a story together and each draw a picture of their favorite part.

*Patterned Writing: Write a pattern on the board that includes the children's names and an event that is occurring in the classroom or school.

*Have the children copy the pattern filling in the words. Circulate and help as necessary.

*Model writing a frog story using sentence structures from the book.

*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Tell them to write about a trip they have taken somewhere--to the grocery store, to Florida, to someone's house.

**Evaluation:**

*Did children activate prior knowledge about frogs?
*Could the students define the terms title, author, and illustrator?
*Could the students make appropriate predications about the story?
*Did students check predictions?
*Can the students write the letters legibly?
*Could the students write whole words?
*Did the children learn and practice sight words?
*Children will begin to understand and practice the concept of syllables.
*Did children understand the concept of syllables?
*Could the children blend sounds into words?
*Could the students copy words legibly?
*Did children practice using periods during patterned writing?
*Did the children practice using capital letters?
*Did children associate sounds to names?
*Could the students generate their own ideas for writing during patterned writing and journaling?
*Did the children use invented spelling to write in their journals?
Wednesday, October 13th

Objectives: *Children will name the beginning, middle, and end of the story.  
*Children will write a meaningful response to a literature response suggestion.  
*Children will build the relationship between the letter name and the way it is written.  
*Children will practice forming sounds in their mouths.  
*Children will match letters to their corresponding sounds.  
*Children will write whole words.  
*Children will practice using oral language skills.  
*Children will practice reading simple words.  
*Children will learn and practice sight words.  
*Children will begin to understand and practice the concept of syllables.  
*Children will practice blending sounds into words.  
*Children will practice copying words and sentences.  
*Children will practice writing sounds.  
*Children will generate rhyming words.  
*Children will practice capital letters.  
*Children will read about topics of their interests with others that share the same interests.  
*Children will use invented spelling to write in their journals.  
*Children will see how a story is edited.  
*Children will generate their own ideas for writing during patterned writing and journaling.

Materials:  
*Jump Frog Jump. Written by Robert Kalan. Published by Scholastic, 1981.  
*1st Grade large lined paper.  
*A slate, chalk, and a sock for an eraser for each child.

Advance Preparation: "Write the Morning Message on the board:

Good morning boys and girls! Today is Wednesday, October 13, 1999. We have _____________ at ___________ and _____________ at ___________.  
(List specials and their times.)

Procedure: "Have the children come in and sit at their desks.  
*Ask the children if they can read any of the words in the message.  
*Spelling: Review a and o. Distribute slates, chalk, and erasers. We're going to practice a and o again today.  
*Ask children what sound the a makes. Ask them what
sound the o makes. Ask the class to give you examples of words that have the a and o sounds.
*Have the children divide their slates into four parts. Tell the class that we will write whole words using the a and o sounds as well as all the other letters we've learned. Dictate clot, pop, sat, bop, fab, map, cast, loft, lost, tops.
*Have the children gather on the carpet.
*Activating Prior Knowledge: Remember how the frog always seemed to get away? What skill did he have that the other animals didn’t?
*Shared Reading: My turn, your turn.
*Discuss the beginning, middle, and end of the story.
*Have children think about how the story might have ended differently. Have them write a new ending to the story.
*Daily Word Practice: 5 old words. Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- S - E - E See! Clap the syllables.
*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.
*Read the poem Antonio (Random House p. 191).
*Display the spelling words in the pocket chart. Clap and chant the spelling of the words. Generate rhyming words for tab and tract.
*Blending Sounds: Sung to If You’re Happy and You Know It Clap Your Hands.

If you think you know this word, shout it out.
If you think you know this word, shout it out.
If you think you know this word,
Then tell me what you heard,
If you think you know this word, shout it out!

/s/ /o/ /t/ /t/
/s/ /o/ /p/
/s/ /l/ /o/ /t/
/l/ /o/ /k/

*DEAR: Meet with 5+ kids each day individually to check reading skill progression.
*Reading Logs.
*Literature Circles: Continue.
*Patterned Writing: Write a pattern on the board that includes the children's names and an event that is occurring in the classroom or school.
*Have the children copy the pattern filling in the words. Circulate and help as necessary.
*Take out frog story: someone came in and messed up my story last night. Some of the word are spelled wrong and they crossed out all my capital letters and punctuation. Have the children help you to edit the story.
*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Free choice.

Evaluation:
*Could children name the beginning, middle, and end of the story?
*Did children write a meaningful response to a literature response suggestion?
*Can the students write the letters legibly?
*Could the students write whole words?
*Did the children learn and practice sight words?
*Did children understand the concept of syllables?
*Could the children blend sounds into words?
*Could the students copy words legibly?
*Did children practice using periods during patterned writing?
*Did the children practice using capital letters?
*Did children help in editing the frog story?
*Could the students generate their own ideas for writing during patterned writing and journaling?
*Did the children use invented spelling to write in their journals?
Thursday, October 14th

Objectives:
* Children will practice sequencing the events in a story.
* Children will build the relationship between the letter name and the way it is written.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will write whole words.
* Children will practice using oral language skills.
* Children will practice reading simple words.
* Children will learn and practice sight words.
* Children will begin to understand and practice the concept of syllables.
* Children will practice generating words in word families.
* Children will practice copying words and sentences.
* Children will practice writing sounds.
* Children will generate rhyming words.
* Children will practice capital letters.
* Children will use invented spelling to write in their journals.
* Children will practice determining how long a word is.
* Children will read about topics of their interests with others that share the same interests.
* Children will see how a story is published.
* Children will be introduced to the exclamation point.
* Children will generate their own ideas for writing during patterned writing and journaling.

Materials:
* Jump Frog Jump. Written by Robert Kalan. Published by Scholastic, 1981.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* Events of the story written on sentence strips.

Advance Preparation:
* Write the Morning Message on the board:

Good morning boys and girls! Today is Thursday, October 14, 1999. We have ________ at ________ and ________ at ________. List specials and their times.)

Procedure:
* Have the children come in and sit at their desks.
* Ask the children if they can read any of the words in the message.
* Spelling: Review a and o. Distribute slates, chalk, and erasers. We're going to practice a and o again today.
* Ask children what sound the a makes. Ask them what
sound the o makes. Ask the class to give you examples of words that have the a and o sounds.

*Have the children divide their slates into four parts. Tell the class that we will write whole words using the a and o sounds as well as all the other letters we've learned. Dictate clop, frat, mob, past, stops, straps, bats, Pam.

*Have the children gather on the carpet.

*Shared Reading: Read the story in partners.

*Display the events of the story written on sentence strips in the pocket chart in random order. Have children help you to sequence the strips.

*Daily Word Practice: 5 old words. Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- S - E - E See! Clap the syllables.

*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.

*Be a Mind Reader: Think of a word on the Word Wall. Give the children 5 clues to that word. Have students number a piece of scratch paper 1-5 and tell them that you are going to see who can read your mind and figure out which of the words on the wall you are thinking of and have written on your scratch paper. For your first clue, always say, "It's one of the words on the wall." Students should make a guess next to number 1. Each succeeding clue should narrow down what it can be until by clue five, there is only one possible word. As you give clues, students write their guesses next to the number of clues you have given. After clue five, show students what the word was and find out who guessed the word on number 5, number 4, number 3, number 2, or number 1 maybe.

*Read the poem Rain Clouds (Random House p. 30).

*Display the spelling words in the pocket chart. Clap and chant the spelling of the words. Generate rhyming words for strap and rat.

*DEAR: Meet with 5 + kids each day individually to check reading skill progression.

*Reading Logs.

*Word families: Have children generate word families on the board that have the a or o sound. Write the rimes on the board and list some words under each heading of words that belong in that family. Distribute 2 frog patterns to the children. Have the children choose one a word family and one o word family and generate ten words for each family and write them on the frogs.
*Literature Circles: Write some subjects on the board of books that you have access to. Have the children write on a piece of paper their top three choices of the subject on the board. Put the children into interest groups. Have them read a story together and each draw a picture of their favorite part.

*Length of a word with unifix cubes: Distribute unifix cubes. Tell the children you will say a word and they should build a short, medium, or long cube stack depending on the length of the word. Say each word, giving children time to build. Show each word, circulating the room and having children make adjustments. To guide students, ask questions such as Did you hear me talk for a long time or a short time when I said ___________? Look at the letters. How can you tell it is a long/medium/short word?

*Patterned Writing: Write a pattern on the board that includes the children's names and an event that is occurring in the classroom or school.

*Have the children copy the pattern filling in the words. Circulate and help as necessary.

*Spelling Detectives: Write the spelling words on the board. Have the children study the words. Have them close their eyes and remove a word from the board. Have children guess which word you removed and how to spell it.

*Show the children how to publish your frog book—in this case, recopying it onto a new sheet of paper in your best handwriting.

*Introduce the exclamation point: Write an exclamation point on the board. Ask children if they've ever seen one before. What is it? What is it used for? Have a child use one on the board if possible. Write some exclamation sentences on the board. Read them aloud with a lot of excitement. Have the children practice writing exclamation points on scratch paper. Tell the children that the exclamation point is used to show a reader that the writer was really excited about that sentence.

*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Tell them to write about a topic of their choice.

Evaluation:

*Could children sequence the events in the story?
*Can the students write the letters legibly?
*Could the students write whole words?
*Did the children learn and practice sight words?
*Children will begin to understand and practice the concept of syllables.
*Did children understand the concept of syllables?
*Could children generate words in word families?
*Could the students copy words legibly?
*Did children practice using periods during patterned writing?
* Did the children practice using capital letters?
* Could children determine how long a word is?
* Could the students generate their own ideas for writing during patterned writing and journaling?
* Did the children use invented spelling to write in their journals?
Friday, October 15th

Objectives:
* Children will write the characters, setting, problem, and solution on a story map.
* Children will write whole words.
* Children will practice using oral language skills.
* Children will practice reading simple words.
* Children will learn and practice sight words.
* Children will begin to understand and practice the concept of syllables.
* Children will practice using context clues and beginning letters to determine words.
* Children will practice copying words and sentences.
* Children will practice writing sounds.
* Children will generate rhyming words.
* Children will practice capital letters.
* Children will read about topics of their interests with others that share the same interests.
* Children will use invented spelling to write in their journals.
* Children will name nouns used in a story.
* Children will generate their own ideas for writing during patterned writing and journaling.

Materials:
* Jump Frog Jump. Written by Robert Kalan. Published by Scholastic, 1981.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* Sticky Notes.

Advance Preparation:
* Write the Morning Message on the board:

  Good morning boys and girls! Today is Tuesday, October 13, 1999. We have __________ at _________ and __________ at _________.
  (List specials and their times.)

* Write the Guess the Covered Word Sentences on the board. Put a sticky note over the first letter so that it covers it exactly. Put other sticky notes over the rest of the word so they cover it exactly.

Procedure:
* Have the children come in and sit at their desks.
* Ask the children if they can read any of the words in the message.
* Show and Tell.
* Have the children gather on the carpet.
*Activating Prior Knowledge: Remember how the frog always seemed to get away? What skill did he have that the other animals didn't?
*Shared Reading: Ask for volunteers to read.
*Story Map: Have the children do the map independently.
*Daily Word Practice: 5 old words. Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- S - E - E See! Clap the syllables.
*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.
*Be a Mind Reader: Think of a word on the Word Wall. Give the children 5 clues to that word. Have students number a piece of scratch paper 1-5 and tell them that you are going to see who can read your mind and figure out which of the words on the wall you are thinking of and have written on your scratch paper. For your first clue, always say, "It's one of the words on the wall." Students should make a guess next to number 1. Each succeeding clue should narrow down what it can be until by clue five, there is only one possible word. As you give clues, students write their guesses next to the number of clues you have given. After clue five, show students what the word was and find out who guessed the word on number 5, number 4, number 3, number 2, or number 1 maybe.
*Read the poem My Father Owns the Butcher Shop (Random House p. 118).
*Display the spelling words in the pocket chart. Clap and chant the spelling of the words. Review rhymes generated.
*Guess the Covered Word: Show the children the sentences and explain that they will read each sentence and guess the word that is covered by sticky notes. Have students try to guess the covered word of the first sentence. Use a space on your chalkboard to record each guess that makes sense. If a guess given does not make sense, explain why it doesn't fit but don't write it. After several guesses have been given, remove the paper that covers the first letter. Draw a line through each guess that does not begin with the letter and ask if anyone has any new guesses. Now uncover the word. See if any guesses were right.
*Spelling Test: Give children a piece of spelling handwriting paper numbered 1-10. Dictate the words mast, cat, bat, brat, slap, tar, lot, fast, plop, ramp. Use them in a sentence. Children write the words. They may say them out loud if they need to.

*DEAR: Meet with 5+ kids each day individually to check reading skill progression.

*Reader’s Chair.

*Literature Circles: Continue.

*Patterned Writing: Write a pattern on the board that includes the children’s names and an event that is occurring in the classroom or school.

*Have the children copy the pattern filling in the words. Circulate and help as necessary.

*Take out frog story: Underline all the nouns used in your story.

*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Free choice.

Evaluation:

*Could children write the characters, setting, problem, and solution on a story map?

*Can the students write the letters legibly?

*Could the students write whole words?

*Did the children learn and practice sight words?

*Did children understand the concept of syllables?

*Could children use context clues and beginning letters to determine words?

*Could the students copy words legibly?

*Did children practice using periods during patterned writing?

*Did the children practice using capital letters?

*Could children name nouns used in a story?

*Could the students generate their own ideas for writing during patterned writing and journaling?

*Did the children use invented spelling to write in their journals?
**Week of October 18th - 22nd**

**Monday, October 18th**

**Objectives:**
* Children will practice making predictions.
* Children will practice checking predictions after reading the story.
* Children will set a purpose for reading.
* Children will review the terms title, author, and illustrator.
* Children will practice spelling words with review sounds.
* Children will match letters to their corresponding sounds.
* Children will write whole words with and without prompting.
* Children will practice using oral language skills.
* Children will practice speaking and reading in front of a group.
* Children will practice reading simple words.
* Children will learn and practice sight words.
* Children will practice the concept of syllables.
* Children will practice copying words and sentences.
* Children will generate their own ideas for writing.
* Children will practice writing sounds.
* Children will generate rhyming words.
* Children will practice capital letters.
* Children begin to understand the concept of verbs.
* Children will review and practice the terms character and setting.
* Children will use invented spelling to write in their journals.
* Children will generate their own ideas for writing during patterned writing and journaling.

**Materials:**
* *I Have a Friend.* Written by Keiko Narahashi. Published by Margaret K. McElderry Books, 1967.
* Word Wall words written on sentence strips: after, fly, just, live, and once.
* *Dean's Mother Goose Book of Rhymes.* Published by Playmore, Inc., 1977.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* Spelling words written on sentence strips.
* *Action Words Tape.* Awesome Affirmations by Julie Pyburn and Joe Peacock.
* Story Map overhead transparency.
* Overhead Projector.
Advance Preparation:

*Write the Morning Message on the board:

Good morning boys and girls! Today is Monday, October 18, 1999. We have _____________ at ____________ and ____________ at _____________. (List specials and their times.)

*Write and cut out word wall words.
*Write the spelling words on sentence strip cards and cut apart.

Procedure:

*Have the children come in and sit at their desks.
*Ask the children if they can read any of the words in the message.
*Spelling: Review a, o, m, s, f, b, t, c, r, l, p. Distribute slates, chalk, and erasers. Today we are going to talk about all the letters we have learned so far this year--11! Write the letters on the chalkboard. Have the class say their names and the sound that each one makes.
*Tell them that we are going to practice writing whole words using the letters on the board. Say the word scat. Have the children repeat the word. Ask, "What did you say first? Write the letter that stands for that sound on your chalkboard." Have the children say the word again. Ask, "What did you say after the s, after /s/?" Have the children identify c. Have the children say the word again. "What did you say next?" Have the children identify a. Tell the children to repeat the word again. "What did you say at the end of the word?" Have the children identify t and finish writing the word. Have the children point to scat on their chalkboards and say it.
*Now just dictate the following words without prompting: frost, romp, bag, cop, cost, ramp, crop, cramp, tramp, lamp, stamp, and soft.
*Have the children gather on the carpet.
*Picture Walk-Through: Do a picture walk-through of I Have a Friend showing the pictures.
*Ask the children for predictions on what the story might be about. Write these on the board.
*Set a purpose for reading: Why should we read this book?
*Title, author, and illustrator: The title of this book is I Have a Friend. What does the word title mean? The author of this book is Keiko Narahashi. What does author mean? The illustrator of this book is also Keiko Narahashi. What does illustrator mean?
*Shared Reading: Read the story to the children. Who is his friend?
*Check to see if any of the predictions made were correct.
*Word Wall: Add 5 1st Grade Dolch words: after, fly, just, live, and once.
*Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- A - F - T - E - R After! Clap the syllables.
*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.
*Be a Mind Reader: Think of a word on the Word Wall. Give the children 5 clues to that word. Have students number a piece of scratch paper 1-5 and tell them that you are going to see who can read your mind and figure out which of the words on the wall you are thinking of and have written on your scratch paper. For your first clue, always say, "It's one of the words on the wall." Students should make a guess next to number 1. Each succeeding clue should narrow down what it can be until by clue five, there is only one possible word. As you give clues, students write their guesses next to the number of clues you have given. After clue five, show students what the word was and find out who guessed the word on number 5, number 4, number 3, number 2, or number 1 maybe.
*Read the poem The Cat of Cats (Random House p. 67).
*Read and have the children chant the rhyme One, two, buckle my shoe (Mother Goose p. 140).
*Spelling words go home: plant, flop, stomp, prom, crab, soft, romp, ram, act, strap.
*Display the spelling words in the pocket chart. Clap and chant the spelling of the words. Generate rhyming words for plant and flop.
*DEAR: Meet with students in groups by ability to work on specific needs.
*Reading Logs.
*Patterned Writing: Write the following transparency:

   My dog, Spot, and I went to the shop to buy some __________. There we stopped to gab with a man. His name __________ Bob. He had a __________ tire. We jacked it up and the tire went __________!

*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write words that make sense in the sentences. Point out that the first letter of the first word in each sentence is a capital letter. Point out that the man's name, Bob, is also capitalized. Point out that the sentences have periods at the ends.
*Have the children copy the pattern filling in the words. Circulate and help as necessary.
*Introduce verbs: Explain that verbs are action words. Words like run, walk, jump, push, write, feel are verbs. Ask the children for examples.
*Play the Action Words song.
*Model writing a story with the class's help. Use Story Map on the overhead projector. Ask who should the characters be? What will they do in the story? Where does this happen?
*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Tell the children that this week we will begin sharing our journals. That means that one day a week, you will read your journal to the class. Tell the children what their assigned days are and write them on their journal notebooks. Give them time to write about what they did over the weekend and then invite the Monday people up to the front of the room. Explain that when it is your day to share, and you are done, then you come to the front and wait for the rest of the journalers to finish. Have the first child read. Give him or her tips on how to hold the paper, how loudly to speak, etc. Tell the children who are not sharing to show the speaker that they are listening by looking at him or her and keeping still.

Evaluation:

*Could the children spell words with review sounds?
*Could the students define the terms title, author, and illustrator?
*Could the students make appropriate predications about the story?
*Did students check predictions?
*Can the students write the letters legibly?
*Could the students write whole words with and without prompting?
*Did the children learn and practice sight words?
*Did children understand the concept of syllables?
*Could the children generate rhyming words?
*Could the students copy words legibly?
*Did children practice using periods and an exclamation point during patterned writing?
*Did the children practice using capital letters?
*Did the children begin to understand the concept of verbs?
*Did children understand and appropriately use the terms character and setting?
*Could the students generate their own ideas for writing during patterned writing and journaling?
*Did the children will use invented spelling to write in their journals?
*Could the children speak and read in front of the group?
Tuesday, October 19th

Objectives:  
* Children will activate prior knowledge about shadows.  
* Children will review the basic parts of a book.  
* Children will practice spelling words with review sounds.  
* Children will match letters to their corresponding sounds.  
* Children will associate sounds with letters in their names.  
* Children will practice blending sounds to make whole words.  
* Children will write whole words without prompting.  
* Children will practice using oral language skills.  
* Children will practice speaking and reading in front of a group.  
* Children will practice reading simple words.  
* Children will learn and practice sight words.  
* Children will practice the concept of syllables.  
* Children will practice copying words and sentences.  
* Children will generate their own ideas for writing.  
* Children will practice writing sounds.  
* Children will generate rhyming words.  
* Children will practice capital letters.  
* Children will practice deciding what kind of punctuation sentences need.  
* Children will use invented spelling to write in their journals.  
* Children will generate their own ideas for writing during patterned writing and journaling.

Materials:  
* Dean’s Mother Goose Book of Rhymes. Published by Playmore, Inc., 1977.  
* 1st Grade large lined paper.  
* A slate, chalk, and a sock for an eraser for each child.  
* Spelling words written on sentence strips.  
* Overhead Projector.  
* Black butcher paper.  
* Period cards, question mark cards, and exclamation point cards.  
* Sentences on sentence strips that have no punctuation.  
* Each child’s name written on a sentence strip.
Advance Preparation:

*Write the Morning Message on the board:

Good morning boys and girls! Today is Tuesday, October 19, 1999. We have __________ at ________ and __________ at ________.

(List specials and their times.)

*Make the punctuation cards and sentence strips.

Procedure:

*Have the children come in and sit at their desks.
*Ask the children if they can read any of the words in the message.
*Spelling: Review a, o, m, s, f, b, t, c, r, l, p. Distribute slates, chalk, and erasers. Today we are going to talk about all the letters we have learned so far this year just like yesterday. Write the letters on the chalkboard. Have the class say their names and the sound that each one makes.
*Tell them that we are going to practice writing whole words using the letters on the board. Dictate rap, scrap, bop, far, fall, Sal, mom, mop, map, craft.
*Have the children gather on the carpet.
*Activating Prior Knowledge: Have you ever tried to run away from your shadow? Did it work? What did you do?
*Shared Reading: Ask for volunteers to read.
*Basic Parts of a book: Discuss dust jacket, cover, spine, spine label, and pages.
*Word Wall: Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- A - F - T - E - R After! Clap the syllables.
*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.
*Read the poem Cat’s Menu (Random House p. 69).
*Read and have the children chant the rhyme Hey Diddle, Diddle (Mother Goose p. 135).
*Display the spelling words in the pocket chart. Clap and chant the spelling of the words. Generate rhyming words for stomp and prom.
*Blending Sounds: Sung to If You’re Happy and You Know It Clap Your Hands.
If you think you know this word, shout it out.
If you think you know this word, shout it out.
If you think you know this word,
Then tell me what you heard,
If you think you know this word, shout it out!

/b/ /o/ /p/
/s/ /a/ /t/
/f/ /a/ /c/ /t/
/s/ /l/ /a/ /m/

*Name Associations: Give each student the sentence strip with his or her name on it. Choose a letter that is common in many children's names and that usually has its expected sound. Have each student whose name contains that letter come up to the front of the room with the name cards. Count all the focus letters. Divide them into three groups, those with names that start with the letter, those with names that end with the letter, and those with names that have the letter some where in the middle. Finally, say each name slowly, stretching out the letter, and decide if you can hear the usual letter sound of the focus letter. Choose another letter and let all the children with names that have that letter in them come up. Do the same things again. Repeat until all the children have had a chance to be at the front of the room.

*Shadow Words: Have the children trace each other's outlines on black butcher paper. Have them write ot and ap words on their shadows.

*Display the spelling words in the pocket chart. Clap and chant the spelling of the words. Generate rhyming words for stomp and prom.

*DEAR: Meet with students in groups by ability to word on specific needs.

*Reading Logs.

*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it.

My favorite pop is ____________. It goes pop, ____________, ____________. I drink _____ with a fat apple. Mmm! They are ____________.

*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write words that make sense in the sentences. Point out that the first letter of the first word in each sentence is a capital letter. Point out that the sentences have punctuation at the ends.

*Have the children copy the pattern filling in the words. Circulate and help as necessary.

*Practice Punctuation: Give children 3 cards, one with a period on it, one with a question mark on it, one with an exclamation point on it. Put up one sentence strip at a
time in the pocket chart. Have children hold up the punctuation card that they think shows the correct punctuation for the sentence.

*Model writing a story with the class’s help. Use the story map made yesterday to write a story on an overhead transparency. Begin writing a story making mistakes such as spelling errors, punctuation errors, and capitalization errors on purpose. When children notice, tell them that your writing isn’t perfect when you do your sloppy copy. You just worry about writing. Editing and fixing the mistakes will come later. You just want to get your ideas down on paper.

*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Give them time to write about their favorite animal. As the children finish, have the Tuesday people come up to the front of the room. Have the first child read. Give him or her tips on how to hold the paper, how loudly to speak, etc. Tell the children who are not sharing to show the speaker that they are listening by looking at him or her and keeping still.

**Evaluation:**

*Did children activate prior knowledge about shadows?*  
*Could the children label the basic parts of a book?*  
*Could the children spell words with review sounds?*  
*Could children associate sounds with letters in their names?*  
*Could the children blend sounds to make whole words?*  
*Could the children will write whole words without prompting?*  
*Can the students write the letters legibly?*  
*Could the students write whole words with and without prompting?*  
*Did the children learn and practice sight words?*  
*Did children understand the concept of syllables?*  
*Could the children generate rhyming words?*  
*Could the students copy words legibly?*  
*Did children practice using periods and an exclamation point during patterned writing?*  
*Did the children practice using capital letters?*  
*Did the children begin to understand the concept of verbs?*  
*Could children correctly match the correct punctuation to a sentence?*  
*Could the students generate their own ideas for writing during patterned writing and journaling?*  
*Did the children use invented spelling to write in their journals?*  
*Could the children speak and read in front of the group?*
Wednesday, October 20th

Objectives:
* Children will practice choral reading.
* Children will arrange words to make the sentences from the story.
* Children will practice spelling words with review sounds.
* Children will match letters to their corresponding sounds.
* Children will write whole words without prompting.
* Children will practice using oral language skills.
* Children will practice speaking and reading in front of a group.
* Children will practice blending sounds to make whole words.
* Children will practice reading simple words.
* Children will learn and practice sight words.
* Children will practice the concept of syllables.
* Children will practice copying words and sentences.
* Children will practice writing sounds.
* Children will generate rhyming words.
* Children will practice capital letters.
* Children will practice determining how long a word is.
* Children will be introduced to editing a story.
* Children will review and understand the concept of verbs.
* Children will use invented spelling to write in their journals.
* Children will generate their own ideas for writing during patterned writing and journaling.

Materials:
* Word Wall words written on sentence strips: as, every, give, some, and were.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* Story written on sentence strips cut into individual words.
* Story Map overhead transparency.
* Overhead Projector.

Advance Preparation:
* Write the Morning Message on the board:

   Good morning boys and girls! Today is Wednesday, October 20, 1999. We have _____________ at ___________ and _____________ at ___________.

   (List specials and their times.)
*Put the students into groups of 2--pair high level with low level.

Procedure:

*Have the children come in and sit at their desks.
*Ask the children if they can read any of the words in the message.
*Spelling: Review a, o, m, s, f, b, t, c, r, l, p. Distribute slates, chalk, and erasers. Today we are going to talk about all the letters we have learned so far this year just like yesterday. Write the letters on the chalkboard. Have the class say their names and the sound that each one makes.
*Tell them that we are going to practice writing whole words using the letters on the board. Dictate fast, cost, leveled students with low leveled students.
*Shared Reading: Choral read.
*Sentence Sequencing: Put one sentence with the words scrambled in the pocket chart. Have a volunteer come and arrange the words into the sentence from the book. Choral read the sentence to decide if it is correct. Do this will each sentence.
*Word Wall: Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- A - F - T - E - R After! Clap the syllables.
*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.
*Be a Mind Reader: Think of a word on the Word Wall. Give the children 5 clues to that word. Have students number a piece of scratch paper 1-5 and tell them that you are going to see who can read your mind and figure out which of the words on the wall you are thinking of and have written on your scratch paper. For your first clue, always say, "It's one of the words on the wall. Students should make a guess next to number 1. Each succeeding clue should narrow down what it can be until by clue five, there is only one possible word. As you give clues, students write their guesses next to the number of clues you have given. After clue five, show students what the word was and find out who guessed the word on number 5, number 4, number 3, number 2, or number 1 maybe.
*Read the poem Going Up (Random House p. 140).
*Read and have the children chant the rhyme A Nick and a Nock (Mother Goose p. 34).
*Length of a word with unifix cubes: Distribute unifix cubes. Tell the children you will say a word and they should build a short, medium, or long cube stack depending on the length of the word. Say each word, giving children time to build. Show each word, circulating the room and having children make adjustments. To guide students, ask questions such as Did you hear me talk for a long time or a short time when I said ______________? Look at the letters. How can you tell it is a long/medium/short word?
*Display the spelling words in the pocket chart. Clap and chant the spelling of the words. Generate rhyming words for crab and soft.
*DEAR: Meet with students in groups by ability to work on specific needs.
*Reading Logs.
*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it.

Matt is my friend. His cat's name is ______________. His favorite color is ______________. What is your favorite color? His hair is ______________. He likes to eat ______________.

*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write words that make sense in the sentences. Point out that the first letter of the first word in each sentence is a capital letter. Point out that the sentences have periods at the ends.
*Have the children copy the pattern filling in the words. Circulate and help as necessary.
*Review verbs: Ask the children what a verb is. Take examples from the children. Read through I Have a Friend. Have children point out all the verbs in the story. Write them on the chalkboard.
*Model writing a story with the class's help. Have the children help you edit the story you wrote yesterday. Use the editor's checklist.
*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Have them write about a trip they have taken or would like to take. Have the Wednesday people come up to the front of the room. Have the first child read. Give him or her tips on how to hold the paper, how loudly to speak, etc. Remind the children who are not sharing to show the speaker that they are listening by looking at him or her and keeping still.
Evaluation:

* Did the children practice choral reading?
* Could the children arrange words to make the sentences from the story?
* Could the children spell words with review sounds?
* Can the students write the letters legibly?
* Could the students write whole words without prompting?
* Did the children learn and practice sight words?
* Did children understand the concept of syllables?
* Could the children generate rhyming words?
* Could the students copy words legibly?
* Did children practice using periods and an exclamation point during patterned writing?
* Did the children practice using capital letters?
* Did the children begin to understand the concept of verbs?
* Could the children determine how long a word is?
* Did children understand the process of editing a story?
* Could the students generate their own ideas for writing during patterned writing and journaling?
* Did the children will use invented spelling to write in their journals?
* Could the children speak and read in front of the group?
Thursday, October 21st

Objectives:
* Children will read with partners and assist each other in reading words.
* Children will review the terms and find on the book what the title is, who the author is, and who the main character is.
* Children will practice strategies to use when they come to a tricky word.
* Children will generate words that belong in word families and write them.
* Children will practice spelling words with review sounds.
* Children will match letters to their corresponding sounds.
* Children will practice blending sounds to make whole words.
* Children will write whole words without prompting.
* Children will practice using oral language skills.
* Children will practice speaking and reading in front of a group.
* Children will practice reading simple words.
* Children will learn and practice sight words.
* Children will practice the concept of syllables.
* Children will practice copying words and sentences.
* Children will generate their own ideas for writing.
* Children will practice writing sounds.
* Children will generate rhyming words.
* Children will practice capital letters.
* Children will practice deciding what kind of punctuation sentences need.
* Children will learn what happens during the publishing phase of writer's workshop.
* Children will use invented spelling to write in their journals.
* Children will generate their own ideas for writing during patterned writing and journaling.

Materials:
* Word Wall words written on sentence strips: as, every, give, some, and were.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* Spelling words written on sentence strips.
* Overhead Projector.
* Book Award copies.
* Black paint.
Advance Preparation:

*Write the Morning Message on the board:

Good morning boys and girls! Today is Thursday, October 21, 1999. We have __________ at _________ and __________ at _________.
(List specials and their times.)

Procedure:

*Have the children come in and sit at their desks.
*Ask the children if they can read any of the words in the message.
*Spelling: Review a, o, m, s, f, b, t, c, r, l, p. Distribute slates, chalk, and erasers. Today we are going to talk about all the letters we have learned so far this year just like yesterday. Write the letters on the chalkboard. Have the class say their names and the sound that each one makes.
*Tell them that we are going to practice writing whole words using the letters on the board. Dictate top, tract, sob, rob, rot, pass, moss, crop, mat.
*Shared Reading: Partner read the story.
*Book Award: Do in partners.
*Go over the "When you come to a tricky word" poster.
*Word Wall: 5 old words. Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word--A - S - K Ask! Clap the syllables.
*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.
*Read the poem Summer (Random House p. 44).
*Read and have the children chant the rhyme Jenny Wren Fell Sick (Mother Goose p. 10).
*Display the spelling words in the pocket chart. Clap and chant the spelling of the words. Generate rhyming words for act and strap.
*Word Paint: Write ob and am words on white paper with a white crayon. Point over them with a watery black paint for a shadowy effect.
*Blending Sounds: Sung to If You're Happy and You Know It Clap Your Hands.

If you think you know this word, shout it out.
If you think you know this word, shout it out.
If you think you know this word, Then tell me what you heard,
If you think you know this word, shout it out!
I have a friend. He likes to __________. We play __________.

*DEAR: Meet with students in groups by ability to word on specific needs.
*Reading Logs.
*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it.

I have a friend. He likes to __________. We play __________.

*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write words that make sense in the sentences. Point out that the first letter of the first word in each sentence is a capital letter. Point out that the sentences have periods at the end.
*Have the children copy the pattern filling in the words. Circulate and help as necessary.
*Practice Punctuation: Write 10 sentences on the board that require various end punctuation. Ask for volunteers to come to the board and write in the correct punctuation.
*Spelling Detectives: Write the spelling words on the board and have the children study them. Have the children close their eyes and remove one of the words. Have children guess which word you removed and how to spell it.
*Show the children how to correct mistakes and publish a story by writing it in your best handwriting.
*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Give them time to write about a place they'd like to visit. Give them examples such as zoo, ball park, Florida, Europe, etc. if needed. As the children finish, have the Thursday people come up to the front of the room. Have the first child read. Give him or her tips on how to hold the paper, how loudly to speak, etc. Tell the children who are not sharing to show the speaker that they are listening by looking at him or her and keeping still.
Evaluation:

* Could the children speak and read in front of the group?
* Did the children read with partners and assist each other in reading words?
* Could the children find on the book what the title is, who the author is, and who the main character is?
* Did the children practice strategies to use when they come to a tricky word?
* Could the children will generate words that belong in word families and write them?
* Could the children spell words with review sounds?
* Could the children blend sounds to make whole words?
* Could the children will write whole words without prompting?
* Can the students write the letters legibly?
* Could the students write whole words without prompting?
* Did the children learn and practice sight words?
* Did children understand the concept of syllables?
* Could the children generate rhyming words?
* Could the students copy words legibly?
* Did children practice using periods during patterned writing?
* Did the children practice using capital letters?
* Could children correctly match the correct punctuation to a sentence?
* Did children understand what happens during the publishing phase of writer’s workshop?
* Could the students generate their own ideas for writing during patterned writing and journaling?
* Did the children will use invented spelling to write in their journals?
PICK A WINNER

1. Tell about your book by filling in the ribbon.
2. Decorate the ribbon with crayons.
3. Cut out the ribbon and pin it to the bulletin board so that others will know what a good book you read.

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BOOK AWARD

Title

Author

Kind of Book

Main Character

My Name
Objectives:
* Children will read in groups and assist each other in reading words.
* Children will practice strategies to use when they come to a tricky word.
* Children will practice spelling words with review sounds.
* Children will match letters to their corresponding sounds.
* Children will practice blending sounds to make whole words.
* Children will write whole words without prompting.
* Children will practice using oral language skills.
* Children will practice speaking and reading in front of a group.
* Children will practice using context clues and beginning letters to read words.
* Children will practice reading simple words.
* Children will learn and practice sight words.
* Children will practice the concept of syllables.
* Children will practice copying words and sentences.
* Children will generate their own ideas for writing.
* Children will practice writing sounds.
* Children will generate rhyming words.
* Children will practice capital letters.
* Children will learn what happens during the illustrating phase of writer's workshop.
* Children will use invented spelling to write in their journals.
* Children will generate their own ideas for writing during patterned writing and journaling.

Materials:
  give, some, and were.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* Spelling words written on sentence strips.
* Boxes of Shake 'n' Bake, Slim Jim, and Snack Pack.
* Words written on index cards that rhyme with the above.

Advance Preparation:
* Write the Morning Message on the board:
  Good morning boys and girls! Today is Friday, October 22, 1999. We have
  _________________ at ___________ and
  _________________ at ___________.
  (List specials and their times.)
*Write the **Guess the Covered Word Sentences** on the board. Put a sticky note over the first letter so that it covers it exactly. Put other sticky notes over the rest of the word so they cover it exactly.

*Write the **Brand-name rhyming words** on index cards.

**Procedure:**

*Have the children come in and sit at their desks.
*Ask the children if they can read any of the words in the message.
*Show and Tell.
*Spelling: Review a, o, m, s, f, b, t, c, r, l, p. Distribute slates, chalk, and erasers. Today we are going to talk about all the letters we have learned so far this year just like yesterday. Write the letters on the chalkboard. Have children say their names and the sound they make.
*Tell them that we are going to practice writing whole words using the letters on the board. Dictate pop, trap, Pat, par, port, fort, art, smart, and bars.
*Shared Reading: Have the children read the story in groups of four students. Tell them that they read a sentence and then it is the next person's turn.
*Go over the "When you come to a tricky word" poster.
*Word Wall: 5 old words. Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word--A - S - K Ask! Clap the syllables.
*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.
*Reread the poems The Cat of Cats (**Random House** p. 67), Cat's Menu (**Random House** p. 69), Going Up (**Random House** p. 140), and Summer (**Random House** p. 44).
*Read and have the children chant the rhyme One, two, buckle my shoe (**Mother Goose** p.140), Hey Diddle, Diddle (**Mother Goose** p.135), A Nick and a Nock (**Mother Goose** p. 34), and Jenny Wren Fell Sick (**Mother Goose** p. 10).
*Spell-Go-Round: Have students stand in a circle. Call out a spelling word, and then have one student begin by spelling the first letter. The student to the right announces the second letter, and so on until the entire word has been spelled. If a student gives an incorrect letter, he must sit down, and the next player in the circle tries to supply the correct letter. A player who is seated continues to play, and may stand once he supplies a correct letter.
*Brand-Name Phonics: On index cards, write about ten words that rhyme with and have the same spelling pattern as the product names Snack Pack, Slim Jim, and Shake 'n' Bake such as back, dim, and snake. Display the products and let students talk about them. On the chalkboard create a three-column chart, with the product names as headers. Show students that each name not only rhymes, but also has the same spelling pattern. Explain that rhyming words often have the same spelling pattern. Have students copy the chart on paper, underlining the spelling patterns. Next show one of the index card words, and ask students to write it in the column with the matching spelling pattern. Have one student do the same on the chalkboard chart. Have students say the word using rhyming words to help with pronunciation. Repeat the process on the remaining index-card words. Explain that thinking of rhyming words helps us spell words, too. Say (don’t show) words such as black, swim, and flake. Have students identify the product that rhymes with each word and use its spelling pattern to help them spell the new word.

*Guess the Covered Word: Show the children the sentences and explain that they will read each sentence and guess the word that is covered by sticky notes. Have students try to guess the covered word of the first sentence. Use a space on your chalkboard to record each guess that makes sense. If a guess given does not make sense, explain why it doesn’t fit but don’t write it. After several guesses have been given, remove the paper that covers the first letter. Draw a line through each guess that does not begin with the letter and ask if anyone has any new guesses. Now uncover the word. See if any guesses were right.

*Spelling Test: Give children a piece of spelling handwriting paper numbered 1-10. Dictate the words cap, past, tap, pal, pact, top, sops, pompom, lot, romp. Use them in a sentence. Children write the words. They may say them out loud if they need to.

*DEAR: Meet with students in groups by ability to word on specific needs.

*Read's Chair: Have a student choose a book to read aloud to the class.

*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it.

The boy has a ___________. It follows him.
Do you have a shadow? I have a shadow. It looks like ___________.

*Read the pattern. Ask what they will write in the blanks. Instruct them to write words that make sense. Point out that the first letter in each sentence is a capital letter. Point out that the sentences have periods at the ends.
*Have the children copy the pattern filling in the words. Circulate and help as necessary.
*Model illustrating a story with the class's help. Give each student a page with a sentence on it from the story written in class. Have each child illustrate his or her page. Bind the pages into a book.
*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Give them time to write about a member of their family. Give them examples such as mother, father, grandmother, grandfather, aunts, uncles, cousins, brothers, sisters, etc. if needed. As the children finish, have the Friday people come up to the front of the room. Have the first child read. Give him or her tips on how to hold the paper, how loudly to speak, etc. Tell the children who are not sharing to show the speaker that they are listening by looking at him or her and keeping still.

**Evaluation:**
*Could the children speak and read in front of the group?*  
*Did the children read in groups and assist each other in reading words?*  
*Did the children practice strategies to use when they come to a tricky word?*  
*Could the children spell words with review sounds?*  
*Could the children write whole words without prompting?*  
*Can the students write the letters legibly?*  
*Could the students write whole words without prompting?*  
*Did children use context clues and beginning letters to read words?*  
*Did the children learn and practice sight words?*  
*Did children understand the concept of syllables?*  
*Could the children generate rhyming words?*  
*Could the students copy words legibly?*  
*Did children practice using periods during patterned writing?*  
*Did the children practice using capital letters?*  
*Did children understand what happens during the illustrating phase of writer's workshop?*  
*Could the students generate their own ideas for writing during patterned writing and journaling?*  
*Did the children use invented spelling to write in their journals?*
**Week of October 25th - 29th**

**Monday, October 25th**

**Objectives:**
* Children will practice making predictions.
* Children will practice checking predictions after reading the story.
* Children will set a purpose for reading.
* Children will name the title, author, and illustrator for this story.
* Children will be introduced to the terms folk tale and moral.
* Children will learn and practice definitions of new words.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will write whole words with and without prompting.
* Children will practice using oral language skills.
* Children will practice speaking and reading in front of a group.
* Children will practice reading simple words.
* Children will learn and practice sight words.
* Children will practice the concept of syllables.
* Children will practice copying words and sentences.
* Children will generate their own ideas for writing.
* Children will practice writing sounds.
* Children will generate rhyming words.
* Children will practice capital letters.
* Children apply the concepts of nouns and verbs.
* Children will review and practice the terms character and setting.
* Children will use invented spelling to write in their journals and writing outlines.
* Children will generate their own ideas for writing during patterned writing, journaling, and writer's workshop.

**Materials:**
* Word Wall words written on sentence strips: may, old, thank, think, walk.
* Fun Phonics Tape.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* Spelling words written on sentence strips.
**Advance Preparation:**

*Write the Morning Message on the board:

Good morning children! Today is Monday, October 25, 1999. We have ____________ at ________ and ____________ at ________. (List specials and their times.)

*Write and cut out word wall words.
*Write the spelling words on sentence strip cards and cut apart.

**Procedure:**

*Have the children come in and sit at their desks.
*Ask for volunteers to read the morning message.
*Spelling: Introduce D. Distribute slates, chalk, and erasers. The letter we are going to talk about today is called d. Write the letter d on the chalkboard while saying the name d. Have the children say the name while writing the letter in the air as you write the letter again on the board. Have the children write the letter on their individual chalkboards, saying the name as they form the letter. Have them print the d several times.
*Tell the children that the d make the /d/ sound. Have the children say the /d/ sound. Have the children write the letter d on the slates, saying the sound /d/ as they write the letter.
*Ask the children to describe what they do with their mouths to make the sound /d/. To make the d sound you open your mouth a little, put your teeth close together without touching, press your tongue against the roof of your mouth, and force some air out. Do the /d/ sound. Say dog, different, today, dove, need while pointing to your mouth. Have the class try it. You say the word and then they say the word.
*Have the children erase their slates and then divide them into four parts. Each should have 2 lines drawn in it. Explain that we will play the game that has only one rule: they must say the word after you do.
*Say the word deep. Have the children repeat the word. Ask them where they open their mouths a little, put their teeth close together without touching, press their tongues against the roofs of their mouths, and force some air out, at the beginning of the word or at the end? As you say this, point to the first line in the first box indicating the line for the initial sound, then to the second line in the first box indicating the final sound. Tell them to write the d on the line that they think shows where they open their mouths a little, put their teeth close together without touching, press their tongues against the roofs of their mouths, and force some air out.
*Dictate doom, lard, mold, send, mood, dramatic, dead, and did.
Tell them that we are going to practice writing whole words using the letters on the board. Say the word pod. Have the children repeat the word. Ask, "What did you say first?" Write the letter that stands for that sound on your chalkboard." Have the children say the word again. Ask, "What did you say after the p, after /p/?" Have the children identify o. Have the children say the word again. "What did you say at the end of the word?" Have the children identify d and finish writing the word. Have the children point to pod on their chalkboards and say it.

Now just dictate the following words without prompting: drops, pads, lads, rod, dots, ad, dot, scads. After four words have been written, have a child read back each word. The children find the word on their slates and erase it.

Have the children gather on the carpet.

*Picture Walk-Through: Do a picture walk-through of The Little Red Hen showing the pictures.

*Ask the children for predictions on what the story might be about. Write these on the board.

*Set a purpose for reading: Why should we read this book?

*Title, author, and illustrator: What is the title of this book? What does the word title mean? Who is the author of this book? What does author mean? Who is the illustrator of this book? What does illustrator mean?

*Prereading word search: Have the children look through the story and pick out words that they either cannot read or do not know the meaning of. List these words on sentence strips along with a definition. Use a dictionary if necessary. Put them up in the pocket chart for children to see.

*Shared Reading: Read the story to the children.

*Explain to the children that The Little Red Hen is a folk tale. That means that it is an old story that used to be told by a storyteller instead of on paper in a book. Tell the children that folk tales usually have a moral. A moral is a lesson that the story tries to teach the reader. What was the lesson that the book taught you?

*Check to see if any of the predictions made were correct.

*Thumbs up or thumbs down: Read the story again. For each word ask the children if it has the /d/ sound. Thumbs up if it does and thumbs down if it does not.

*Word Wall: Add 5 1st Grade Dolch words: may, old, thank, think, walk.

*Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- M - A - Y May! Clap the syllables.
*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.

*Be a Mind Reader: Think of a word on the Word Wall. Give the children 5 clues to that word. Have students number a piece of scratch paper 1-5 and tell them that you are going to see who can read your mind and figure out which of the words on the wall you are thinking of and have written on your scratch paper. For your first clue, always say, "It's one of the words on the wall. Students should make a guess next to number 1. Each succeeding clue should narrow down what it can be until by clue five, there is only one possible word. As you give clues, students write their guesses next to the number of clues you have given. After clue five, show students what the word was and find out who guessed the word on number 5, number 4, number 3, number 2, or number 1 maybe.

*Read the poem Hist Wist (Random House p. 201). Have them point out the d words in the poem.

*Read and have the children chant the rhyme Diddley Diddley, Dumpty (Mother Goose p. 78). Have them point out the d words in the rhyme.

*Sing the letter D sound: Class sings song together, then you call on students to volunteer words that begin with d. Each child's word is incorporated into the song.

Sung to the tune Jimmy Cracked Corn and I Don't Care.

Who has a /d/ word to share with us?
Who has a /d/ word to share with us?
Who has a /d/ word to share with us?
It must start with the /d/ sound.

Dog is a word that starts with /d/.
Dog is a word that starts with /d/.
Dog is a word that starts with /d/.
Dog starts with the /d/ sound.

*D Tongue Twister: Don't Dig Daisies.
*Fun Phonics Tape: "My Dog Dingo."
*Brainstorming Sheet goes home.
*Spelling words go home: dot, Dan, ask, stack, clock, dock, dab, clad, trod, bad.
*Display the spelling words in the pocket chart. Clap and chant the spelling of the words. Generate rhyming words for dot and Dan.
*DEAR: Meet with students in groups by ability to word on specific needs.
*Reading Logs.
*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it.

The little _____________ hen made bread. The
The pig, the _____________, and the cat did not
make bread.
The little red hen and her _____________ ate the
___________.
The pig, the duck, and the _____________ did
not ___________ any bread.

*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write words that make sense in the sentences. Point out that the first letter of the first word in each sentence is a capital letter. Point out that the sentences have periods at the ends. *Have the children copy the pattern filling in the words. Circulate and help as necessary.

*Review verbs: Remind the children that verbs are action words. Have children come up the carpet and stand. Give them examples of nouns and verbs. Tell them that when they hear a noun they should freeze and when they hear a verb they should perform the action.

*Writer's Workshop: Children begin brainstorming ideas for their first story. Give them a paper. Tell them to divide it into three parts labeling them characters, setting, and action. Have children think of items for each category. Circulate and help as necessary.

*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Give them time to write about what they ate for lunch. As children finish, invite the Monday people up to the front of the room. Have the first child read. Help them to read aloud appropriately.
Evaluation:

* Could the children name the title, author, and illustrator for this story?
* Did the children understand the terms folk tale and moral?
* Did the children learn and practice definitions of new words?
* Could the students define the terms title, author, and illustrator?
* Could the students make appropriate predications about the story?
* Did students check predictions?
* Can the students write the letters legibly?
* Can the students make the /d/ sound with their mouths?
* Can the students distinguish beginning from ending sounds?
* Could the students write whole words with and without prompting?
* Did the children learn and practice sight words?
* Did children understand the concept of syllables?
* Could the children generate rhyming words?
* Could the students copy words legibly?
* Did children practice using periods and an exclamation point during patterned writing?
* Did the children practice using capital letters?
* Could the children apply the concepts of nouns and verbs?
* Did the children understand the terms character and setting?
* Did the children will use invented spelling to write in their journals and writing outlines?
* Did the children generate their own ideas for writing during patterned writing, journaling, and writer's workshop?
* Could the children speak and read in front of the group?
Tuesday, October 26th

Objectives:
* Children will practice definitions of new words.
* Children will practice sequencing events in a story.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will write whole words without prompting.
* Children will practice using oral language skills.
* Children will practice speaking and reading in front of a group.
* The children will identify words with the focus sound.
* Children will associate names and sounds.
* Children will practice determining the length of a word using unifix cubes.
* Children will practice reading simple words.
* Children will learn and practice sight words.
* Children will practice the concept of syllables.
* Children will practice copying words and sentences.
* Children will generate their own ideas for writing.
* Children will practice writing sounds.
* Children will generate rhyming words.
* Children will practice capital letters.
* Children will practice apply the correct punctuation to sentences.
* Children will use their story maps to begin writing a story.
* Children will use invented spelling to write in their journals and writing.
* Children will generate their own ideas for writing during patterned writing, journaling, and writer's workshop.

Materials:
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* Story events written on sentence strips.

Advance Preparation:
* Write the Morning Message on the board:

   Good morning boys and girls! Today is Tuesday, October 25, 1999. We have __________________ at _________ and __________________ at _________.

   (List specials and their times.)
*Write the story events on sentence strips:

The little red hen found some seeds.  
The little red hen asked her friends to help her plant the seeds but no one would.  
The little red hen planted the seeds.  
The seeds grew into large stalks of wheat.  
The little red hen asked her friends to help her cut the wheat but no one would.  
The little red hen cut the wheat.  
The little red hen asked her friends to help her thresh the wheat but no one would.  
The little red hen threshed the wheat.  
The little red hen asked her friends to help her grind the grains into flour but no one would.  
The little red hen ground the grains into flour.  
The little red hen asked her friends to help her make the bread but no one would.  
The little red hen made the bread.  
The little red hen asked, "Who will help me eat this bread?"

The duck, the pig, and the cat wanted to eat the bread but the little red hen said no and ate the bread herself with her little chicks.

Procedure:  
*Have the children come in and sit at their desks.  
*Ask for volunteers to read the morning message.  
*Spelling: Practice D. Distribute slates, chalk, and erasers. Today we’re going to talk about the letter d again. Write the letter d on the chalkboard while saying the name d. Have the children say the name while writing the letter on their individual chalkboards. Have them print the d several times.  
*Ask the children what sound the d makes. Have the children say the /d/ sound.  
*Ask the children to describe what they do with their mouths to make the sound /d/. To make the d sound you open your mouth a little, put your teeth close together without touching, press your tongue against the roof of your mouth, and force some air out. Do the /d/ sound. Say dimple, dynamite, fold, lid while pointing to your mouth. Have the class try it. You say the word and then they say the word.  
*Have the children erase their slates and then divide them into four parts. Each should have 2 lines drawn in it. Explain that we will play the game that has only one rule: they must say the word after you do.  
*Say the word bald. Have the children repeat the word. Ask them where they open their mouths a little, put their teeth close together without touching, press their tongues against the roofs of their mouths, and force some air out, at the beginning of the word or at the end? As you say this, point to the first line in the first box indicating the line for the initial sound, then to the
second line in the first box indicating the final sound. Tell them to write the d on the line that they think shows where they open their mouths a little, put their teeth close together without touching, press their tongues against the roofs of their mouths, and force some air out.

*Dictate dust, dart, told, distend, card, find, dud, dad.

*Have them erase their chalkboards.

*Tell them that we are going to practice writing whole words using the letters on the board. Say the word lad. Have the children repeat the word. Ask, "What did you say first? Write the letter that stands for that sound on your chalkboard." Have the children say the word again. Ask, "What did you say after the I, after /l/?" Have the children identify a. Have the children say the word again. "What did you say at the end of the word?" Have the children identify d and finish writing the word. Have the children point to lad on their chalkboards and say it.

*Now just dictate the following words without prompting: bad, dam, dabs, dram, plod, drat, and trod. After four words have been written, have a child read back each word. The children find the word on their slates and erase it.

*Have the children gather on the carpet.

*Activation of Prior Knowledge: The Little Red Hen taught us a lesson? What was it?

*Review the vocabulary and definitions.

*Shared Reading: Ask for volunteers to read.

*Sequencing: Put the events from the book on sentence strips. Put them in the pocket chart in random order. Have the children read the strips. Ask the children, does this make sense? Have volunteers put the first even at the top, the second next, and so on until the sentences are in order. Read the story to the children checking to see if the order of events is correct.

*Word Wall: Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- M - A - Y May! Clap the syllables.

*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.

*Name Associations: Give each student the sentence strip with his or her name on it. Choose a letter that is common in many children's names and that usually has its expected sound. Have each student whose name contains that letter come up to the front of the room
with the name cards. Count all the focus letters. Divide them into three groups, those with names that start with the letter, those with names that end with the letter, and those with names that have the letter somewhere in the middle. Finally, say each name slowly, stretching out the letter, and decide if you can hear the usual letter sound of the focus letter. Choose another letter and let all the children with names that have that letter in them come up. Do the same things again. Repeat until all the children have had a chance to be at the front of the room.

*Scavenger Hunt: Assign the children into teams. Send them on a scavenger hunt around the room to find and copy words that have the /d/ sound.

*Length of a word with unifix cubes: Distribute unifix cubes. Tell the children you will say a word and they should build a short, medium, or long cube stack depending on the length of the word. Say each word, giving children time to build. Show each word, circulating the room and having children make adjustments. To guide students, ask questions such as Did you hear me talk for a long time or a short time when I said ______________? Look at the letters. How can you tell it is a long/medium/short word?

*Read the poem Song of the Witches (Random House p. 202). Have the children tell you words that have the d sound.

*Read and have the children chant the rhyme Diddle, Diddle, Dumpling (Mother Goose p. 151). Have the children tell you words that have the d sound.

*Display the spelling words in the pocket chart. Clap and chant the spelling of the words. Generate rhyming words for ask and stack.

*DEAR: Meet with students in groups by ability to word on specific needs.

*Reading Logs.

*Patterned Writing: Write a pattern that uses activities that are happening in the classroom or school.

*Review verbs: Remind the children that verbs are action words. Read each sentence in The Little Red Hen aloud. Have children tell you which words are verbs.

*Punctuation: Give each child a sheet with sentences about the children in the class that is missing punctuation. Children fill it in.

*Writer's Workshop: Children begin writing their first story using the ideas they brainstormed on Monday. Encourage them to spell words how they sound and to use capital letters and punctuation.

*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Give them time to write about what they would do if they were the little red hen and no one would help you. As children finish, have Tuesday people come up to read. Help them to read aloud appropriately.
Evaluation:  *Do children understand the meaning of vocabulary words?*  
*Could the students sequence the events in the story?*  
*Can the students write the letters legibly?*  
*Can the students make the /d/ sound with their mouths?*  
*Can the students distinguish beginning from ending sounds?*  
*Could the students write whole words with and without prompting?*  
*Did the children identify words with the focus sound?*  
*Could children associate names and sounds?*  
*Did the children learn and practice sight words?*  
*Did children understand the concept of syllables?*  
*Could the children generate rhyming words?*  
*Could the students copy words legibly?*  
*Did children practice using punctuation during patterned writing?*  
*Did the children practice using capital letters?*  
*Could children apply the correct punctuation to sentences?*  
*Could the children determine the length of words using unifix cubes?*  
*Did the children understand the terms character and setting?*  
*Did the children use invented spelling to write in their journals and writing outlines?*  
*Did the children generate their own ideas for writing during patterned writing, journaling, and writer's workshop?*  
*Could the children use their story maps to begin writing a story?*  
*Could the children speak and read in front of the group?*
Objectives:

* Children will learn and practice definitions of new words.
* Children will recognize simple words and know when it is their turn to be a word.
* Children will sort words by categories into nouns and verbs.
* Children will review the basic parts of a book.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will practice identifying words with the focus sound.
* Children will practice using oral language skills.
* Children will practice speaking and reading in front of a group.
* Children will learn and practice sight words.
* Children will practice the concept of syllables.
* Children will practice copying words and sentences.
* Children will generate their own ideas for writing.
* Children will practice writing sounds.
* Children will generate rhyming words.
* Children will practice capital letters.
* Children will use invented spelling to write in their journals and writing outlines.
* Children will generate their own ideas for writing during patterned writing, journaling, and writer's workshop.
* Children will begin editing their writing.

Materials:

* Fun Phonics Tape.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.

Advance Preparation:

* Write the Morning Message on the board:

  Good morning boys and girls! Today is Wednesday, October 27, 1999. We have_____________ at _________ and ______________ at __________.
  (List specials and their times.)
Procedure:

*Have the children come in and sit at their desks.
*Ask for volunteers to read the morning message.
*Spelling: Introduce K. Distribute slates, chalk, and erasers. The letter we are going to talk about today is called k. Write the letter d on the chalkboard while saying the name k. Have the children say the name while writing the letter in the air as you write the letter again on the chalkboard. Have the children write the letter on their individual chalkboards, saying the name as they form the letter. Have them print the k several times.
*Tell the children that the k make the /k/ sound. Have the children say the /k/ sound. Have the children write the letter k on the slates, saying the sound /k/ as they write the letter. Ask the children to think of another letter they know that make the /k/ sound. C! Tell the children that they both c and k make the /k/ sound but words are spelled with one or the other and sometimes both but they are not interchangeable. Certain words are spelled with c and certain words are spelled with k.
*Ask the children to describe what they do with their mouths to make the sound /k/. To make the k sound you open your mouth, press your tongue against the back of your mouth and force some air out. Do the /k/ sound. Say kick, sock, kitten, kill, kitchen while pointing to your mouth. Have the class try it. You say the word and then they say the word.
*Have the children erase their slates and then divide them into four parts. Each should have 2 lines drawn in it. Explain that we will play the game that has only one rule: they must say the word after you do.
*Say the word kid. Have the children repeat the word. Ask them where they open their mouths, press their tongues against the back of their mouths and force some air out, at the beginning of the word or at the end? As you say this, point to the first line in the first box indicating the line for the initial sound, then to the second line in the first box indicating the final sound. Tell them to write the k on the line that they think shows where they open their mouths a little, put their teeth close together without touching, press their tongues against the roofs of their mouths, and force some air out.
*Dictate kennel, clock, Kirk, kiss, fork, and Rick.
*Have the children gather on the carpet.
*Shared Reading: Let Children Be the Words: Give each child 1 or more word cards depending on the number of children in the class. Read the story and have the children come to the front of the class and stand in order as their words are called.
*If you have enough children, reread the story just using the cards. Children are the words!
*After reading, help the children to sort the words into verbs, nouns and an other category.
*Discuss the basic parts of the book: cover, spine, spine label, pages.
*Thumbs up or thumbs down: Read the story again. For each word ask the children if it has the /k/ sound. Thumbs up if it does and thumbs down if it does not.
*Word Wall: Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- M - A - Y May! Clap the syllables.
*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.
*Read the poem Witches Menu (Random House p. 203). Have children tell you words that have the k sound.
*Read and have the children chant the rhyme Jack Be Nimble (Mother Goose p. 154). Have children tell you words that have the k sound.
*Sing the letter K sound: Class sings song together, then you call on students to volunteer words that begin with k. Each child’s word is incorporated into the song. Sung to the tune Jimmy Cracked Corn and I Don’t Care.

Who has a /k/ word to share with us?
Who has a /k/ word to share with us?
Who has a /k/ word to share with us?
It must start with the /k/ sound.

Kid is a word that starts with /k/.
Kid is a word that starts with /k/.
Kid is a word that starts with /k/.
Kid starts with the /k/ sound.

*K Tongue Twister: Kind Kangaroos Kissed.
*Fun Phonics Tape: "Kindergarten Kids."
*Display the spelling words in the pocket chart. Clap and chant the spelling of the words. Generate rhyming words for clock and dab.
*DEAR: Meet with students in groups by ability to word on specific needs.
*Reading Logs.
*Patterned Writing: Write the following on the overhead transparency with 1st grade large writing lines on it.
Ghosts are __________ and __________.
They can __________ and __________.
Ghosts move __________ and __________.
The best thing about ghosts is that they are __________.

*Read the pattern to the children. Point out the blanks. Ask them what they think they will write in the blanks. Instruct them to write words that make sense in the sentences. Point out that the first letter of the first word in each sentence is a capital letter. Point out that the sentences have punctuation at the ends.
*Have the children copy the pattern filling in the words. Circulate and help as necessary.
*Writer's Workshop: Children continue writing or begin editing. Introduce a writer's workshop board that has a marker of each child's name and the categories of brainstorming, writing, editing, and publishing. Children move their markers as they proceed through the writing process. The teacher can see at a glance who is where in the writing process and can help accordingly.
*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Give them time to write about what they would like to dress up as for Halloween. As children finish, invite the Wednesday people up to the front of the room. Have the first child read. Help them to read aloud appropriately.

Evaluation:
*Could children recognize simple words and know when it was their turn to be a word?
*Could children sort words by categories into nouns and verbs?
*Did children know the basic parts of a book?
*Did the children learn and practice definitions of new words?
*Can the students write the letters legibly?
*Can the students make the /k/ sound with their mouths?
*Can the students distinguish beginning from ending sounds?
*Could children identify words with the focus sound?
*Did the children learn and practice sight words?
*Did children understand the concept of syllables?
*Could the children generate rhyming words?
*Could the students copy words legibly?
*Did children practice using periods and an exclamation point during patterned writing?
*Did the children practice using capital letters?
*Did the children use invented spelling to write in their journals and writing outlines?
*Did the children generate their own ideas for writing during patterned writing, journaling, and stories?
*Could the children speak and read in front of the group?
*Could children edit and understand the editing process?
Thursday, October 28th

Objectives:

* Children will practice acting out a story.
* Children will draw pictures from the beginning, middle, and end of the story.
* Children will practice definitions of new words.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will practice identifying words with the focus sound.
* Children will practice spelling review sounds and words.
* Children will write whole words without prompting.
* Children will practice using oral language skills.
* Children will practice speaking and reading in front of a group.
* Children will associate names and sounds.
* Children will practice reading simple words.
* Children will learn and practice sight words.
* Children will practice the concept of syllables.
* Children will practice copying words and sentences.
* Children will generate their own ideas for writing.
* Children will practice writing sounds.
* Children will generate rhyming words.
* Children will practice capital letters.
* Children will continue to edit or publish their stories.
* Children will use invented spelling to write in their journals and writing.
* Children will generate their own ideas for writing during patterned writing, journaling, and writer's workshop.

Materials:

* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* Name tags of each character.
* Scripts for each character.
* 2 brown construction paper footballs.
* List of review spelling words.

Advance Preparation:

* Write the Morning Message on the board:

Good morning children! Today is Thursday, October 28, 1999. We have ____________ at _________ and ____________ at _________.

(List specials and their times.)
*Make name tags with pictures and the words the little red hen, the duck, the cat, pig, and narrator.
*Write scripts for each of the characters.
*Make 2 brown construction paper footballs.
*Make a list of review spelling words.
*Put the children into two evenly matched spelling teams.

**Procedure:**
*Have the children come in and sit at their desks.
*Ask for volunteers to read the morning message.
*Spelling: Practice k. Distribute slates, chalk, and erasers. Today we’re going to talk about the letter k again. Write the letter k on the chalkboard while saying the name k. Have the children say the name while writing the letter on their individual chalkboards. Have them print the k several times.
*Ask the children what sound the k makes. Have the children say the /k/ sound.
*Ask the children to describe what they do with their mouths to make the sound /k/. To make the k sound you open your mouth, press your tongue against the back of your mouth and force some air out. Do the /k/ sound. Say kettle, kindergarten, kitty, tick, smock while pointing to your mouth. Have the class try it. You say the word and then they say the word.
*Write clock, tock, sock, stack, stock, lock, mock, rock, back, sack, lack, pack, rack, track and tack on the board. Ask the children to notice where the k is (at the end). Ask the children what other letter is at the end of each word (c). Tell the children that when the /k/ sound is at the end of a word, the c and k usually work together to make the sound. Say and have the children repeat each of the above words. Erase.
*Have the children erase their slates and then divide them into four parts. No lines should be drawn in. Tell the children that you are going to say some of the words on the board and they should write the words on their slates. Remind them that they must say the word after you do.
*Dictate the words lock, stock, rock, back, tock, pack, and track. Have the children repeat the words. After four words have been written, have a child read back each word. The children find the word on their slates and erase it.
*Have the children gather on the carpet.
*Shared Reading: Act out the story. Have the actors wear name tags with pictures and names of the characters on them. Do the story several times so that each person gets a chance to be a speaker.
*Beginning, Middle, and End. Have children divide a piece of drawing paper into three parts. The children illustrate the beginning of the story on the first part, the middle on the second part, and the end on the third part.
*Word Wall: 5 Old words. Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- T - O To! Clap the syllables.

*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.

*Name Associations: Give each student the sentence strip with his or her name on it. Choose a letter that is common in many children’s names and that usually has its expected sound. Have each student whose name contains that letter come up to the front of the room with the name cards. Count all the focus letters. Divide them into three groups, those with names that start with the letter, those with names that end with the letter, and those with names that have the letter some where in the middle. Finally, say each name slowly, stretching out the letter, and decide if you can hear the usual letter sound of the focus letter. Choose another letter and let all the children with names that have that letter in them come up. Do the same things again. Repeat until all the children have had a chance to be at the front of the room.

*Scavenger Hunt: Assign the children into teams. Send them on a scavenger hunt around the room to find and copy words that have the /k/ sound.

*Spelling Football: Draw a large football field on the chalkboard, marking off the yard lines. Also tape two brown construction paper footballs, one labeled team A and the other labeled team B on the 50-yard line. Divide students into two teams and have each team stand in a straight line. Assign a goal line to each team. To begin play, announce a spelling word to the first member of team A. If he spells the word correctly, he moves the ball ten years toward his team’s goal line. If he misspells the word, the ball remains at the 50-yard line. Then give the first member of team B a chance to spell the same word. If he spells it correctly, he moves his team’s ball five years toward his team’s goal. Continue in this same manner, alternating turns. The team that reaches its goal line first wins a point. Play resumes with both balls on the 50-yard line. The team with the most points at the end of the designated game time wins!

*Read the poem Wanted--A Witch’s Cat (Random House p. 202). Have the children tell you words with the k sound.
*Read and have the children chant the rhyme To Market, To Market (Mother Goose p. 171). Have children tell you words with the k sound.
*Display the spelling words in the pocket chart. Clap and chant the spelling of the words. Generate rhyming words for dock and clad.
*DEAR: Meet with students in groups by ability to word on specific needs.
*Reading Logs.
*Patterned Writing: Write a pattern that uses children's names and activities that are going on the classroom or school.
*Writer's Workshop: Children continue editing or begin publishing their first story.
*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Give them time to write about a topic of their choice. As children finish, invite the Thursday people up to the front of the room. Have the first child read. Help them to read aloud appropriately.

Evaluation:

*Could the children act out a story?
*Were the children able to determine what the beginning, middle, and end of the story were?
*Do children understand the meaning of vocabulary words?
*Can the students write the letters legibly?
*Can the students make the /k/ sound with their mouths?
*Can the students distinguish beginning from ending sounds?
*Could the students write whole words with and without prompting?
*Could the children spell review sounds and words?
*Did the children identify words with the focus sound?
*Could children associate names and sounds?
*Did the children learn and practice sight words?
*Did children understand the concept of syllables?
*Could the children generate rhyming words?
*Could the students copy words legibly?
*Did children practice using punctuation during patterned writing?
*Did the children practice using capital letters?
*Did the children use invented spelling to write in their journals and writing outlines?
*Did the children generate their own ideas for writing during patterned writing, journaling, and writer's workshop?
*Could the edit and/or publish their writing?
*Could the children speak and read in front of the group?
Friday, October 29th

Objectives:
*Children will read with a partner.
*Children will review the terms character, setting, and object and name them for the story.
*Children will practice definitions of new words.
*Children will use their knowledge of character, setting, and object to do a Handy Dandy Book Report.
*Children will review characters, settings, problems, solutions, events, and objects of past stories.
*Children will practice forming sounds in their mouths.
*Children will match letters to their corresponding sounds.
*Children will write whole words without prompting.
*Children will practice using oral language skills.
*Children will practice speaking and reading in front of a group.
*Children will practice using context clues and first letter sounds to determine a secret word.
*Children will practice reading simple words.
*Children will learn and practice sight words.
*Children will practice the concept of syllables.
*Children will practice copying words and sentences.
*Children will generate their own ideas for writing.
*Children will practice writing sounds.
*Children will review rhyming words.
*Children will practice capital letters.
*Children will practice arranging words to make sentences.
*Children will begin or continue to publish their stories.
*Children will use invented spelling to write in their journals and writing.
*Children will generate their own ideas for writing during patterned writing, journaling, and writer's workshop.

Materials:
*1st Grade large lined paper.
*A slate, chalk, and a sock for an eraser for each child.
*Sentence cubes.
*Copies of the Handy Dandy Book Report.
*Drawing paper.
*Blank Bingo cards and markers.
*Word wall words on scraps of paper in a shoe box.
*Sticky notes.
Advance Preparation:  
*Write the Morning Message on the board:

Good morning boys and girls! Today is Friday, October 29, 1999. We have ____________ at ____________ and ____________ at ____________.
(List specials and their times.)

*Make up questions about all the preceding stories for Literature Jeopardy.
*Write the Guess the Covered Word Sentences on the board. Put a sticky note over the first letter so that it covers it exactly. Put other sticky notes over the rest of the word so they cover it exactly.
*Make sentence cubes. Be sure cubes include words from all parts of speech and ending punctuation so sentences can be made.

Procedure:  
*Have the children come in and sit at their desks.
*Ask for volunteers to read the morning message.
*Show and Tell: A child shares an object they have brought to school. The other children ask the child questions about it.
*Spelling: Practice L and R. Distribute slates, chalk, and erasers. Today we are going to practice the letters d and k again.
*Ask the children what sound the d makes. Have the children say the /d/ sound.
*Ask the children what sound the k makes. Have the children say the /k/ sound.
*Have the children divide their slates into four parts. Each should have 2 lines drawn in it. Explain the we will play the game that has only one rule: they must say the word after you do.
*Dictate drat, fad, stock, lad, rack, bock, and dabs.
*Have the children gather on the carpet.
*Review character, setting, and objects. Have children tell you what and who they are for The Little Red Hen.
*Shared Reading: Partner read. Pair up high level readers with low level readers.
*Handy Dandy Book Report: Distribute the hand pattern to the children. Have them write the title and author and their names on the hand. Have them cut out the hands. Have them draw pictures of 2 characters, an item in the setting, and 2 objects that were important in the story. Draw a picture of a hand and the pictures on the board to demonstrate. Tell children to cut out their items and glue them to the fingers and thumb on the hand. Hang the hands on a bulletin board.
*Literature Jeopardy: Draw a Jeopardy board on the chalkboard. Categories include characters, setting, problem, solution, events, and objects. Write the names of all the stories read so far in the squares of the board. Divide the students into 2 teams with varying ability.
levels. Have each team choose a captain. Explain that the captain of the team makes the decisions on what category and story to choose and whose answer to give. The first team chooses a category and story. You read the question for that square. The team discusses the answer and gives one. The second team chooses a category and story. You read the question for that square. The team discusses the answer and gives one. If they are correct, that team scores a point. If they are incorrect, the question stays on the board. The game continues until all the questions have been answered correctly.

*Word Wall: 5 old words. Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- T - O To! Clap the syllables.

*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.


*Reread and have the children chant the rhyme Diddley Dumpty (Mother Goose p. 78), Diddle, Diddle, Dumpling (Mother Goose p. 151), Jack Be Nimble (Mother Goose p. 154), To Market, To Market (Mother Goose p. 171).

*Review Tongue Twisters: Don't Dig Daisy's and Kind Kangaroos Kissed.

*Look at Brainstorming Sheets: List examples of d and k words on the board, 2 from each child. Read them aloud.

*Display the spelling words in the pocket chart. Clap and chant the spelling of the words. Review rhymes.

*Sentence Cubes: Work with a small group. Read aloud all words from the sentence cubes. Invite the group to line up the cubes to make a sentence and then read it aloud. Invite the group to rearrange the boxes until they have make and read several sentences.

*Sight Word Bingo: Give each student a blank bingo card. Instruct them to fill in the squares with words from the wall. Give them scraps of paper for markers. Draw sight words out of a box. Call out sight words. Children put markers on if they can read the word and it is on their board. The first one with 5 in a row yells bingo.
*Guess the Covered Word: Show the children the sentences and explain that they will read each sentence and guess the word that is covered by sticky notes. Have students try to guess the covered word of the first sentence. Use a space on your chalkboard to record each guess that makes sense. If a guess given does not make sense, explain why it doesn't fit but don't write it. After several guesses have been given, remove the paper that covers the first letter. Draw a line through each guess that does not begin with the letter and ask if anyone has any new guesses. Now uncover the word. See if any guesses were right.

*Spelling Test: Give children a piece of spelling handwriting paper numbered 1-10. Dictate the words Don, dot, ask, stock, rock, bock, dad, clot, track, tad.

*DEAR: Meet with students in groups by ability to word on specific needs.

*Reader's Chair: Choose a student to read a story aloud to the class.

*Patterned Writing: Write a pattern that uses children's names and activities that are going on in the classroom or school.

*Writer's Workshop: Children begin or continue publishing their first story.

*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Give them time to write about a topic of their choice. As children finish, invite the Friday people up to the front of the room and read. Help them to read aloud appropriately.

Evaluation:

*Did children help each other to read?

*Could the children name the characters, setting, and objects for the story?

*Did the children complete the Handy Dandy Book Report correctly?

*Do children understand the meaning of vocabulary words?

*Could the children recall characters, settings, problems, solutions, events, and objects of past stories?

*Can the students write the letters legibly?

*Can the students make the /d/ sound with their mouths?

*Can the students distinguish beginning from ending sounds?

*Could the students write whole words with and without prompting?

*Could the children spell review sounds and words?

*Did the children identify words with the focus sound?

*Could children use context clues and first letter sounds to determine a secret word?

*Could the children will arrange words to make sentences?

*Did the children learn and practice sight words?
*Did children understand the concept of syllables?
*Could the students copy words legibly?
*Did children practice using punctuation during patterned writing?
*Did the children practice using capital letters?
*Did the children use invented spelling to write in their journals and writing outlines?
*Did the children generate their own ideas for writing during patterned writing, journaling, and writer's workshop?
*Did children will begin or continue to publish their stories?
*Could the children speak and read in front of the group?


**Week of November 1st - 5th**

**Monday, November 1st**

**Objectives:**
* Children will practice making predictions.
* Children will practice checking predictions after reading the story.
* Children will set a purpose for reading.
* Children will name the title, author, and illustrator for this story.
* Children will learn and practice definitions of new words.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will write whole words without prompting.
* Children will practice using oral language skills.
* Children will practice speaking and reading in front of a group.
* Children will practice reading simple words.
* Children will learn and practice sight words.
* Children will practice the concept of syllables.
* Children will practice copying words and sentences.
* Children will generate their own ideas for writing.
* Children will practice writing sounds.
* Children will generate rhyming words.
* Children will practice capital letters.
* Children apply the concepts of verbs.
* Children will use invented spelling to write in their journals and writing outlines.
* Children will generate their own ideas for writing during patterned writing, journaling, and writer’s workshop.
* Children will use the writing process to write, edit, and publish stories.

**Materials:**
* Word Wall words written on sentence strips: any, open, round, over, them, take.
* Dean’s Mother Goose Book of Rhymes. Published by Playmore, Inc., 1977.
* Fun Phonics Tape.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* Spelling words written on sentence strips.
* Bright ideas journal poster.

**Advance Preparation:**

Write the Morning Message on the board:

Good morning boys and girls! Today is Monday, November 1, 1999. We have _____________ at ___________ and _____________ at ___________. (List specials and their times.)

Our story this week is called Nuts to You!
*Write and cut out word wall words.
*Write the spelling words on sentence strip cards and cut apart.
*Make a bright ideas journal poster.

Procedure:

*Have the children come in and sit at their desks.
*Ask for volunteers to read the morning message.
*Spelling: Introduce h. Distribute slates, chalk, and erasers. The letter we are going to talk about today is called h. Write the letter h on the chalkboard while saying the name h. Have the children say the name while writing the letter in the air as you write the letter again on the chalkboard. Have the children write the letter on their individual chalkboards, saying the name as they form the letter. Have them print the h several times.
*Tell the children that the h makes the /h/ sound. Have the children say the /h/ sound. Have the children write the letter h on the slates, saying the sound /h/ as they write the letter.
*Ask the children to describe what they do with their mouths to make the sound /h/. To make the h sound you open your mouth a little and blow air out. Do the /h/ sound. Say hat, happy, hop, Hillary, hesitate while pointing to your mouth. Have the class try it. You say the word and then they say the word.
*Have the children erase their slates and then divide them into four parts. Each should have 2 lines drawn in it. Explain that we will play the game that has only one rule: they must say the word after you do.
*Say the word hear. Have the children repeat the word. Ask them where they open their mouths a little and blow out, at the beginning of the word or at the end? As you say this, point to the first line in the first box indicating the line for the initial sound, then to the second line in the first box indicating the final sound. Tell them to write the h on the line that they think shows where they open their mouths a little and blow air out.
*Dictate Helen, hurt, haphazard, Halloween, hotel, had. Ask if any children had the h on the second line for any of the words. Explain that the h sound only occurs at the beginning and sometime in the middle of a word but never at the end.
*Tell them that we are going to practice writing whole words using the h. Dictate the words hop, has, had, haft, hob. After four words have been written, have a child read back each word. The children find the word on their slates and erase it.
*Have the children gather on the carpet.
*Picture Walk-Through: Do a picture walk-through of Nuts to You! showing the pictures.
*Ask the children for predictions on what the story might be about. Write these on the board.
*Set a purpose for reading: Why should we read this book?
*Title, author, and illustrator: What is the title of this book? What does the word title mean? Who is the author of this book? What does author mean? Who is the illustrator of this book? What does illustrator mean?
*Prereading word search: Have the children look through the story and pick out words that they either cannot read or do not know the meaning of. List these words on sentence strips along with a definition. Use a dictionary if necessary. Put them up in the pocket chart for children to see.
Activation of Prior Knowledge: Have you ever fed squirrels in your yard? How?
*Shared Reading: Read the story to the children.
*Check to see if any of the predictions made were correct.
*Thumbs up or thumbs down: Read the story again. For each word ask the children if it has the /h/ sound. Thumbs up if it does and thumbs down if it does not.
*Word Wall: Add 5 1st Grade Dolch words: any, open, round, over, them, and take.
*Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- A - N - Y Any! Clap the syllables.
*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.
*Be a Mind Reader: Think of a word on the Word Wall. Give the children 5 clues to that word. Have students number a piece of scratch paper 1-5 and tell them that you are going to see who can read your mind and figure out which of the words on the wall you are thinking of and have written on your scratch paper. For your first clue, always say, "It's one of the words on the wall. Students should make a guess next to number 1. Each succeeding clue should narrow down what it can be until by clue five, there is only one possible word. As you give clues, students write their guesses next to the number of clues you have given. After clue five, show students what the word was and find out who guessed the word on number 5, number 4, number 3, number 2, or number 1 maybe.
*Read the poem The Completed Hickory Dickory Dock by Jim Aylesworth. Have children tell your words with the h sound.
*Read the rhyme Higgledy, Piggledy (Mother Goose, p. 138). Have children tell you words with the h sound.
*Sing the letter h sound: Class sings song together, then you call on students to volunteer words that begin with h. Each child’s word is incorporated into the song.

Sung to the tune Jimmy Cracked Corn and I Don’t Care.

Who has a /h/ word to share with us?
Who has a /h/ word to share with us?
Who has a /h/ word to share with us?
It must start with the /h/ sound.

Hat is a word that starts with /h/.
Hat is a word that starts with /h/.
Hat is a word that starts with /h/.
Hat starts with the /h/ sound.

*H Tongue Twister: Help His Horse.
*Fun Phonics Tape: "How Hungry are You?"
*Brainstorming Sheet goes home.
*Spelling words go home: hat, hard, hot, ham, warm, swap, war, hack, worm, wok.
*Display the spelling words in the pocket chart. Clap and chant the spelling of the words. Generate rhyming words for hat and war.
*DEAR: Meet with students individually to check skill progression. Do Monitoring Strategy Checklist.
*Reading Logs.
*Patterned Writing: Write a pattern on the board that uses the focus sounds, various punctuation, and a theme that is going on in the classroom or school.
*Have the children copy the pattern filling in the words. Circulate and help as necessary.
*Review verbs: I Can ... Remind students that a verb is a word that shows action. She have students name examples of verbs. List their ideas on the chalkboard. Pair students; then assign each pair a different verb from the list, keeping each assignment a secret from the other pairs. Have each pair pantomime its verb for the class. Further challenge youngsters by having each student write, then illustrate four verbs on a sheet of divided paper titled "I can..." Collect the pictures and bind them into a book.
*Writer's Workshop: Children work on their stories. Each will be at a different stage in the writing process.
*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Show them the bright ideas journal poster. Instruct them to choose a topic from the poster to write about in their journals. Give them time to write. As children finish, invite the Monday people up to the front of the room. Help them to read aloud appropriately.
Evaluation:
* Could the children name the title, author, and illustrator for this story?
* Did the children learn and practice definitions of new words?
* Could the students define the terms title, author, and illustrator?
* Could the students make appropriate predications about the story?
* Did students check predictions?
* Can the students write the letters legibly?
* Can the students make the /h/ sound with their mouths?
* Can the students distinguish beginning from ending sounds?
* Could the students write whole words without prompting?
* Did the children learn and practice sight words?
* Did children understand the concept of syllables?
* Could the children generate rhyming words?
* Could the students copy words legibly?
* Did children practice using punctuation during patterned writing?
* Did the children practice using capital letters?
* Could the children apply the concept of verbs?
* Did the children use invented spelling to write in their journals and writing outlines?
* Did the children generate their own ideas for writing during patterned writing, journaling, and writer’s workshop?
* Could the children speak and read in front of the group?
* Did the children use the writing process to write, edit, and publish stories?
Tuesday, November 2nd

Objectives:
* Children will activate prior knowledge about reading the story on Monday.
* Children will learn and practice definitions of new words.
* Children will review the terms character, setting, problem, and solution and name those for this story.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will identify words with the focus sound.
* Children will learn and practice recognition and naming of sight words.
* Children will practice speaking and reading in front of a group.
* Children will practice reading silent words.
* Children will learn and practice reading sight words.
* Children will practice the concept of syllables.
* Children will practice copying words and sentences.
* Children will generate their own ideas for writing.
* Children will practice writing sounds.
* Children will generate rhyming words.
* Children will practice writing capital letters.
* Children will use context clues and first letters to arrange the words in sentences.
* Children will use invented spelling to write in their journals and writing outlines.
* Children will generate their own ideas for writing during patterned writing, journaling, and writer's workshop.
* Children will use the writing process to write, edit, and publish stories.

Materials:
* 1st Grade large lined paper numbered 1-5 on both sides.
* A slate, chalk, and a sock for an eraser for each child.

Advance Preparation:

Good morning boys and girls! Today is Tuesday, November 2, 1999. We have _____________ at __________ and _____________ at __________. (List specials and their times.)
(A note about something going on in the classroom or school.)
*Write a three-sentence letter to the class on sentence strips. Cut the strips apart into individual words.

Procedure:
*Have the children come in and sit at their desks.
*Ask for volunteers to read the morning message.
*Spelling: Practice H. Distribute slates, chalk, and erasers. Today we are going to talk about the letter h again. Write the letter h on the chalkboard while saying the name h. Have the children say the name while writing the letter on their individual chalkboards. Have them print the h several times.
*Ask the children to describe what they do with their mouths to make the sound /h/. To make the h sound you open your mouth a little and blow air out. Do the /h/ sound.
*Tell them that we are going to practice writing whole words using the h. Dictate the words half, halt, hod, ham, hammock, hard, hap, hark, harp, hasp, havoc. After four words have been written, have a child read back each word. The children find the word on their slates and erase it.
*Have the children gather on the carpet.
*Activation of Prior Knowledge: Remember how the person who tells the story lured the squirrel out?
*Discuss the vocabulary generated yesterday.
*Shared Reading: Ask for volunteers to read the story.
*Check to see if any of the predictions made were correct.
*Discuss story elements: setting, problem, solution, and characters. Who is telling this story?
*Word Wall: Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- A - N - Y Any! Clap the syllables.
*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.
*On the Back: Tell the children that all the words on the wall are important ones because we find them over and over in books and because knowing how to read and spell them helps us to write. Some words are also important because they help spell lots of other words that rhyme with them. An is one of those helpful words. Today we are going to practice using an to spell five other words. What if you were writing about how you wanted a can of soup. The word an would help you to spell can wouldn’t it? Say can slowly and listen for the
first sound. Yes, can begins with the c sound. Write c
down on your paper. Say the word an and can and
listen to them rhyme. Write an after c and you spell can!
Continue with four more words that rhyme with an: pan,
fan, ban, and Stan.
*Read the poem The Hare and the Pig (Random House,
p. 176). Have children tell your h words.
*Read the rhyme A Pie Sat on a Pear Tree (Mother
Goose, p. 51). Have children tell you h words.
*Display the spelling words in the pocket chart. Clap
and chant the spelling of the words. Generate rhyming
words for hard and hot.
*Scavenger Hunt: Put the children into pairs. Send them
on a scavenger hunt around the room to find words with
the /h/ sound.
*DEAR: Meet with students individually to check skill
progression. Do Monitoring Strategy Checklist.
*Reading Logs.
*Patterned Writing: Write a pattern on the board that
uses the focus sounds, various punctuation, and a theme
that is going on in the classroom or school.
*Have the children copy the pattern filling in the words.
Circulate and help as necessary.
*Blending Sounds: Sung to If You’re Happy and You
Know It Clap Your Hands.

If you think you know this word, shout it out!
If you think you know this word, shout it out!
If you think you know this word, shout it out!
If you think you know this word,
Then tell me what you heard,
If you think you know this word, shout it out!

/h/ /a/ /l/  
/h/ /o/ /t/  
/h/ /o/ /k/  
/h/ /a/ /d/  

*Writer’s Workshop: Children work on their stories.
Each will be at a different stage in the writing process.
*Individual journals: At the end of the day, tell the
children to take out their journal notebooks. Show them
the bright ideas journal poster. Instruct them to choose
a topic from the poster to write about in their
journals. Give them time to write. As children finish,
invite the Tuesday people up to the front of the room.
Help them to read aloud appropriately.

Evaluation:
*Could the children will activate prior knowledge about
reading the story on Monday?
*Did the children learn and practice definitions of new
words?
*Could the children name the characters, setting,
problems, and solutions for this story?
*Can the students write the letters legibly?
*Can the students make the /h/ sound with their mouths?
*Can the students distinguish beginning from ending sounds?
*Could children identify words with the focus sound?
*Could the students write whole words without prompting?
*Did the children learn and practice sight words?
*Did children understand the concept of syllables?
*Could the children generate rhyming words?
*Could the students copy words legibly?
*Did children practice using punctuation during patterned writing?
*Did the children practice using capital letters?
*Could the children use context clues and first letters to arrange the words in sentences?
*Did the children use invented spelling to write in their journals and writing outlines?
*Did the children generate their own ideas for writing during patterned writing, journaling, and writer's workshop?
*Could the children speak and read in front of the group?
*Did the children use the writing process to write, edit, and publish stories?
Wednesday, November 3rd

Objectives:
* Student will help each other read difficult words.
* Students will discuss with each other in small groups the beginning, middle, and end of the story as well as their favorite parts.
* Children will record the beginning, middle, and end of the story in a little book.
* Children will learn and practice definitions of new words.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will write whole words without prompting.
* Children will practice using oral language skills.
* Children will practice speaking and reading in front of a group.
* Children will practice reading simple words.
* Children will learn and practice sight words.
* Children will practice the concept of syllables.
* Children will practice copying words and sentences.
* Children will generate their own ideas for writing.
* Children will practice writing sounds.
* Children will generate rhyming words.
* Children will practice capital letters.
* Children apply the concepts of verbs.
* Children will use invented spelling to write in their journals and writing outlines.
* Children will begin to use the editing checklist.
* Children will generate their own ideas for writing during patterned writing, journaling, and writer’s workshop.
* Children will use the writing process to write, edit, and publish stories.

Materials:
* Word Wall words written on sentence strips: any, open, round, over, them, take.
* Dean’s Mother Goose Book of Rhymes. Published by Playmore, Inc., 1977.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* Spelling words written on sentence strips.
* Bright ideas journal poster.
* Beginning, middle, and end little books copies.
* Magazines.
* Construction paper.
Advance Preparation:

*Write the Morning Message on the board:

Good morning boys and girls! Today is Wednesday, November 3, 1999. We have __________ at ________ and __________ at ________. List specials and their times.) (A note about something going on in the classroom or school.)

Procedure:

*Have the children come in and sit at their desks.
*Ask for volunteers to read the morning message.
*Spelling: Introduce w. Distribute slates, chalk, and erasers. The letter we are going to talk about today is called w. Write the letter w on the chalkboard while saying the name w. Have the children say the name while writing the letter in the air as you write the letter again on the chalkboard. Have the children write the letter on their individual chalkboards, saying the name as they form the letter. Have them print the w several times.
*Tell the children that the w make the /w/ sound. Have the children say the /w/ sound. Have the children write the letter w on the slates, saying the sound /w/ as they write the letter.
*Ask the children to describe what they do with their mouths to make the sound /w/. To make the w sound you pucker your lips, and then pull them open quickly while forcing air out. Do the /w/ sound. Say weather, with, what, was, wonder, wicker, wish while pointing to your mouth. Have the class try it. You say the word and then they say the word.
*Have the children erase their slates and then divide them into four parts. Each should have 2 lines drawn in it. Explain that we will play the game that has only one rule: they must say the word after you do.
*Say the word where. Have the children repeat the word. Ask them where they pucker their lips, and then pull them open quickly while forcing air out, at the beginning of the word or at the end? As you say this, point to the first line in the first box indicating the line for the initial sound, then to the second line in the first box indicating the final sound. Tell them to write the w on the line that they think shows where they pucker their lips, and then pull them open quickly while forcing air out.
*Dictate warm, waist, wagon, waif, wit, west, warp, wood, wafer, and win. Ask if any children had the w on the second line for any of the words. Explain that the w sound only occurs at the beginning and sometimes in the middle of a word but never at the end. Sometimes words end with a w but they are silent or are helping another letter to make a sound.
Tell them that we are going to practice writing whole words using the w. Dictate the words waf, waft, war, warm, and warp. After four words have been written, have a child read back each word. The children find the word on their slates and erase it.

*Have the children gather on the carpet.

*Shared Reading: Have the children read the story in small groups of mixed ability. Have the groups discuss the story. What happened at the beginning of the story? What happened in the middle of the story? What happened at the end of the story? What was each person's favorite part? Have them make beginning, middle, end books in groups.

*Thumbs up or thumbs down: Read the story again. For each word ask the children if it has the /w/ sound. Thumbs up if it does and thumbs down if it does not.

*Word Wall: Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word--A - N - Y Any! Clap the syllables.

*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.

*Read the poem Beyond Winter (Random House, p. 38). Have children tell you words with the w sound.

*Read the rhyme The Grand Old Duke of York (Mother Goose, p. 164). Have children tell you words with the w sound.

*Sing the letter w sound: Class sings song together, then you call on students to volunteer words that begin with w. Each child's word is incorporated into the song. Sung to the tune Jimmy Cracked Corn and I Don't Care.

Who has a /w/ word to share with us?
Who has a /w/ word to share with us?
Who has a /w/ word to share with us?
It must start with the /w/ sound.

Word is a word that starts with /w/.
Word is a word that starts with /w/.
Word is a word that starts with /w/.
Word starts with the /w/ sound.

*W Tongue Twister: When Would Wally Wait?

*Fun Phonics Tape: "Wanda Waved at a Wombat."
*Display the spelling words in the pocket chart. Clap and chant the spelling of the words. Generate rhyming words for warm and swap.

*DEAR: Meet with students individually to check skill progression. Do Monitoring Strategy Checklist.

*Reading Logs.

*Patterned Writing: Write a pattern on the board that uses the focus sounds, various punctuation, and a theme that is going on in the classroom or school.

*Have the children copy the pattern filling in the words. Circulate and help as necessary.

*A picture for every verb: Remind students that a verb is a word that shows action. Instruct each child to cut a picture from a magazine. Have him or her glue it to a piece of construction paper. Have the student list verbs around the picture on the construction paper that relate to the picture.

*Writer's Workshop: Introduce the Editing Checklist. Tell children that each time they move their marker to editing, they need to do the editing checklist before you will edit it. Read each item to the child. Tell them that if they cannot check an item off, then they need to revise until the can before they can have it edited by the teacher. Children work on their stories. Each will be at a different stage in the writing process.

*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Show them the bright ideas journal poster. Instruct them to choose a topic from the poster to write about in their journals. Give them time to write. As children finish, invite the Wednesday people up to the front of the room. Help them to read aloud appropriately.

**Evaluation:**

*Could students help each other to read difficult words?*

*Could students discuss with each other in small groups the beginning, middle, and end of the story as well as their favorite parts?*

*Did the children correctly record the beginning, middle, and end of the story in a little book?*

*Did the children learn and practice definitions of new words?*

*Can the students write the letters legibly?*

*Can the students make the /w/ sound with their mouths?*

*Can the students distinguish beginning from ending sounds?*

*Could the students write whole words without prompting?*

*Did the children learn and practice sight words?*

*Did children understand the concept of syllables?*

*Could the children generate rhyming words?*

*Could the students copy words legibly?*

*Did children practice using punctuation during patterned writing?*
*Did the children practice using capital letters?
*Could the children apply the concept of verbs?
*Did the children use invented spelling to write in their journals and rough drafts?
*Did the children generate their own ideas for writing during patterned writing, journaling, and writer's workshop?
*Did the children understand the concept of the editing checklist?
*Could the children speak and read in front of the group?
*Did the children use the writing process to write, edit, and publish stories?
Monitoring Strategy Checklist / Conferencing. Conference with children on a regular basis to learn which monitoring strategies they are using and to provide instruction and modeling for other monitoring strategies. A checklist can be used to keep track of each child’s progress with developing monitoring strategies. A sample checklist is provided below.

Monitoring Strategy Checklist

Before reading do you:

_____ Think about the title and cover?
_____ Make predictions?
_____ Think about what you know about the topic?

During reading do you:

_____ Ask yourself if the reading makes sense?
_____ Pause-Think-Retell?
_____ Make pictures in your mind?
_____ Use strategies to figure out hard words?
_____ Reread to help yourself understand?
_____ Use pictures for clues?
_____ Ask yourself questions?

After reading do you:

_____ Retell the story?
_____ Think about what you read?
_____ Share what you learned with someone?
_____ Think about what strategies you used to help you read?

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>My Name</th>
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At the beginning

In the middle

At the end

Teacher: Have students make mini-books that tell about the books they have read. Tell students to follow these directions:
1) Make a cover for the mini-book by filling in your name, the title of the book, and its author. Complete it by drawing a picture from the story. 2) Draw a picture and write what happened in the story. 3) Cut out the parts and staple them into a mini-book.
**Thursday, November 4th**

**Objectives:**
* Children will understand the concepts of fiction and non-fiction and will be able to label this story fiction.
* Children will help each other to read difficult words.
* Children will respond meaningfully to a literature response question posed by the teacher.
* Children will learn and practice definitions of new words.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will identify words with the focus sound.
* Children will write whole words without prompting.
* Children will practice using oral language skills.
* Children will practice speaking and reading in front of a group.
* Children will practice reading simple words.
* Children will learn and practice sight words.
* Children will practice the concept of syllables.
* Children will practice copying words and sentences.
* Children will generate their own ideas for writing.
* Children will practice writing sounds.
* Children will generate rhyming words.
* Children will practice capital letters.
* Children will blend individual sounds into whole words.
* Children will sort words into categories according to first letters, spelling patterns, and rhyming sounds.
* Children will use rhyming words to figure out the spelling of words.
* Children will be introduced to the parts of a letter.
* Children will use context clues and first letters to arrange the words in sentences.
* Children will use invented spelling to write in their journals and writer’s workshop.
* Children will generate their own ideas for writing during patterned writing, journaling, and writer’s workshop.
* Children will use the writing process to write, edit, and publish stories.

**Materials:**
* **Dean’s Mother Goose Book of Rhymes.** Published by Playmore, Inc., 1977.
* 1st Grade large lined paper numbered 1-5 on both sides.
* A slate, chalk, and a sock for an eraser for each child.
* Spelling words written on sentence strips.
* 3 sentence letter to the class written on sentence strips cut apart word by word.
Advance Preparation:

*Write the Morning Message on the board:

Good morning boys and girls! Today is Thursday, November 4, 1999. We have ________ at ________ and ________ at ________. (List specials and their times.)
(A note about something going on in the classroom or school.)

*Write the class a 3 sentence letter on sentence strips and cut apart by words.

Procedure:

*Have the children come in and sit at their desks.

*Ask for volunteers to read the morning message.

*Spelling: Practice W. Distribute slates, chalk, and erasers. Today we are going to talk about the letter w again. Write the letter w on the chalkboard while saying the name w. Have the children say the name while writing the letter on their individual chalkboards. Have them print the w several times.

*Ask the children to describe what they do with their mouths to make the sound /w/. To make the w sound you pucker your lips, and then pull them open quickly while forcing air out. Do the /w/ sound.

*Tell them that we are going to practice writing whole words using the w. Dictate the words warp, warf, wall, war, worm, swamp. After four words have been written, have a child read back each word. The children find the word on their slates and erase it.

*Have the children gather on the carpet.

*Discuss Fiction vs. Non-fiction: Remind the children that fiction means make-believe and non-fiction means it really happened. Ask the children if this week's story is fiction or non-fiction.

*Shared Reading: Read the story in partners, children choose them.

*Reading Response Log: What would you do if a squirrel was in your house?

*Word Wall: 5 old words. Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- L - E - T Let! Clap the syllables.

*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.

*On the Back: Tell the children that all the words on the wall are important ones because we find them over and
over in books and because knowing how to read and spell them helps us to write. Some words are also important because they help spell lots of other words that rhyme with them. And is one of those helpful words. Today we are going to practice using and to spell 5 other words. What if you were writing about an airplane and you wanted to use the word land. How might the word and help you to spell land? Say land slowly and listen for the first sound. Yes, land begins with the I sound. Write I down on your paper. Say the word and and land. Listen to them rhyme. Write and after I and you spell land! Continue with four more words that rhyme with and: sand, band, hand, and strand.

*Read the poem The March Wind (Random House, p.41). Have children tell your words that have the w sound.

*Read the rhyme Old Mother Hubbard (Mother Goose, p. 110). Have children tell you words that have the w sound.

*Display the spelling words in the pocket chart. Clap and chant the spelling of the words. Generate rhyming words for worm and hack.

*Scavenger Hunt: Put the children into pairs. Send them on a scavenger hunt around the room to find words with the /w/ sound.

*DEAR: Meet with students individually to check skill progression. Do Monitoring Strategy Checklist.

*Reading Logs.

*Patterned Writing: Write a pattern on the board that uses the focus sounds, various punctuation, and a theme that is going on in the classroom or school.

*Have the children copy the pattern filling in the words. Circulate and help as necessary.

*Making Words: Place the large index cards with the letters a, d, h, n, s in the top or bottom pocket of the pocket chart at the front of the classroom. Each child is given a matching set of small letter cards. Hold up and name the letter on each large card in the pocket chart. The children hold up and name their matching cards. Explain that on one side the letters are lowercase and on the other side they are capital. Tell them that the red letters are always vowels--a,e,i,o,u. The children get ready to make words by placing their letters in a row in front of their holder. Tell the children that every word must have a vowel--the red a. The a can be put in the word holder, and the child can work around it since every word will need it. Write a 2 on the board and tell the children that the first word they will make has just two letters--the a plus one more. Everyone say an. I brought an apple to eat at snack time. Find a letter to add to the a to spell an. Have the children say an. Let one child who has made the word correctly make an in the pocket chart. A-N spells an. Everyone make an in your holder. Each time a word is spelled, put the index
card with the word written on it in the pocket chart. Write a 3 on the board. The next word we make will have three letters in it. Leave the an in your holders and add a letter to it to make and. Everyone say and. Listen for the letter that make the sound at the end. Put that letter in the holder after an. Choose a child who has made it correctly to make and in the pocket chart. Make sure that everyone has spelled and before going on. Tell them that the same letters in and will make the name Dan if we switch them around. Also, since Dan is a name, the first letter should be capitalized. Turn the card over to make it a capital letter. Have the class say the word Dan. Have someone make Dan in the pocket chart. Make has, had, sad, sand, hand. Before the final word is make, tell the children that you plan a secret word that will be revealed at the end of each making words lesson. Find out if anyone has figured out the secret word—hands.

*Sorting and Transferring Words: Choose the word sad and ask students to find another word that begins with the letter s. Have a child place sand under sad. Repeat for the h words: has, had, hand, and hands. Pull out and. Have the children find other words that end in and. Have a child put hand and sand under and. Do this with an/Dan and had/sad. When all the rhyming words are sorted tell the children that when they are reading, they will see lots of words that end in ad, an, or and, and they can be figured out by thinking about how words that are spelled alike usually rhyme. Pull out the index cards with pan and band on them without saying them. Have children put them in their appropriate categories and then say them. Ask the children what they could do if they were writing stand and bran. Help the children to determine that stand rhymes with hand and bran rhymes with Dan so they only have to figure out what the first letters are. Write the words out and have children place them in the appropriate category.

*Blending Sounds: Sung to If You’re Happy and You Know It Clap Your Hands.

If you think you know this word, shout it out!
If you think you know this word, shout it out!
If you think you know this word, shout it out!
If you think you know this word,
Then tell me what you heard,
If you think you know this word, shout it out!

/w/ /e/ /l/
/w/ /a/ /t/
/w/ /e/ /n/
/w/ /i/ /ch/
Build a letter: Place the date, Dear Class, and Sincerely, in the pocket chart. Place the other words, out of order, on the floor. Tell children you have written a letter for them to build with word cards by following clues. For the first clue, tell the children how many words are in the first sentence. Invite a volunteer to look at the words and guess the sentence. Remind children that the first word begins with a capital letter. For the second clue, tell children the first or second word. Give clues for sentence one until the sentence is built. As children guess the correct words, invite them to place the words in the pocket chart. Continue giving clues for each sentence. After the letter is built, read it aloud. Have the class count and tell how many sentences are in the letter and how many words are in each sentence.

Verbs: Remind children that verbs are action verbs. Read Nuts to You! again. After each page, have children list the action words. Have them copy them onto the chalkboard.

Writer's Workshop: Children work on their stories. Each will be at a different stage in the writing process.

Individual journals: At the end of the day, tell the children to take out their journal notebooks. Show them the bright ideas journal poster. Instruct them to choose a topic from the poster to write about in their journals. Give them time to write. As children finish, invite the Monday people up to the front of the room. Help them to read aloud appropriately.

Evaluation:

Did children understand the concepts of fiction and non-fiction and were they able to label this story fiction?

Did children help each other to read difficult words?

Did the children learn and practice definitions of new words?

Did children respond meaningfully to the literature response question posed by the teacher?

Can the students write the letters legibly?

Can the students make the /h/ sound with their mouths?

Can the students distinguish beginning from ending sounds?

Could children identify words with the focus sound?

Could the students write whole words without prompting?

Did the children learn and practice sight words?

Did children understand the concept of syllables?

Could the children generate rhyming words?

Could the students copy words legibly?

Did children practice using punctuation during patterned writing?

Did the children practice using capital letters?

Did children understand the parts of a letter?
*Could the children use context clues and first letters to arrange the words in sentences?
*Could children blend individual sounds into whole words?
*Could children sort words into categories according to first letters, spelling patterns, and rhyming sounds?
*Did the children use invented spelling to write in their journals and writing outlines?
*Did the children generate their own ideas for writing during patterned writing, journaling, and writer's workshop?
*Could the children speak and read in front of the group?
*Did the children use the writing process to write, edit, and publish stories?
Friday, November 5th

Objectives:
* Children will practice reading chorally.
* Children will learn and practice definitions of new words.
* Children will be introduced to compound words and will find those in the story.
* Children will be creative and rewrite the ending of the story.
* Children will practice using context clues and first letter sounds to determine a secret word.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will write whole words without prompting.
* Children will practice using oral language skills.
* Children will practice speaking and reading in front of a group.
* Children will practice reading simple words.
* Children will learn and practice sight words.
* Children will practice the concept of syllables.
* Children will practice copying words and sentences.
* Children will generate their own ideas for writing.
* Children will practice writing sounds.
* Children will review rhyming words.
* Children will practice capital letters.
* Children will write a letter.
* Children will use invented spelling to write in their journals and writer's workshop.
* Children will generate their own ideas for writing during patterned writing, journaling, and writer's workshop.
* Children will use the writing process to write, edit, and publish stories.

Materials:
* 1st Grade large lined paper numbered 1-5 on both sides.
* A slate, chalk, and a sock for an eraser for each child.
* Sticky notes.

Advance Preparation:
* Write the Morning Message on the board:

Good morning boys and girls! Today is Friday, November 5, 1999. We have ________________ at ___________ and ______________ at ___________. (List specials and their times.)
(A note about something going on in the classroom or school.)
*Write the Guess the Covered Word Sentences on the board. Put a sticky note over the first letter so that it covers it exactly. Put other sticky notes over the rest of the word so they cover it exactly.

Procedure:

*Have the children come in and sit at their desks.
*Ask for volunteers to read the morning message.
*Show and tell: Have a student share something from home. Have the rest of the class ask questions about it.
*Have the children gather on the carpet.
*Shared Reading: Choral read the story.
*Compound words: Tell the children that compound words are words that are make up of two separate words. Write sunshine on the board. This is a compound word. It has two words inside of it: sun and shine. It is sunshine. Doorway is a compound word. It is made up of two words put together: door and way. Can anyone think of a compound word? List suggestions. Ask the children how compound words might help you to read them? If you cover up one half, maybe you can read a word. Then you only have to figure out half of the word to read it. Try a few using the examples. Have the children help you to find words in the story that are compound words. Be sure to point out that they must have 2 real words inside them to be a compound word.
*It could have happened this way: Have the students brainstorm other possible endings for the story. Instruct each student to write and illustrate another ending. Bind the endings into a class book.
*Word Wall: 5 old words. Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word--L-E-T. Let! Clap the syllables.
*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.
*On the Back: Tell the children that all the words on the wall are important ones because we find them over and over in books and because knowing how to read and spell them helps us to write. Some words are also important because they help spell lots of other words that rhyme with them. Am is one of those helpful words. Today we are going to practice using am to spell 5 other words. What if you were writing about making a sandwich and you wanted to use the word jam. How might the word am help you to spell jam? Say jam
slowly and listen for the first sound. Yes, jam begins with the j sound. Write j down on your paper. Say the word am and jam. Listen to them rhyme. Write am after j and you spell jam! Continue with four more words that rhyme with and: ham, Pam, clam, Spam.

*Reread the poems The Completed Hickory Dickory Dock by Jim Aylesworth, The Hare and the Pig (Random House, p. 176), Beyond Winter (Random House, p. 38), and The March Wind (Random House, p. 41).

*Reread the rhymes Higgledy, Piggledy (Mother Goose, p. 138), The Grand Old Duke of York (Mother Goose, p. 164), A Pie Sat on a Pear Tree (Mother Goose, p. 51), and Old Mother Hubbard (Mother Goose, p. 110).

*Review Tongue Twisters: Help His Horse and When would Wally Wait?

*Look at Brainstorming Sheets: List examples of h and w words on the board, 2 from each child. Read them aloud.

*Guess the Covered Word: Show the children the sentences and explain that they will read each sentence and guess the word that is covered by sticky notes. Have students try to guess the covered word of the first sentence. Use a space on your chalkboard to record each guess that makes sense. If a guess given does not make sense, explain why it doesn't fit but don't write it. After several guesses have been given, remove the paper that covers the first letter. Draw a line through each guess that does not begin with the letter and ask if anyone has any new guesses. Now uncover the word. See if any guesses were right.

*Spelling Detectives: Write the spelling words on the board. Have children study them carefully. Then have the children cover their eyes. Remove a word from the board. Have the children try to guess what word you removed and how to spell it.

*Display the spelling words in the pocket chart. Clap and chant the spelling of the words. Review rhymes from the week.

*Spelling Test: Give children a piece of spelling handwriting paper numbered 1-10. Dictate the words had, hark, hob, hack, warp, swath, wart, worm, warf, and hop.

*DEAR: Meet with students individually to check skill progression. Do Monitoring Strategy Checklist.

*Reader’s Chair.

*Patterned Writing: Write a pattern on the board that uses the focus sounds, various punctuation, and a theme that is going on in the classroom or school.

*Have the children copy the pattern filling in the words. Circulate and help as necessary.

*Letter Writing: Have the children practice writing letters by writing one to the squirrel. Give them ideas if necessary.
*Writer’s Workshop: Children work on their stories. Each will be at a different stage in the writing process.
*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Show them the bright ideas journal poster. Instruct them to choose a topic from the poster to write about in their journals. Give them time to write. As children finish, invite the Friday people up to the front of the room. Help them to read aloud appropriately.

Evaluation:
*Could the children read chorally?
*Did the children learn and practice definitions of new words?
*Could children identify compound words in the story?
*Did the children creatively rewrite the ending of the story?
*Could the children use context clues and first letter sounds to determine a secret word?
*Can the students write the letters legibly?
*Could children identify words with the focus sound?
*Could the students write whole words without prompting?
*Did the children learn and practice sight words?
*Did children understand the concept of syllables?
*Could the children generate rhyming words?
*Could the students copy words legibly?
*Did children practice using punctuation during patterned writing?
*Did the children practice using capital letters?
*Could children write a letter?
*Did the children use invented spelling to write in their journals and writing outlines?
*Did the children generate their own ideas for writing during patterned writing, journaling, and writer’s workshop?
*Could the children speak and read in front of the group?
*Did the children use the writing process to write, edit, and publish stories?
Week of November 8th - 12th

Monday, November 8th

Objectives:
* Children will practice making predictions.
* Children will activate prior knowledge about elephants.
* Children will practice checking predictions after reading the story.
* Children will set a purpose for reading.
* Children will name the title, author, and illustrator for this story.
* Children will learn and practice definitions of new words.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will practice using oral language skills.
* Children will practice speaking and reading in front of a group.
* Children will practice reading simple words.
* Children will learn and practice commonly misspelled words.
* Children will practice the concept of syllables.
* Children will practice copying words and sentences.
* Children will generate their own ideas for writing.
* Children will practice writing sounds.
* Children will generate rhyming words.
* Children will practice capital letters.
* Children will practice editing punctuation, capitalization, and spelling errors.
* Children will use invented spelling to write in their journals and stories.
* Children will generate their own ideas for writing during patterned writing, journaling, and writer's workshop.
* Children will use the writing process to write, edit, and publish stories.

Materials:
* Word Wall words written on sentence strips: 5 words that children are commonly misspelling.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* Spelling words written on sentence strips.
* Bright ideas journal poster.
Advance Preparation:

*Write the Morning Message on the board:

Good morning boys and girls! Today is Monday, November 8, 1999. We have ________ at ________ and ________ at ________. (List specials and their times.)

Our story this week is called Little Elephant.

*Write and cut out word wall words.
*Write the spelling words on sentence strip cards and cut apart.

Procedure:

*Have the children come in and sit at their desks.
*Ask for volunteers to read the morning message.
*Spelling: Introduce Short i. Distribute slates, chalk, and erasers. The letter we are going to talk about today is called i. Write the letter i on the chalkboard while saying the name i. Have the children say the name while writing the letter in the air as you write the letter again on the chalkboard. Have the children write the letter on their individual chalkboards, saying the name as they form the letter. Have them print the i several times.
*Tell the children that short i makes the /i/ sound.
Have the children say the /i/ sound. Have the children write the letter i on the slates, saying the sound /i/ as they write the letter.
*Ask the children to describe what they do with their mouths to make the sound /i/. To make the short i sound you open your mouth a little, you open your teeth a little, your tongue rests against your bottom teeth, and you force some air out. Do the /i/ sound. Say kit, itch, sip, lick, Illinois, rich while pointing to your mouth.
*Have the class try it. You say the word and then they say the word. Point out that the /i/ sound is more often in the middle of the word than at the beginning.
*Have the children erase their slates and then divide them into four parts. There should be no lines draw in them this time. Tell them that you are going to say some words and that the /i/ may be at the beginning or in the middle of the word. Ask the children to repeat each word after you. If they say /i/, they should print i; if they don’t say /i/ they should leave that game board empty.
*Dictate the following words: imp, imagination, clip, set, stick, exclamation, forget, twig, wind, rip, flit, lock, bug.
*After you have finished a game board, ask the children which words they heard the /a/ sound in. Correct any mistakes.
*Have the children gather on the carpet.
*Picture Walk-Through: Do a picture walk-through of Little Elephant showing the pictures.
*Ask the children for predictions on what the story might be about. Write these on the board.
*Set a purpose for reading: Why should we read this book?
*Title, author, and illustrator: What is the title of this book? What does the word title mean? Who is the author of this book? What does author mean? Who is the illustrator of this book? What does illustrator mean? Point out that the illustrations in this book are real photographs.
*Prereading word search: Have the children look through the story and pick out words that they either cannot read or do not know the meaning of. List these words on sentence strips along with a definition. Use a dictionary if necessary. Put them up in the pocket chart for children to see.
*Activation of Prior Knowledge: Have you ever seen an elephant? What did it look like?
*Shared Reading: Read the story to the children.
*Check to see if any of the predictions made were correct.
*Thumbs up or thumbs down: Read the story again. For each word ask the children if it has the /i/ sound. Thumbs up if it does and thumbs down if it does not.
*Word Wall: Add 5 commonly misspelled words.
*Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word—A-N-Y! Any! Clap the syllables.
*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.
*Be a Mind Reader: Think of a word on the Word Wall. Give the children 5 clues to that word. Have students number a piece of scratch paper 1-5 and tell them that you are going to see who can read your mind and figure out which of the words on the wall you are thinking of and have written on your scratch paper. For your first clue, always say, "It's one of the words on the wall. Students should make a guess next to number 1. Each succeeding clue should narrow down what it can be until by clue five, there is only one possible word. As you give clues, students write their guesses next to the number of clues you have given. After clue five, show students what the word was and find out who guessed the word on number 5, number 4, number 3, number 2, or number 1 maybe.
*Read the poem The Pizza (Random House, p. 152). Have children tell you words with the i sound.
*Read the rhyme There Was an Old Woman (Mother Goose, p. 19). Have children tell you words with the i sound.
*Sing the letter i sound: Class sings song together, then you call on students to volunteer words that begin with i. Each child's word is incorporated into the song.

Sung to the tune Jimmy Cracked Corn and I Don't Care.

Who has an /i/ word to share with us?
Who has an /i/ word to share with us?
Who has an /i/ word to share with us?
It must start with the /i/ sound.

Itch is a word that starts with /i/.
Itch is a word that starts with /i/.
Itch starts with the /i/ sound.

*Brainstorming Sheet: Sheet for /i/ goes home.
*Spelling words go home: clip, fist, lift, slim, swift, bit, wit, wilt, swim, pits.
*Display the spelling words in the pocket chart. Clap and chant the spelling of the words. Generate rhyming words for clip and fist.
*DEAR: Meet with ability groups to word on specific skills.
*Reading Logs.
*Patterned Writing: Write a pattern on the board that uses the focus sounds, various punctuation, and a theme that is going on in the classroom or school.
*Have the children copy the pattern filling in the words. Circulate and help as necessary.
*DOL: Write a sentence on the board that has various mistakes including punctuation, capitalization and spelling errors. Have children come up to the board and correct one mistake. Continue until all the mistakes are found and fixed.
*Writer's Workshop: Mini-lesson on brainstorming and using a graphic organizer. Children work on their stories. Each will be at a different stage in the writing process.
*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Show them the bright ideas journal poster. Instruct them to choose a topic from the poster to write about in their journals. Give them time to write. As children finish, invite the Monday people up to the front of the room. Help them to read aloud appropriately.
Evaluation:

*Could the students make appropriate predications about the story?*

*Did children activate prior knowledge about elephants?*

*Could the children name the title, author, and illustrator for this story?*

*Did the children set an appropriate purpose for reading?*

*Did the children learn and practice definitions of new words?*

*Did students check predictions?*

*Can the students write the letters legibly?*

*Can the students make the /i/ sound with their mouths?*

*Can the students distinguish beginning from ending sounds?*

*Could the students write whole words without prompting?*

*Did the children learn and practice commonly misspelled words?*

*Did children understand the concept of syllables?*

*Could the children generate rhyming words?*

*Could the students copy words legibly?*

*Did children practice using punctuation during patterned writing?*

*Could the children edit punctuation, capitalization, and spelling errors?*

*Did the children practice using capital letters?*

*Did the children use invented spelling to write in their journals and writing outlines?*

*Did the children generate their own ideas for writing during patterned writing, journaling, and writer's workshop?*

*Could the children speak and read in front of the group?*

*Did the children use the writing process to write, edit, and publish stories?*
Tuesday, November 9th

Objectives:
* Children will activate prior knowledge about vocabulary development.
* Children will review vocabulary learned on Monday.
* Children will understand the concepts of fiction and non-fiction and will be able to label this story fiction.
* Children will learn and practice definitions of new words.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will practice using oral language skills.
* Children will practice speaking and reading in front of a group.
* Children will practice reading simple words.
* Children will learn and practice commonly misspelled words.
* Children will practice the concept of syllables.
* Children will practice copying words and sentences.
* Children will generate their own ideas for writing.
* Children will practice writing sounds.
* Children will generate rhyming words.
* Children will practice capital letters.
* Children will associate names with sounds.
* Children will practice blending sounds into whole words.
* Children will practice editing punctuation, capitalization, and spelling errors.
* Children will use invented spelling to write in their journals and writer's workshop.
* Children will generate their own ideas for writing during patterned writing, journaling, and writer's workshop.
* Children will use the writing process to write, edit, and publish stories.

Materials:
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
Advance Preparation:  

*Write the Morning Message on the board:

Good morning boys and girls! Today is Tuesday, November 9, 1999. We have _______ at _________ and _________ at _______.
(List specials and their times.)
Did you know that elephants can't jump?

Procedure:

*Have the children come in and sit at their desks.
*Ask for volunteers to read the morning message.
*Spelling: Practice Short i. Distribute slates, chalk, and erasers. We are going to practice the letter i again today. Write the letter i on the chalkboard while saying the name i. Have the children write the letter on their individual chalkboards, saying the name as they form the letter. Have them print the i several times.
*Ask children what sound the short i makes. Have the children say the /i/ sound. Have the children write the letter i on the slates, saying the sound /i/ as they write the letter.
*Ask the children to describe what they do with their mouths to make the sound /i/. To make the short i sound you open your mouth a little, you open your teeth a little, your tongue rests against your bottom teeth, and you force some air out. Do the /i/ sound. Say pick, snip, slick, milk, lisp while pointing to your mouth.
*Have the class try it. You say the word and then they say the word. Point out that the /i/ sound is more often in the middle of the word than at the beginning.
*Have the children erase their slates and then divide them into four parts with two lines in each. Tell the children to write the sound they hear at the beginning of the word on the first line and the sound they hear at the end of the word on the second line. Dictate the following: imp, imagination, indeed, impair, indent, illegal, imperial, important. After each game board is filled, check to see what the children have written. Correct any mistakes.
*Have the children gather on the carpet.
*Activation of Prior Knowledge: Remember listing words you didn't know?
*Play Rivet: Draw lines from the number of letters in each word on the board. Begin with the first one. Have children guess which word it is. If they need a clue, put the first letter in the word. Keep giving clues until the word is revealed. Do the same for the remaining vocabulary words.
*Shared Reading: Teacher reads a page and then they read the page again chorally.
*Discuss Fiction vs. Non-fiction: Remind the children that fiction means make-believe and non-fiction means it really happened. Ask the children if this week's story is fiction or non-fiction.
Word Wall: Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word--**A - N - Y! Any!** Clap the syllables.

*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.

*Thumbs Up or Thumbs Down: Read Liz Is Six. For each word, children give a thumbs up if it has the short i sound a thumbs down if it doesn't.

*Name Associations: Give each student the sentence strip with his or her name on it. Choose a letter that is common in many children's names and that usually has its expected sound. Have each student whose name contains that letter come up to the front of the room with the name cards. Count all the focus letters. Divide them into three groups, those with names that start with the letter, those with names that end with the letter, and those with names that have the letter some where in the middle. Finally, say each name slowly, stretching out the letter, and decide if you can hear the usual letter sound of the focus letter. Choose another letter and let all the children with names that have that letter in them come up. Do the same things again. Repeat until all the children have had a chance to be at the front of the room.

*Blending Sounds: Sung to If You're Happy and You Know It Clap Your Hands.

If you think you know this word, shout it out.
If you think you know this word, shout it out.
If you think you know this word, shout it out.
If you think you know this word, shout it out.
If you think you know this word, shout it out.
Then tell me what you hear,
If you think you know this word, shout it out!

/t/ /i/ /p/
/r/ /i/ /k/
/t/ /w/ /i/ /s/ /t/
/i/ /l/ /l/

*Read the poem A Young Lady of Lynn (Random House, p. 18). Have the children tell you words with the i sound.

*Read the rhyme The Three Little Kittens (Mother Goose, p. 76). Have children tell your words with the i sound.
*Display the spelling words in the pocket chart. Clap and chant the spelling of the words. Generate rhyming words for lift and slim.
*DEAR: Meet with ability groups to word on specific skills.
*Reading Logs.
*Patterned Writing: Write a pattern on the board that uses the focus sounds, various punctuation, and a theme that is going on in the classroom or school.
*Have the children copy the pattern filling in the words. Circulate and help as necessary.
*DOL: Write a sentence on the board that has various mistakes including punctuation, capitalization and spelling errors. Have children come up to the board and correct one mistake. Continue until all the mistakes are found and fixed.
*Writer's Workshop: Children work on their stories. Each will be at a different stage in the writing process.
*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Instruct them to choose a topic from the poster to write about in their journals. Give them time to write. As children finish, invite the Tuesday people up to the front of the room. Help them to read aloud appropriately.

**Evaluation:**
*Did children activate prior knowledge about vocabulary development?*
*Did children remember the vocabulary learned on Monday?*
*Did the children understand the concepts of fiction and non-fiction and were they able to label this story non-fiction?*
*Did the children learn and practice definitions of new words?*
*Can the students write the letters legibly?*
*Can the students make the /i/ sound with their mouths?*
*Can the students distinguish beginning from ending sounds?*
*Did the children learn and practice commonly misspelled words?*
*Did children understand the concept of syllables?*
*Could the children generate rhyming words?*
*Did children associate names with sounds?*
*Could the children blend sounds into whole words?*
*Could the students copy words legibly?*
*Did children practice using punctuation during patterned writing?*
*Could the children edit punctuation, capitalization, and spelling errors?*
*Did the children practice using capital letters?*
*Did the children use invented spelling to write in their journals and writing outlines?*
*Did the children generate their own ideas for writing during patterned writing, journaling, and writer's workshop?
*Could the children speak and read in front of the group?
*Did the children use the writing process to write, edit, and publish stories?
Wednesday, November 10th

Objectives:
* Children will identify this story as non-fiction.
* Children will learn and practice definitions of new words.
* Children will practice choral reading.
* Children will draw pictures from the beginning, middle, and end of the story.
* Children will understand that photographs can be used as illustrations.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will write whole words with and without prompting.
* Children will practice using oral language skills.
* Children will practice speaking and reading in front of a group.
* Children will generate words for a word family.
* Children will identify words that have the focus sound.
* Children will sort words into categories according to first letter, spelling patterns, and rhyming sounds.
* Children will use rhyming words to figure out the spelling of words.
* Children will practice reading simple words.
* Children will review and practice sight words.
* Children will practice the concept of syllables.
* Children will practice copying words and sentences.
* Children will generate their own ideas for writing.
* Children will practice writing sounds.
* Children will generate rhyming words.
* Children will practice capital letters.
* Children will practice editing punctuation, capitalization, and spelling errors.
* Children will practice identifying verbs.
* Children will use invented spelling to write in their journals and stories.
* Children will generate their own ideas for writing during patterned writing, journaling, and writer's workshop.
* Children will use the writing process to write, edit, and publish stories.

Materials:
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* Spelling words written on sentence strips.
* Copies of camera story map.
Advance Preparation:
*Tin Man Fix-It*. Written by Phonics Readers. Published by Educational Insights, 1990.
*2 different colors of construction paper.
*Making words large pocket chart cards.
*Making words cards and holders for each child.

Procedure:
*Write the Morning Message on the board:
Good morning boys and girls! Today is Wednesday, November 10, 1999. We have________ at _________ and __________ at _________.
(List specials and their times.)
Did you know that African bull elephants weigh as much as a bus?

*Make the Making Words cards and holders.

*Have the children come in and sit at their desks.
*Ask for volunteers to read the morning message.
*Spelling: Practice Short i. Distribute slates, chalk, and erasers. We are going to practice the letter i again today. Write the letter i on the chalkboard while saying the name i. Have the children write the letter on their individual chalkboards, saying the name as they form the letter.
*Ask children what sound the short i makes. Have the children say the /i/ sound. Have the children write the letter i on the slates, saying the sound /i/ as they write the letter.
*Ask the children to describe what they do with their mouths to make the sound /i/. To make the short i sound you open your mouth a little, you open your teeth a little, your tongue rests against your bottom teeth, and you force some air out. Do the /i/ sound. Say Kip, stick, lip, fill, strip, Indiana while pointing to your mouth.
*Have the class try it. You say the word and then they say the word. Point out that the /i/ sound is more often in the middle of the word than at the beginning.
*Have the children erase their slates completely. No lines will be drawn. Tell the children that they are now going to spell whole words. Say the word fit. Have each child repeat the word. Ask, "What did you say first? Write the letter that stands for that sound on your chalkboard." Have the children say the word again. You should say the word only if the children cannot remember it. Ask, "What did you say after the f, after /f/?" Get the children to identify the short i/ and to write the letter on their chalkboards. Now have the children say the word again, and ask, "What did you say at the end of the word?" The children identify t and write t to complete the word. Have everyone point to the whole word and say it. Dictate spit, snip, tilt, twig, sit, flit, rip, sift, and twin without prompting. When four
Patterns
Use with “Say Cheese!” on page 55.
words have been written on their chalkboards, say one of the words, and have each child point to the word on his or her own chalkboard and read it, and then erase it.

*Have the children gather on the carpet.

*Activation of Prior Knowledge: Review fiction and non-fiction. Remind children that they told you that this was a non-fiction story. That means that it is true.

*Point out that instead of someone drawing the pictures for this story, Tana Hoban took pictures of real elephants.

*Shared Reading: Read the story chorally.

*Beginning, Middle, and End: Show the students the camera story map. Point out the 4 squares in the film. Ms. Hoban took pictures to make the pictures for this book. I want you to pretend to be the photographer and draw in four pictures that she took, one from the beginning drawn first, two from the middle drawn second and third, and one from the end draw in the last square.

*Reread the story. Have the children list all of the short i words on the chalkboard.

*Verbs: Have children list all the verbs in the story.

*Thumbs up or thumbs down: Read Tin Man Fix-It. For each word ask the children if it has the /i/ sound. Thumbs up if it does and thumbs down if it does not.

*Word Wall: 5 old words. Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- A - N - Y Any! Clap the syllables.

*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.

*Word Families House: Have children brainstorm a list of it words. Write them on the board. Give each child two sheets of construction paper of different colors. Tell them to make a house out of it but cutting a square and then a triangle for the roof. Have the children glue the two together. Have the children write 10 of the words on the house. Welcome to the Word Family Home! Display the houses on a bulletin board.

*Scavenger Hunt: Put the children into pairs. Send them on a scavenger hunt around the room for words that have the /i/ sound in them.

*Read the poem The Lizard (Random House, p. 79). Have children tell you words with the i sound.
*Read the rhyme Swing High, Swing Low (Mother Goose, p. 67). Have children tell you words with the i sound.

*Display the spelling words in the pocket chart. Clap and chant the spelling of the words. Generate rhyming words for bit and wilt.

*Making Words: Place the large index cards with the letters i, m, n, s, t in the top or bottom pocket of the pocket chart at the front of the classroom. Each child is given a matching set of small letter cards. Hold up and name the letter on each large card in the pocket chart. The children hold up and name their matching cards. Explain that on one side the letters are lowercase and on the other side they are capital. Tell them that the red letter are always vowels--a, e, i, o, u. The children get ready to make words by placing their letters in a row in front of their holder. Tell the children that every word must have a vowel--the red i. The i can be put in the word holder, and the child can work around it since every word will need it. Write a 2 on the board and tell the children that the first word they will make has just two letters--the i plus one more. Everyone say is. She is the best soccer player I know. Find a letter to add to the i to spell is. Have the children say is. Let one child who has made the word correctly make an in the pocket chart. I-S spells is. Everyone make is in your holder. Each time a word is spelled, put the index card with the word written on it in the pocket chart. Make it and in also. Write a 3 on the board. The next word we make will have three letters in it. Leave the in in your holders and add a letter to make tin. Everyone say tin. Listen for the letter that makes the sound at the beginning. Put that letter in the holder before in. Choose a child who has made it correctly to make tin in the pocket chart. Make sure that everyone has spelled tin before going on. Make sin, sit, Tim, and mint. Remind them that Tim is a name so they should use a capital letter to make that word. Ask if anyone has figured out the secret word--mints

*Sorting and Transferring Words: Sort for words that begin with m and t, words that end in -it and -in. Transfer using rhyming words for fin, pin, hit, and bit.

*DEAR: Meet with ability groups to work on specific skills.

*Reading Logs.

*Patterned Writing: Write a pattern on the board that uses the focus sounds, various punctuation, and a theme that is going on in the classroom or school.

*Have the children copy the pattern filling in the words. Circulate and help as necessary.

*DOL: Write a sentence on the board that has various mistakes including punctuation, capitalization and spelling errors. Have children come up to the board and
correct one mistake. Continue until all the mistakes are found and fixed.
*Writer's Workshop: Children work on their stories. Each will be at a different stage in the writing process.
*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Instruct them to choose a topic from the poster to write about in their journals. Give them time to write. As children finish, invite the Wednesday people up to the front of the room. Help them to read aloud appropriately.

Evaluation:
*Could children identify this story as non-fiction?
*Could children chorally read well?
*Did the children learn and practice definitions of new words?
*Could the children identify the beginning, middle, and end of the story?
*Did the children understand that photographs can be used as illustrations?
*Can the students write the letters legibly?
*Can the students make the /i/ sound with their mouths?
*Can the students distinguish beginning from ending sounds?
*Could the students write whole words with and without prompting?
*Did the children learn and practice commonly misspelled words?
*Did children understand the concept of syllables?
*Could the children generate rhyming words?
*Could the children generate words for a word family?
*Could the children identify words that have the focus sound?
*Could the children will sort words into categories according to first letter, spelling patterns, and rhyming sounds?
*Could the children use rhyming words to figure out the spelling of words?
*Could the students copy words legibly?
*Did children practice using punctuation during patterned writing?
*Could the children edit punctuation, capitalization, and spelling errors?
*Could the children identify verbs?
*Did the children practice using capital letters?
*Did the children use invented spelling to write in their journals and stories?
*Did the children generate their own ideas for writing during patterned writing, journaling, and writer's workshop?
*Could the children speak and read in front of the group?
*Did the children use the writing process to write, edit, and publish stories?
Friday, November 10th

Objectives:
* Children will assist each other in reading difficult words.
* Children will learn and practice definitions of new words.
* Children will identify the story elements of character, setting, problem, and solution for the story.
* Children will respond meaningfully to a literature response question posed by the teacher.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will write whole words without prompting.
* Children will practice using oral language skills.
* Children will practice speaking and reading in front of a group.
* Children will practice reading simple words.
* Children will practice sight words.
* Children will practice the concept of syllables.
* Children will practice copying words and sentences.
* Children will generate their own ideas for writing.
* Children will practice writing sounds.
* Children will review rhyming words.
* Children will practice capital letters.
* Children will practice using context clues and first letters to determine a missing word.
* Children will practice spelling review sounds and words.
* Children will practice editing punctuation, capitalization, and spelling errors.
* Children will use invented spelling to write in their journals and writer’s workshop.
* Children will generate their own ideas for writing during patterned writing, journaling, and writer’s workshop.
* Children will use the writing process to write, edit, and publish stories.

Materials:
* Dean’s Mother Goose Book of Rhymes. Published by Playmore, Inc., 1977.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* Copies of elephant story map.
* Sticky notes.
* 2 brown construction paper footballs.
* List of review spelling words.
Advance Preparation:
*Write the Morning Message on the board:

Good morning children! Today is Friday, November 12, 1999. We have ___ and ___ at ___ and ___ at ___. (List specials and their times.)
Did you know that elephants are killed by people for their ivory tusks?

*Group the students into partners, one of high ability and one with low ability.
*Draw an elephant story map.
*Write the Guess the Covered Word Sentences on the board. Put a sticky note over the first letter so that it covers it exactly. Put other sticky notes over the rest of the word so they cover it exactly.

Procedure:
*Have the children come in and sit at their desks.
*Ask for volunteers to read the morning message.
*Show and Tell: Have a student bring something from home to share with the class. Have the child talk about it, and have the class ask questions about it.
*Spelling: Practice Short i. Distribute slates, chalk, and erasers. We are going to practice the letter i again today. Write the letter i on the chalkboard while saying the name i. Have the children write the letter on their individual chalkboards, saying the name as they form the letter.
*Ask children what sound the short i makes. Have the children say the /i/ sound. Have the children write the letter i on the slates, saying the sound /i/ as they write the letter.
*Ask the children to describe what they do with their mouths to make the sound /i/. To make the short i sound you open your mouth a little, you open your teeth a little, your tongue rests against your bottom teeth, and you force some air out. Do the /i/ sound. Say slick, commit, prick, switch, lit while pointing to your mouth.
*Have the class try it. You say the word and then they say the word. Point out that the /i/ sound is more often in the middle of the word than at the beginning.
*Have the children erase their slates completely. No lines will be drawn. Tell the children that they are now going to spell whole words. Say the word rim. Have each child repeat the word. Ask, "What did you say first? Write the letter that stands for that sound on your chalkboard." Have the children say the word again. You should say the word only if the children cannot remember it. Ask, "What did you say after the r, after /r/?" Get the children to identify the short /i/ and to write the letter on their chalkboards. Now have the children say the word again, and ask, "What did you say at the end of the word?" The children identify m and write it to complete the word. Have everyone point to
the whole word and say it. Dictate clip, spit, wit, silt, win, bid, sift. When four words have been written on their chalkboards, say one of the words, and have each child point to the word on his or her own chalkboard and read it, and then erase it.

*Have the children gather on the carpet.
*Shared Reading: Read the story in partners.
*Discuss Story Elements: Who are the characters, what is the setting, what is the problem, what is the solution? Have children record on an elephant drawing.
*Reading Response Log: Imagine that you were an elephant. Would you like to be in a zoo or a herd in Africa? Draw a picture of yourself as an elephant where you’d like to be.
*Word Wall: 5 old words. Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- A - N - Y Any! Clap the syllables.
*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.
*Spelling Football: Draw a large football field on the chalkboard, marking off the yard lines. Also tape two brown construction paper footballs, one labeled team A and the other labeled team B on the 50-yard line. Divide students into two teams and have each team stand in a straight line. Assign a goal line to each team. To begin play, announce a spelling word to the first member of team A. If he spells the word correctly, he moves the ball ten yards toward his team’s goal line. If he misspells the word, the ball remains at the 50-yard line. Then give the first member of team B a chance to spell the same word. If he spells it correctly, he moves his team’s ball five yards toward his team’s goal. Continue in this same manner, alternating turns. The team that reaches its goal line first wins a point. Play resumes with both balls on the 50-yard line. The team with the most points at the end of the designated game time wins!
*Read the poem Eletelephony (Random House, p. 192). Have children tell you words with the i sound.
*Read the rhyme Hey Diddle Diddle (Mother Goose, p. 135). Have children tell you words with the i sound.
*Look at Brainstorming Sheets: List examples of the i words on the board, 2 from each child. Read them aloud.
*Guess the Covered Word: Show the children the sentences and explain that they will read each sentence and guess the word that is covered by sticky notes. Have students try to guess the covered word of the first sentence. Use a space on your chalkboard to record each guess that makes sense. If a guess given does not make sense, explain why it doesn't fit but don't write it. After several guesses have been given, remove the paper that covers the first letter. Draw a line through each guess that does not begin with the letter and ask if anyone has any new guesses. Now uncover the word. See if any guesses were right.

*Display the spelling words in the pocket chart. Clap and chant the spelling of the words. Review rhyming words generated.

*DEAR: Meet with ability groups to work on specific skills.

*Reader's Chair: Choose a student to read a book of his or her choice aloud.

*Patterned Writing: Write a pattern on the board that uses the focus sounds, various punctuation, and a theme that is going on in the classroom or school.

*Have the children copy the pattern filling in the words. Circulate and help as necessary.

*DOL: Write a sentence on the board that has various mistakes including punctuation, capitalization and spelling errors. Have children come up to the board and correct one mistake. Continue until all the mistakes are found and fixed.

*Spelling Test: first, sift, him, lip, swim, wick, fit, tile, win, kits.

*Writer's Workshop: Children work on their stories. Each will be at a different stage in the writing process.

*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Instruct them to choose a topic from the poster to write about in their journals. Give them time to write. As children finish, invite the Thursday and Friday people up to the front of the room. Help them to read aloud appropriately.

**Evaluation:**

*Did children assist each other in reading difficult words?*

*Could children identify the story elements of character, setting, problem, and solution for the story?*

*Did children will respond meaningfully to a literature response question posed by the teacher?*

*Did the children learn and practice definitions of new words?*

*Can the students write the letters legibly?*

*Can the students make the /i/ sound with their mouths?*

*Can the students distinguish beginning from ending sounds?*

*Could children write whole words without prompting?
*Did the children learn and practice commonly misspelled words?
*Did children understand the concept of syllables?
*Could the students copy words legibly?
*Could children use context clues and first letters to determine a missing word?
*Could children spell words with review sounds?
*Did children practice using punctuation during patterned writing?
*Could the children edit punctuation, capitalization, and spelling errors?
*Did the children practice using capital letters?
*Did the children use invented spelling to write in their journals and writing outlines?
*Did the children generate their own ideas for writing during patterned writing, journaling, and writer's workshop?
*Could the children speak and read in front of the group?
*Did the children use the writing process to write, edit, and publish stories?
**Week of November 15th - 19th**

**Monday, November 15th**

Objectives: *Children will practice making predictions.*  
*Children will activate prior knowledge about chain reactions.*  
*Children will practice checking predictions after reading the story.*  
*Children will set a purpose for reading.*  
*Children will name the title, author, and illustrator for this story.*  
*Children will learn and practice definitions of new words.*  
*Children will practice forming sounds in their mouths.*  
*Children will match letters to their corresponding sounds.*  
*Children will practice writing whole words.*  
*Children will practice using oral language skills.*  
*Children will practice speaking and reading in front of a group.*  
*Children will practice reading simple words.*  
*Children will learn and practice commonly misspelled words.*  
*Children will practice the concept of syllables.*  
*Children will practice copying words and sentences.*  
*Children will generate their own ideas for writing.*  
*Children will practice writing sounds.*  
*Children will generate rhyming words.*  
*Children will practice capital letters.*  
*Children will practice editing punctuation, capitalization, and spelling errors.*  
*Children will use invented spelling to write in their journals and stories.*  
*Children will generate their own ideas for writing during patterned writing, journaling, and writer's workshop.*  
*Children will use the writing process to write, edit, and publish stories.*

Materials:  
*Word Wall words written on sentence strips: 5 words that children are commonly misspelling.*  
*Dean's Mother Goose Book of Rhymes.* Published by Playmore, Inc., 1977.  
*1st Grade large lined paper.*  
*A slate, chalk, and a sock for an eraser for each child.*  
*Spelling words written on sentence strips.*  
*Spelling word word search copies.*
Advance Preparation:

*Write the Morning Message on the board:

Good morning boys and girls! Today is Monday, November 15, 1999. We have __________ and __________ at __________. (List specials and their times.)

Our story this week is called If You Give a Mouse a Cookie.

*Write and cut out word wall words.

*Write the spelling words on sentence strip cards and cut apart.

Procedure:

*Have the children come in and sit at their desks.

*Ask for volunteers to read the morning message.

*Spelling: Review a, o, and i. Distribute slates, chalk, and erasers. Today we are going to talk about the vowels we have learned so far this year. Write the letters on the chalkboard. Have the class say their names and the sound that each one makes.

*Tell them that we are going to practice writing whole words using the vowels on the board and other letters we have been practicing. Dictate the words fast, drop, wit, sift, fist, slip, mist, crisp, sap, and slap.

*After you have finished a game board, ask a child to read a word to you then the rest of the students find it and erase it. Do this for all four words.

*Have the children gather on the carpet.

*Picture Walk-Through: Do a picture walk-through of If You Give a Mouse a Cookie showing the pictures.

*Ask the children for predictions on what the story might be about. Write these on the board.

*Set a purpose for reading: Why should we read this book?

*Title, author, and illustrator: What is the title of this book? What does the word title mean? Who is the author of this book? What does author mean? Who is the illustrator of this book? What does illustrator mean?

*Activation of Prior Knowledge: Who knows what a chain reaction is? Have a child explain or explain yourself if none know.

*Prereading word search: Have the children look through the story and pick out words that they either cannot read or do not know the meaning of. List these words on sentence strips along with a definition. Use a dictionary if necessary. Put them up in the pocket chart for children to see.

*Shared Reading: Read the story to the children.

*Check to see if any of the predictions made were correct.

*Word Wall: Add 5 commonly misspelled words.
*Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- A - N - Y Any! Clap the syllables.

*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.

*Be a Mind Reader: Think of a word on the Word Wall. Give the children 5 clues to that word. Have students number a piece of scratch paper 1-5 and tell them that you are going to see who can read your mind and figure out which of the words on the wall you are thinking of and have written on your scratch paper. For your first clue, always say, "It's one of the words on the wall. Students should make a guess next to number 1. Each succeeding clue should narrow down what it can be until by clue five, there is only one possible word. As you give clues, students write their guesses next to the number of clues you have given. After clue five, show students what the word was and find out who guessed the word on number 5, number 4, number 3, number 2, or number 1 maybe.

*Word Search for spelling words.
*Read the poem On the Ning, Nang, Nong (Random House, p. 171).
*Read the rhyme There Was a Little Girl (Mother Goose, p. 169)
*Spelling words and sentence go home: fast, crisp, spot, drip, tad, lamp, twist, sprint, trots, sob. My mom will twist the cap.
*Display the spelling words in the pocket chart. Clap and chant the spelling of the words. Generate rhyming words for fast and crisp.
*DEAR: Meet with ability groups to word on specific skills.
*Reading Logs.
*Patterned Writing: Write a pattern on the board that uses the focus sounds, various punctuation, and a theme that is going on in the classroom or school.
*Have the children copy the pattern filling in the words. Circulate and help as necessary.
*DOL: Write a letter to the mouse on the board with mistakes. Have a child come up to the board and correct one mistake. Continue until all the mistakes are found and fixed.
*Writer's Workshop: Have children help you to brainstorm a seasonal word bank. Children work on their stories. Each will be at a different stage in the writing process.
*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Let children choose a sticker to put in the corner of their journals. Instruct the children to write about the sticker or whatever is on the sticker. Give them time to write. As children finish, invite the Monday people up to the front of the room. Help them to read aloud appropriately.

Evaluation:
*Could the students make appropriate predications about the story?
*Did children activate prior knowledge about chain reactions?
*Could the children name the title, author, and illustrator for this story?
*Did the children set an appropriate purpose for reading?
*Did the children learn and practice definitions of new words?
*Did students check predictions?
*Can the students write the letters legibly?
*Could the students write whole words without prompting?
*Did the children learn and practice commonly misspelled words?
*Did children understand the concept of syllables?
*Could the children generate rhyming words?
*Could the students copy words legibly?
*Did children practice using punctuation during patterned writing?
*Could the children edit punctuation, capitalization, and spelling errors?
*Did the children practice using capital letters?
*Did the children use invented spelling to write in their journals and stories?
*Did the children generate their own ideas for writing during patterned writing, journaling, and writer's workshop?
*Could the children speak and read in front of the group?
*Did the children use the writing process to write, edit, and publish stories?
Tuesday, November 16th

Objectives:
* Children will activate prior knowledge about reading the story on Monday.
* Children will learn and practice definitions of new words.
* Children will use puppets to act out their new version of the story.
* Children will practice writing whole words.
* Children will use words from the wall to determine how to spell rhyming words.
* Children will practice blending individual sounds into words.
* Children will generate words with the same spelling pattern and put them into word families.
* Children will practice using oral language skills.
* Children will practice speaking and reading in front of a group.
* Children will practice reading simple words.
* Children will learn and practice commonly misspelled words.
* Children will practice the concept of syllables.
* Children will practice copying words and sentences.
* Children will generate their own ideas for writing.
* Children will practice writing sounds.
* Children will generate rhyming words.
* Children will practice capital letters.
* Children will practice editing punctuation, capitalization, and spelling errors.
* Children will practice choosing punctuation for sentences.
* Children will be introduced to different kinds of poetry.
* Children will use invented spelling to write in their journals and stories.
* Children will generate their own ideas for writing during patterned writing, journaling, and writer’s workshop.
* Children will use the writing process to write, edit, and publish stories.

Materials:
* Dean’s Mother Goose Book of Rhymes. Published by Playmore, Inc., 1977.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* Spelling words written on sentence strips.
* Period cards, question mark cards, and exclamation mark cards.
* Sentences on sentence strips that have no punctuation.
* Paper bags.
Advance Preparation:

*Write the Morning Message on the board:

Good morning boys and girls! Today is Tuesday, November 16, 1999. We have __________ at _________ and __________ at _________.
(List specials and their times.)
(A note about something happening in the classroom or school.)

Procedure:

*Have the children come in and sit at their desks.
*Ask for volunteers to read the morning message.
*Spelling: Review a, o, and i. Distribute slates, chalk, and erasers. Today we are going to talk about the vowels we have learned so far this year again. Write the letters on the chalkboard. Have the class say their names and the sound that each one makes.
*Tell them that we are going to practice writing whole words using the vowels on the board and other letters we have been practicing. Dictate the words robes, crops, cot, stab, cost, cast, tract, raft, blab, amps.
*After you have finished a game board, ask a child to read a word to you then the rest of the students find it and erase it. Do this for all four words.
*Have the children gather on the carpet.
*Activation of Prior Knowledge: Remember how every time the boy got the mouse something then he wanted something else. Today we're going to pretend to be mice and think of what we might want.
*Shared Reading: You read a sentence and they repeat.
*Make Puppets: Give each child a paper bag and a piece of drawing paper. Tell them that we are going to make mice puppets and a picture of what we would want. Use the puppets to act out what the children would want.
*Word Wall: Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- A - N - Y Any! Clap the syllables.
*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.
*On the Back: Tell the children that all the words on the wall are important ones because we find them over and over in books and because knowing how to read and spell them helps us to write. Some words are also important because they help spell lots of other words.
that rhyme with them. Ill is one of those helpful words. Today we are going to practice using will to spell 5 other words. What if you were writing about how your friend Bill needed a pill? The word ill would help you to spell Bill and pill wouldn't it? Say Bill slowly and listen for the first sound. Yes, Bill begins with the b sound. Write b down on your paper. Say the word ill and bill and pill and listen to them rhyme. Write ill after the b and you spell Bill! Do the same thing for pill. Continue with four more words that rhyme with ill: fill, still, spill, skill, Jill, kill.

*Read the poem Easter (Random House, p. 42).
*Read the rhyme Handy Pandy (Mother Goose, p. 162)
*Display the spelling words in the pocket chart. Clap and chant the spelling of the words. Generate rhyming words for spot and drip.
*Blending Sounds: Sung to If You're Happy and You Know It Clap Your Hands.

If you think you know this word, shout it out.
If you think you know this word, shout it out.
If you think you know this word, shout it out.
If you think you know this word, shout it out.
Then tell me what you heard,
If you think you know this word, shout it out!

/r/ /a/ /m/ /p/
/d/ /r/ /o/ /p/ /s/
/b/ /l/ /a/ /n/ /d/
/f/ /t/ /o/ /s/ /t/

*Word Family Flip Books: Have children help you generate words that belong in the family imp. Write them on the board. Give each student an index card and 5 two-inch pieces of paper. Have the students write imp on the right half of the index card and the letters that they want to use to make the five words on the small pieces of paper. Have the students staple the small pieces of paper onto the card one on top of the other to make a flip book. Have the student get into partners and read their flip books to each other.
*DEAR: Meet with ability groups to word on specific skills.
*Reading Logs.
*Patterned Writing: Write a pattern on the board that uses the focus sounds, various punctuation, and a theme that is going on in the classroom or school.
*Have the children copy the pattern filling in the words. Circulate and help as necessary.
*DOL: Write two sentences on the board with punctuation, spelling, and capitalization errors. Have a child come up to the board and correct one mistake. Continue until all the mistakes are found and fixed.
*Practice Punctuation: Give children 3 cards, one with a period on it, one with a question mark on it, one with an exclamation point on it. Put up one sentence strip at a time in the pocket chart. Have children hold up the punctuation care that they think shows the correct punctuation for the sentence.

*Introduction to different kinds of poetry: In an acrostic poem or name poem, the title or topic is printed vertically, letter by letter. Each letter is used to begin a phrase or sentence that describes the topic. Show one on the board. A couplet is a verse composed of two lines that usually rhyme. Most of the poems I read in class are couplets. A diamante is a form of unrhymed poetry that follows a format and looks like a diamond.

  topic
  2 describing words
  three action words

  a four-word phrase capturing some feeling about the topic
  three action words
  two describing words
  ending word

In an alphabet poem, the letters of the alphabet are used as a framework. Each letter is used to begin a word about a particular topic. The poem may be a list or a description of a topic. Do an example. A shape poem is written in the form of a shape. Do a tree example.

*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Tell the children to write on a topic of their choice. Remind them that the Bright Ideas are always available. Give them time to write. As children finish, invite the Tuesday people up to the front of the room. Help them to read aloud appropriately.

Evaluation:

*Did children activate prior knowledge about reading the story on Monday?
*Did the children learn and practice definitions of new words?
*Could the children use the puppets to act out their new version of the story?
*Can the students write the letters legibly?
*Could the students write whole words without prompting?
*Did the children learn and practice commonly misspelled words?
*Did children understand the concept of syllables?
*Could the children generate rhyming words?
*Could the students copy words legibly?
*Could the children use words from the wall to determine how to spell rhyming words?
*Could children blend individual sounds into words?
*Could the children generate words with the same spelling pattern and put them into word families?
*Did children practice using punctuation during patterned writing?
*Could the children edit punctuation, capitalization, and spelling errors?
*Did the children practice using capital letters?
*Did the children use invented spelling to write in their journals and stories?
*Did the children generate their own ideas for writing during patterned writing, journaling, and writer’s workshop?
*Could the children speak and read in front of the group?
*Did the children use the writing process to write, edit, and publish stories?
Wednesday, November 17th

Objectives:
* Children will practice strategies for reading an unknown word.
* Children will respond meaningfully to a literature response question posed by the teacher.
* Children will learn and practice definitions of new words.
* Children will sort words into categories according to first letter, spelling patterns, and rhyming sounds.
* Children will use rhyming words to figure out the spelling of words.
* Children will practice writing whole words.
* Children will practice using oral language skills.
* Children will practice speaking and reading in front of a group.
* Children will practice reading simple words.
* Children will learn and practice commonly misspelled words.
* Children will practice the concept of syllables.
* Children will practice copying words and sentences.
* Children will generate their own ideas for writing.
* Children will practice writing sounds.
* Children will generate rhyming words.
* Children will practice capital letters.
* Children will practice editing punctuation, capitalization, and spelling errors.
* Children will write an acrostic poem.
* Children will use invented spelling to write their journals and poems.
* Children will generate their own ideas for writing during patterned writing, journaling, and poetry writing.
* Children will use the writing process to write, edit, and publish stories.

Materials:
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* Spelling words written on sentence strips.
* Making words large pocket chart cards.
* Making words cards and holders for each child.
Advance Preparation:

*Write the Morning Message on the board:

Good morning boys and girls! Today is Wednesday, November 17, 1999. We have ______ at ______ and ______ at ______. (List specials and their times.)

(A note about an event happening in the classroom or in the school.)

*Make the Making Words cards and holders.

Procedure:

*Have the children come in and sit at their desks.

*Ask for volunteers to read the morning message.

*Spelling: Review a, o, and i and begin dictating sentences. Distribute slates, chalk, and erasers. Today we are going to talk about the vowels we have learned so far this year again. Write the letters on the chalkboard. Have the class say their names and the sound that each one makes.

*Tell them that we are going to practice writing whole words using the vowels on the board and other letters we have been practicing. Dictate the words act, blot, apt, task, mits, crams, clamps, plop, print, brand.

*After you have finished a game board, ask a child to read a word to you then the rest of the students find it and erase it. Do this for all four words. Dictate sentences: I can stop, I like to see a cat.

*Shared Reading: Ask for volunteers to read the story.

*When you come to a tricky word poster: use when children get stuck on a word.

*Reading Response Log: Draw a picture of your favorite part of the story. Why is this your favorite part?

*Word Wall: Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word—A - N - Y Any! Clap the syllables.

*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.

*Be a Mind Reader: Think of a word on the Word Wall. Give the children 5 clues to that word. Have students number a piece of scratch paper 1-5 and tell them that you are going to see who can read your mind and figure out which of the words on the wall you are thinking of and have written on your scratch paper. For your first clue, always say, "It's one of the words on the wall."
Students should make a guess next to number 1. Each succeeding clue should narrow down what it can be until by clue five, there is only one possible word. As you give clues, students write their guesses next to the number of clues you have given. After clue five, show students what the word was and find out who guessed the word on number 5, number 4, number 3, number 2, or number 1 maybe.

*Read the poem Beside the Line of Elephants (Random House, p. 59).
*Read the rhyme Twinkle, Twinkle, Little Star (Mother Goose, p. 129)
*Spelling words go home: fast, crisp, spot, drip, tad, lamp, twist, sprint, trots, sob.
*Display the spelling words in the pocket chart. Clap and chant the spelling of the words. Generate rhyming words for tad and lamp.

Making Words: Place the large index cards with the letters o, d, n, p, s in the top or bottom pocket of the pocket chart at the front of the classroom. Each child is given a matching set of small letter cards. Hold up and name the letter on each large card in the pocket chart. The children hold up and name their matching cards. Explain that on one side the letters are lowercase and on the other side they are capital. Tell them that the red letter are always vowels--a, e, i, o, u. The children get ready to make words by placing their letters in a row in front of their holder. Tell the children that every word must have a vowel--the red o. The o can be put in the word holder, and the child can work around it since every word will need it. Write a 2 on the board and tell the children that the first word they will make has just two letters--the o plus one more. Everyone say so. She is so good at playing basketball. Find a letter to add to the o to spell so. Have the children say so. Let one child who has made the word correctly make a so the pocket chart. S-O spells so. Everyone make so in your holder. Each time a word is spelled, put the index card with the word written on it in the pocket chart. Make no and no also. Write a 3 on the board. The next word we make will have three letters in it. Leave the on in your holders and add a letter to make Don. Everyone say Don. Listen for the letter that makes the sound at the beginning. Put that letter in the holder before on. Look to see if anyone used a capital D. Choose a child who has made it correctly to make Don in the pocket chart. Make sure that everyone has spelled Don before going on. Make nod, pod, pods, nods, pond and ponds.

Sorting and Transferring Words: Sort for words that begin with n and p, words that end in -od, -in, and -o. Have children spell rod, go, Ron, and con using rhyming words.

DEAR: Meet with ability groups to word on specific skills.
*Reading Logs.*

*Patterned Writing:* Write a pattern on the board that uses the focus sounds, various punctuation, and a theme that is going on in the classroom or school. Have the children copy the pattern filling in the words. Circulate and help as necessary.

*DOL:* Write a letter to the mouse on the board with mistakes. Have a child come up to the board and correct one mistake. Continue until all the mistakes are found and fixed.

*Sentence Building:* Have students help you make lists on the board of animals, past tense action words, and naming words. After writing at least ten words in each list, give each child a piece of 1st grade lined paper with room for a drawing at the top. Instruct each student to choose one word from each list, then use the words and any needed prepositions to create a sentence. Remind students to use the words in the order that they appear on the chalkboard: first use the animal, then the verb, and finally the naming word. Do an example on the board. The cow sang in the shower. After all students have written and illustrated their sentences, compile them into a classroom book.

*Writer's Workshop:* Children write an acrostic poem. Demonstrate one on the board first. Encourage the children to color the poems. Display them on a bulletin board.

*Individual journals:* At the end of the day, tell the children to take out their journal notebooks. Let children choose a sticker to put in the corner of his or her journal. Instruct the children to write about the sticker or whatever is on the sticker. Give them time to write. As children finish, invite the Wednesday people up to the front of the room. Help them to read aloud appropriately.

**Evaluation:**

*Did the children use various strategies for reading an unknown word?*
*Did the children learn and practice definitions of new words?*
*Did the children respond meaningfully to the literature response question posed by the teacher?*
*Can the students write the letters legibly?*
*Could the students write whole words without prompting?*
*Did the children learn and practice commonly misspelled words?*
*Did children understand the concept of syllables?*
*Could the children generate rhyming words?*
*Could the children sort words into categories according to first letter, spelling patterns, and rhyming sounds?*
*Could the children use rhyming words to figure out the spelling of words?*
*Could the students copy words legibly?
*Did children practice using punctuation during patterned writing?
*Could the children edit punctuation, capitalization, and spelling errors?
*Did the children practice using capital letters?
*Did the children write an acrostic poem?
*Did the children use invented spelling to write their journals and poems?
*Did the children generate their own ideas for writing during patterned writing, journaling, and poetry writing?
*Could the children speak and read in front of the group?
*Did the children use the writing process to write, edit, and publish stories?
Thursday, November 18th

Objectives:
*Children will practice choral reading.
*Children will understand that the sequencing in this story is very important.
*Children will sequence the pages in the book.
*Children will practice definitions of new words.
*Children will practice writing whole words.
*Children will use words from the wall to determine how to spell rhyming words.
*Children will generate words with the same spelling pattern and put them into word families.
*Children will practice using oral language skills.
*Children will practice being in front of a group.
*Children will practice reading simple words.
*Children will learn and practice sight words.
*Children will practice the concept of syllables.
*Children will practice copying words and sentences.
*Children will generate their own ideas for writing.
*Children will practice writing sounds.
*Children will generate rhyming words.
*Children will practice capital letters.
*Children will practice editing punctuation, capitalization, and spelling errors.
*Children will use invented spelling to write in their journals and stories.
*Children will generate their own ideas for writing during patterned writing, journaling, and writer’s workshop.
*Children will use story starter sticks to get an idea for a story.
*Children will use the writing process to write, edit, and publish stories.

Materials:
*Dean’s Mother Goose Book of Rhymes. Published by Playmore, Inc., 1977.
*1st Grade large lined paper.
*A slate, chalk, and a sock for an eraser for each child.
*Spelling words written on sentence strips.
*Cookie copies.

Advance Preparation:
*Write the Morning Message on the board:

Good morning boys and girls! Today is Thursday, November 18, 1999. We have _________ at _________ and _________ at _________.
(List specials and their times.)
(A note about something happening in the classroom or school).
Procedure:

* Have the children come in and sit at their desks.
* Ask for volunteers to read the morning message.
* Spelling: Review a, o, and i. Distribute slates, chalk, and erasers. Today we are going to talk about the vowels we have learned so far this year again. Write the letters on the chalkboard. Have the class say their names and the sound that each one makes.
* Tell them that we are going to practice writing whole words using the vowels on the board and other letters we have been practicing. Dictate the words clam, class, cost, flocks, first, clap, crimp, Brad, habit, drastic.
* After you have finished a game board, ask a child to read a word to you then the rest of the students find it and erase it. Do this for all four words.
* Have the children gather on the carpet.
* Shared Reading: Choral read.
* Sequencing: Put the book away, and show the children the mixed up copied pages of the book. Does it matter what order the pages in this book are in? Why? Have the children put the pages in the correct order.
* Word Wall: 5 old words. Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word--A - N - Y Any! Clap the syllables.
* Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.
* On the Back: Tell the children that all the words on the wall are important ones because we find them over and over in books and because knowing how to read and spell them helps us to write. Some words are also important because they help spell lots of other words that rhyme with them. At is one of those helpful words. Today we are going to practice using at to spell five other words. What if you were writing about how your sister is a brat. The word at would help you to spell brat wouldn’t it? Say brat slowly and listen for the first sounds. Yes, brat begins with a b and an r sound. Write b r down on your paper. Say the word at and brat and listen to them rhyme. Write at after brand you spell brat! Continue with four more words that rhyme with at: flat, cat, bat, hat.
* Read the poem Did You? (Random House, p. 106).
* Read the rhyme Wee Willie Winkie (Mother Goose, p. 128)
*Display the spelling words in the pocket chart. Clap and chant the spelling of the words. Generate rhyming words for twist and sprint.
*Word Family Cookies: Have children help you generate words that belong in the family ops. Write them on the board. Give each student a cookie pattern. Have the children choose 10 words from the board and put them on their cookie. Have the student get into partners and read their families to each other.
*DEAR: Meet with ability groups to word on specific skills.
*Reading Logs.
*Patterned Writing: Write a pattern on the board that uses the focus sounds, various punctuation, and a theme that is going on in the classroom or school. Have the children copy the pattern filling in the words. Circulate and help as necessary.
*DOL: Write two sentences on the board with punctuation, spelling, and capitalization errors. Have a child come up to the board and correct one mistake. Continue until all the mistakes are found and fixed.
*Practice Punctuation: Give children 3 cards, one with a period on it, one with a question mark on it, one with an exclamation point on it. Put up one sentence strip at a time in the pocket chart. Have children hold up the punctuation care that they think show the correct punctuation for the sentence.
*Writer's Workshop: Show children the story starter sticks. Tell them that when they begin a new story and are stumped as to what to write about, they may choose a story starter stick. They can only choose one and must put it back when the story is started. Children continue brainstorming, writing, editing, or publishing.
*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Tell the children to write on a topic of their choice. Remind them that the Bright Ideas are always available. Give them time to write. As children finish, invite the Thursday people up to the front of the room. Help them to read aloud appropriately.

Evaluation:
*Could children choral read well?
*Did children understand that the sequencing in this story is very important?
*Could children sequence the story?
*Did the children learn and practice definitions of new words?
*Can the students write the letters legibly?
*Could the students write whole words without prompting?
*Did the children learn and practice sight words?
*Did children understand the concept of syllables?
*Could the children generate rhyming words?
*Could the students copy words legibly?
*Could the children use words from the wall to determine how to spell rhyming words?*
*Could the children generate words with the same spelling pattern and put them into word families?*
*Did children practice using punctuation during patterned writing?*
*Could the children edit punctuation, capitalization, and spelling errors?*
*Did the children practice using capital letters?*
*Did the children use invented spelling to write in their journals and stories?*
*Did the children generate their own ideas for writing during patterned writing, journaling, and writer's workshop?*
*Did children use the story starter sticks to get an idea for a story if needed?*
*Could the children speak and read in front of the group?*
*Did the children use the writing process to write, edit, and publish stories?
Friday, November 19th

Objectives:
* Children will assist each other in reading difficult words.
* Children will learn and practice definitions of new words.
* Children will identify the story elements of character, setting, problem, and solution for the story.
* Children will understand the difference between real and make-believe.
* Children will be introduced to and identify opposites.
* Children will write whole words without prompting.
* Children will practice spelling review words and spelling patterns.
* Children will practice using oral language skills.
* Children will practice speaking and reading in front of a group.
* Children will practice reading simple words.
* Children will practice sight words.
* Children will practice the concept of syllables.
* Children will practice copying words and sentences.
* Children will practice writing sounds.
* Children will review rhyming words.
* Children will practice capital letters.
* Children will practice using context clues and first letters to determine a missing word.
* Children will practice editing punctuation, capitalization, and spelling errors.
* Children will use invented spelling to write in their journals and writer’s workshop.
* Children will generate their own ideas for writing during patterned writing, journaling, and writer’s workshop.
* Children will use the writing process to write, edit, and publish stories.

Materials:
* 1st Grade large lined paper.
* 4 slates and pieces of chalk.
* Spelling words written on sentence strips.
* Copies of Teddy Bear Story map.
* Sticky notes.
* List of review spelling words.
* Blank bingo cards and markers.
* Word wall words on scraps of paper in a shoe box.
Advance Preparation:

*Write the Morning Message on the board:

Good morning boys and girls! Today is Friday, November 19, 1999. We have ______ at _______ and _______ at _______. (List specials and their times.)

(A note about an event occurring in the classroom or school.)

*Group the students into partners, one of high ability and one with low ability.
*Group the students into four teams of mixed ability.
*Write the Guess the Covered Word Sentences on the board. Put a sticky note over the first letter so that it covers it exactly. Put other sticky notes over the rest of the word so they cover it exactly.

Procedure:

*Have the children come in and sit at their desks.
*Ask for volunteers to read the morning message.
*Show and Tell: Have a student bring something from home to share with the class. Have the child talk about it, and have the class ask questions about it.
*Have the children gather on the carpet.
*Shared Reading: Read the story in assigned partners.
*Discuss Story Elements with your partner: Children fill out the teddy bear story map with their partner.
*Real or Make-Believe: Discuss what real and make-believe are. Ask the children if this story is real or make-believe? Why? What stories have we read that are real? What stories have we read that are make-believe. Is fiction the same as make-believe? No. Some make-believe stories are fiction but some fiction stories are not make-believe. Harry the Dirty Dog is a fiction story but it could happen so it is not make-believe.
*Opposites: Tell children that opposites are words that are different in every way from each other. List opposites on the board: day and night, light and dark, near and far, black and white, happy and sad, hot and cold. Have the children come up with some of their own examples. List them on the board.
*Word Wall: 5 old words. Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- A - N - Y Any! Clap the syllables.
*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.
*Sight Word Bingo: Give each student a blank bingo card. Instruct them to fill in the squares with words from the word wall. Give them scraps of paper for markers. Draw sight words out of a box. Call out the sight words. Children put a marker on if they can read the word and it is on their board. The first one with 5 in a row yells bingo.

*Reread the poems On the Ning, Nang, Nong (Random House, p. 171), Easter (Random House, p. 42), Beside the Line of Elephants (Random House p. 59), and Did You? (Random House, p. 106).

*Reread the rhymes The Was a Little Girl (Mother Goose, p. 169), Handy Pandy (Mother Goose, p. 162), Twinkle, Twinkle, Little Star (Mother Goose p. 129), and Wee Willie Winkie (Mother Goose, p. 128).

*Look at Brainstorming Sheets: List examples of the i words on the board, 2 from each child. Read them aloud.

*Guess the Covered Word: Show the children the sentences and explain that they will read each sentence and guess the word that is covered by sticky notes. Have students try to guess the covered word of the first sentence. Use a space on your chalkboard to record each guess that makes sense. If a guess given does not make sense, explain why it doesn’t fit but don’t write it. After several guesses have been given, remove the paper that covers the first letter. Draw a line through each guess that does not begin with the letter and ask if anyone has any new guesses. Now uncover the word. See if any guesses were right.

*Down the line: Group students into four team of mixed ability and have each team sit in a straight line. Give the first person in each row a small chalkboard and piece of chalk. To begin play, announce a spelling word. The first player in each row writes the first letter of the word on the board and then passes it to the second player. The second player writes the second letter of the word on the chalkboard and so on until the entire word has been spelled. The player who writes the final letter of the word stand up. The first team that has a member standing with a correctly spelled word wins s point. Before playing again, the first player of each team moves to the back of the line. The team with the most points at the end of the game wins!

*Display the spelling words in the pocket chart. Clap and chant the spelling of the words. Review rhyming words generated.

*Spelling Test: Dictate past, wisp, spat, trip, fad, tramp, list. Clint, hot, mob. Dictate: My mom will twist the cap.

*DEAR: Meet with ability groups to work on specific skills.

*Reader’s Chair: Choose a student to read a book of his or her choice aloud.
*Patterned Writing: Write a pattern on the board that uses the focus sounds, various punctuation, and a theme that is going on in the classroom or school.
*Have the children copy the pattern filling in the words. Circulate and help as necessary.
*DOL: Write a sentence on the board that has various mistakes including punctuation, capitalization and spelling errors. Have children come up to the board and correct one mistake. Continue until all the mistakes are found and fixed.
*Writer’s Workshop: Children work on their stories. Each will be at a different stage in the writing process.
*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Instruct them to choose a topic from the poster to write about in their journals. Give them time to write. As children finish, invite the Thursday and Friday people up to the front of the room. Help them to read aloud appropriately.

Evaluation:
*Did children assist each other in reading difficult words?
*Could children identify the story elements of character, setting, problem, and solution for the story?
*Did the children learn and practice definitions of new words?
*Did children understand the difference between real and make-believe?
*Did children understand the concept of opposite and could they generate opposite words?
*Can the students write the letters legibly?
*Could children write whole words without prompting?
*Did the children learn and practice sight words?
*Did children understand the concept of syllables?
*Could the students copy words legibly?
*Could children use context clues and first letters to determine a missing word?
*Could children spell words with review sounds?
*Did children practice using punctuation during patterned writing?
*Could the children edit punctuation, capitalization, and spelling errors?
*Did the children practice using capital letters?
*Did the children will use invented spelling to write in their journals and writing outlines?
*Did the children generate their own ideas for writing during patterned writing, journaling, and writer’s workshop?
*Could the children speak and read in front of the group?
*Did the children use the writing process to write, edit, and publish stories?
Week of November 22nd - 23rd

Monday, November 22nd

Objectives:
* Children will practice making predictions.
* Children will activate prior knowledge about apple trees.
* Children will practice checking predictions after reading.
* Children will set a purpose for reading.
* Children will name the title, author, and illustrator.
* Children will learn and practice definitions of new words.
* Children will practice using oral language skills.
* Children will practice speaking and reading in front of a group.
* Children will practice reading simple words.
* Children will learn and practice sight words.
* Children will practice the concept of syllables.
* Children will practice associating names with sounds.
* Children will sort words into categories according to first letter, spelling patterns, and rhyming sounds.
* Children will use rhyming words to figure out the spelling of words.
* Children will practice copying words and sentences.
* Children will practice writing sounds.
* Children will practice capital letters.
* Children will practice editing punctuation, capitalization, and spelling errors.
* Children will use invented spelling to write in their journals and stories.
* Children will generate their own ideas for writing during patterned writing, journaling, and writer's workshop.
* Children will use the writing process to write, edit, and publish stories.

Materials:
* The Apple Pie Tree. Written by Zoe Hall. Published by The Blue Sky Press, 1996.
* 1st Grade large lined paper.
* Making words large pocket chart cards.
* Making words cards and holders for each child.

Advance Preparation:
* Write the Morning Message on the board:
  Good morning boys and girls! Today is Monday, November 22, 1999. We have ____________ at _________ and ____________ at _________. (List specials and their times.)
  Our story this week is called The Apple Pie Tree.

* Make making words cards and holder.
Procedure:

*Have the children come in and sit at their desks.
*Ask for volunteers to read the morning message.
*Have the children gather on the carpet.
*Picture Walk-Through: Do a picture walk-through of The Apple Pie Tree showing the pictures.
*Ask the children for predictions on what the story might be about. Write these on the board.
*Set a purpose for reading: Why should we read this book?
*Title, author, and illustrator: What is the title of this book? What does the word title mean? Who is the author of this book? What does author mean? Who is the illustrator of this book? What does illustrator mean?
*Activation of Prior Knowledge: Do you have an apple tree in your yard?
*Prereading word search: Have the children look through the story and pick out words that they either cannot read or do not know the meaning of. List these words on sentence strips along with a definition. Use a dictionary if necessary. Put them up in the pocket chart for children to see.
*Shared Reading: Read the story to the children.
*Check to see if any of the predictions made were correct.
*Word Wall: 5 old words. Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word--A - N - Y Any! Clap the syllables.
*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.
*Be a Mind Reader: Think of a word on the Word Wall. Give the children 5 clues to that word. Have students number a piece of scratch paper 1-5 and tell them that you are going to see who can read your mind and figure out which of the words on the wall you are thinking of and have written on your scratch paper. For your first clue, always say, "It's one of the words on the wall. Students should make a guess next to number 1. Each succeeding clue should narrow down what it can be until by clue five, there is only one possible word. As you give clues, students write their guesses next to the number of clues you have given. After clue five, show students what the word was and find out who guessed the word on number 5, number 4, number 3, number 2, or number 1 maybe.
*Name Associations: Give each student the sentence strip with his or her name on it. Choose a letter that is common in many children's names and that usually has its expected sound. Have each student whose name contains that letter come up to the front of the room with the name cards. Count all the focus letters. Divide them into three groups, those with names that start with the letter, those with names that end with the letter, and those with names that have the letter some where in the middle. Finally, say each name slowly, stretching out the letter, and decide if you can hear the usual letter sound of the focus letter. Choose another letter and let all the children with names that have that letter in them come up. Do the same things again. Repeat until all the children have had a chance.

*Read the poem Pilgrim Children and The Pilgrims came across the sea.

*DEAR: Meet with ability groups.

*Reading Logs.

*Making Words: Place the large index cards with the letters i, g, n, s, w in the top or bottom pocket of the pocket chart at the front of the classroom. Each child is given a matching set of small letter cards. Hold up and name the letter on each large card in the pocket chart. The children hold up and name their matching cards. The children get ready to make words by placing their letters in a row in front of their holder. Tell the children that every word must have a vowel. The i can be put in the word holder, and the child can work around it since every word will need it. Write a 2 on the board and tell the children that the first word they will make has just two letters. Everyone say in. He is in the house. Find 2 letter that make the word in. Have the children say in. Let one child who has made the word correctly make an in in the pocket chart. I-N spells in. Everyone make in in your holder. Each time a word is spelled, put the index card with the word written on it in the pocket chart. Write a 3 on the board. The next word we make will have three letters in it. Leave the in in your holders and add a letter to make sin. Everyone say sin. Listen for the letter that makes the sound at the beginning. Put that letter in the holder before in. Make win, too. Write a 4 on the board. Now add an s to win to make wins. Leave the s, i, and n in the holder and change the w to a g. Move the letters around to make sing. Now change a letter in for another letter to make wing. Has anyone figured out the secret word? There are actually two secret words. Have any children who have found them to arrange the letters in the pocket chart to make them.

*Sorting and Transferring Words: Sort for words that begin with s and w, words that end in -in and -ing. Have children spell fin, ring, pin, and ping using rhyming words.
*Patterned Writing: Write a pattern on the board that uses the focus sounds, various punctuation, and a theme that is going on in the classroom or school.
*Have the children copy the pattern filling in the words. Circulate and help as necessary.
*DOL: Write a letter to the mouse on the board with mistakes. Have a child come up to the board and correct one mistake. Continue until all the mistakes are found and fixed.
*Write sentences on the board that are missing nouns and verbs. Have the children tell you which is missing and then fill in one that fits.
*Writer's Workshop: Children work on their stories. Each will be at a different stage in the writing process.
*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Tell the children to write about what they will do over Thanksgiving Vacation. Give them time to write. As children finish, invite the Monday, Tuesday, and half of Wednesday people up to the front of the room. Help them to read aloud appropriately.

**Evaluation:**
*Could the students make appropriate predictions?
*Did children activate prior knowledge about apple trees?
*Could the children name the title, author, and illustrator for this story?
*Did the children set an appropriate purpose for reading?
*Did the children learn and practice definitions of new words?
*Did students check predictions?
*Can the students write the letters legibly?
*Could the students write words without prompting?
*Did the children learn and practice sight words?
*Did children understand the concept of syllables?
*Could the students copy words legibly?
*Did children practice using punctuation during patterned writing?
*Could the children edit punctuation, capitalization, and spelling errors?
*Did the children practice using capital letters?
*Did children associate names with sounds?
*Could children sort words into categories according to first letter, spelling patterns, and rhyming sounds?
*Could children use rhyming words to figure out the spelling of words?
*Did the children use invented spelling to write in their journals and stories?
*Did the children generate their own ideas for writing during patterned writing, journaling, and stories?
*Could the children speak and read in front of the group?
*Did the children use the writing process to write, edit, and publish stories?:
Tuesday, November 23rd

Objectives: *Children will activate prior knowledge about reading the story and making an apple pie.
*Children will learn and practice definitions of new words.
*Children will participate in making and apple pie.
*Children will practice blending individual sounds into words.
*Children will use words from the wall to determine how to spell rhyming words.
*Children will practice spelling previously learned spelling patterns and words.
*Children will practice using oral language skills.
*Children will practice speaking and reading in front of a group.
*Children will practice reading simple words.
*Children will learn and practice sight words.
*Children will practice the concept of syllables.
*Children will practice copying words and sentences.
*Children will practice writing sounds.
*Children will practice capital letters.
*Children will practice editing punctuation, capitalization, and spelling errors.
*Children will practice placing the correct punctuation at the end of sentences.
*Children will use invented spelling to write in their journals and stories.
*Children will generate their own ideas for writing during patterned writing, journaling, and writer's workshop.
*Children will use the writing process to write, edit, and publish stories.

*1st Grade large lined paper.
*Copies of sheets with sentences that have no punctuation.
*Apple pie ingredients.

Advance Preparation: *Write the Morning Message on the board:

Good morning boys and girls! Today is Tuesday, November 23, 1999. We have ________________ at ________ and ________________ at _________.
(List specials and their times.)
Happy Thanksgiving!
*Make up a sheet of sentences about class members that lack punctuation.

Procedure:

*Have the children come in and sit at their desks.  
*Ask for volunteers to read the morning message.  
*Have the children gather on the carpet.  
*Activation of Prior Knowledge: Remember how they waited a long time for the apples to grow? What do you think the tree looks like now? Have you ever made apple pie?  
*Shared Reading: You read a sentence and they repeat. 
*Make an Apple Pie.  
*Word Wall: 5 old words. Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word--A - N - Y Any! Clap the syllables.  
*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words. 
*On the Back: Tell the children that all the words on the wall are important ones because we find them over and over in books and because knowing how to read and spell them helps us to write. Some words are also important because they help spell lots of other words that rhyme with them. All is one of those helpful words. Today we are going to practice using all to spell 5 other words. What if you were writing about how someone took a fall off his bike? The word all would help you to spell fall wouldn’t it? Say fall slowly and listen for the first sound. Yes, fall begins with the f sound. Write f down on your paper. Say the word all and fall and listen to them rhyme. Write all after the f and you spell fall! Do the same thing for ball, call, tall, and hall.  
*Read the poems Thanksgiving (Random House, p. 47) and Thanksgiving Magic (Random House, p. 46).  
*DEAR: Meet with ability groups to work on specific skills.  
*Reader’s Chair: Choose a student to choose a book to read aloud to the class.  
*Patterned Writing: Write a pattern on the board that uses the focus sounds, various punctuation, and a theme that is going on in the classroom or school.  
*Have the children copy the pattern filling in the words. Circulate and help as necessary.
*Blending Sounds: Sung to If You’re Happy and You Know It Clap Your Hands.

If you think you know this word, shout it out.
If you think you know this word, shout it out.
If you think you know this word, shout it out.
If you think you know this word,
Then tell me what you heard,
If you think you know this word, shout it out!

\[ /f/ /l/ /a/ /p/ \]
\[ /c/ /a/ /t/ /a/ /l/ /o/ /g \]
\[ /c/ /o/ /m/ /p/ /a/ /c/ /t/ \]
\[ /s/ /t/ /i/ /f/ /f/ \]

*DOL: Write two sentences on the board with punctuation, spelling, and capitalization errors. Have a child come up to the board and correct one mistake. Continue until all the mistakes are found and fixed.

*Spell Go Round: Have students stand in a circle. Call out a spelling word, and then have one student begin by announcing the first letter of the called word. The student to the beginning player’s right announces the second letter of the called word, and so on until the entire word has been spelled. If a student gives an incorrect letter, he must sit down, and the next player in the circle tries to supply the correct letter. A player who is seated continues to play, and may stand once he supplies a correct letter.

*Give students a sheet with sentences about the children that lack punctuation. Children fill it in.

*Writer’s Workshop: Children work on their stories. Each will be at a different stage in the writing process.

*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Tell the children to write about 5 of the things they are thankful for. Give them time to write. As children finish, invite the second half of the Wednesday people, the Thursday people, and the Friday people up to the front of the room. Help them to read aloud appropriately.

Evaluation:

*Could children activate prior knowledge about reading the story and making an apple pie?
*Did the children learn and practice definitions of new words?
*Did the children participate in making the apple pie?
*Can the students write the letters legibly?
*Did the children learn and practice sight words?
*Did children understand the concept of syllables?
*Could the students copy words legibly?
*Could the children use words from the wall to determine how to spell rhyming words?
*Could children blend individual sounds into words?
*Could the children edit punctuation, capitalization, and spelling errors?
*Could children spell previously learned words and words with previously learned spelling patterns?
*Could the children place the correct punctuation at the end of sentences?
*Did children practice using punctuation during patterned writing?
*Did the children practice using capital letters?
*Did the children use invented spelling to write in their journals and stories?
*Did the children generate their own ideas for writing during patterned writing, journaling, and writer's workshop?
*Could the children speak and read in front of the group?
*Did the children use the writing process to write, edit, and publish stories?
Pilgrim Children

A pilgrim boy of long ago
Helped his dad the corn to grow.

The pilgrim girl, with much care taking,
Helped her mom with candlemaking.
The Pilgrims came across the sea.
To find new land in which to be.
The Indians were here to ease their stay.
Together they made Thanksgiving Day.
Shape Poems
Week of November 29th - December 3rd

Monday, November 29th

Objectives:
* Children will practice making predictions.
* Children will activate prior knowledge about foxes.
* Children will practice checking predictions after reading the story.
* Children will set a purpose for reading.
* Children will name the title, author, and illustrator for this story.
* Children will learn and practice definitions of new words.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will practice writing whole words.
* Children will practice using oral language skills.
* Children will practice speaking and reading in front of a group.
* Children will practice reading simple words.
* Children will learn and practice commonly misspelled words.
* Children will practice the concept of syllables.
* Children will practice copying words and sentences.
* Children will practice writing sounds.
* Children will generate rhyming words.
* Children will practice capital letters.
* Children will practice editing punctuation, capitalization, and spelling errors.
* Children will be introduced to capitalization in titles.
* Children will use invented spelling to write in their journals and stories.
* Children will generate their own ideas for writing during patterned writing, journaling, and writer's workshop.
* Children will use the writing process to write, edit, and publish stories.

Materials:
* Hattie and the Fox. Written by Mem Fox.
* Word Wall words written on sentence strips: 5 words that children are commonly misspelling.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* Spelling words written on sentence strips.

Advance Preparation:
* Write the Morning Message on the board:

Good morning boys and girls! Today is Monday, November 29, 1999. We have ________________
Our story this week is called **Hattie and the Fox**.

*Write and cut out word wall words.*
*Write the spelling words on sentence strip cards and cut apart.*
*Make a new bright ideas poster.*

**Procedure:**
*Have the children come in and sit at their desks.*
*Ask for volunteers to read the morning message.*

*Spelling: Introduce n.* Distribute slates, chalk, and erasers. The letter we are going to talk about today is called n. Write the letter n on the chalkboard while saying the name n. Have the children say the name while writing the letter in the air as you write the letter again on the chalkboard. Have the children write the letter on their individual chalkboards, saying the name as they form the letter. Have them print the n several times.

*Tell the children that the n makes the /n/ sound.* Have the children say the /n/ sound. Have the children write the letter n on the slates, saying the sound /n/ as they write the letter.

*Ask the children to describe what they do with their mouths to make the sound /n/.* To make the n sound you open your mouth a little, put your tongue right behind your upper teeth and force air out. Say nickel, nest, notch, nice, seen, Brian while pointing to your mouth. Have the class try it. You say the word and then they say the word.

*Have the children erase their slates and then divide them into four parts.* Each should have 2 lines drawn in it. Explain that we will play the game that has only one rule: they must say the word after you do.

*Say the word seen.* Have the children repeat the word. Ask them where they open their mouths, put their tongues behind their teeth and force air out, at the beginning of the word or at the end? As you say this, point to the first line in the first box indicating the line for the initial sound, then to the second line in the first box indicating the final sound. Tell them to write the n on the line that they think shows where they open their mouths a little and blow air out.

*Dictate tin, torn, refrain, train, news, fan, fun, greet, near.*

*Tell them that we are going to practice writing whole words using the n.* Dictate the words man, ant, Stan, land, not, and stand. After four words have been written, have a child read back each word. The children find the word on their slates and erase it.

*Have the children gather on the carpet.*

*Picture Walk-Through: Do a picture walk-through of Hattie and the Fox showing the pictures.*
*Ask the children for predictions on what the story might be about. Write these on the board.
*Set a purpose for reading: Why should we read this book?
*Prereading word search: Have the children look through the story and pick out words that they either cannot read or do not know the meaning of. List these words on sentence strips along with a definition. Use a dictionary if necessary. Put them up in the pocket chart for children to see.
Activation of Prior Knowledge: What do foxes eat? Why do you think farmers don't like foxes?
*Shared Reading: Read the story to the children.
*Check to see if any of the predictions made were correct.
*Thumbs up or thumbs down: Read the story again. For each word ask the children if it has the /n/ sound. Thumbs up if it does and thumbs down if it does not.
*Word Wall: Add 5 commonly misspelled words.
*Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- A - N - Y Any! Clap the syllables.
*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.
*Be a Mind Reader: Think of a word on the Word Wall. Give the children 5 clues to that word. Have students number a piece of scratch paper 1-5 and tell them that you are going to see who can read your mind and figure out which of the words on the wall you are thinking of and have written on your scratch paper. For your first clue, always say, "It's one of the words on the wall. Students should make a guess next to number 1. Each succeeding clue should narrow down what it can be until by clue five, there is only one possible word. As you give clues, students write their guesses next to the number of clues you have given. After clue five, show students what the word was and find out who guessed the word on number 5, number 4, number 3, number 2, or number 1 maybe.
*Read the poem Night Comes (*Random House*, p. 33). Have children tell your words with the n sound.
Sing the letter n sound: Class sings song together, then you call on students to volunteer words that begin with n. Each child’s word is incorporated into the song.

Sung to the tune Jimmy Cracked Corn and I Don’t Care.

Who has a /n/ word to share with us?
Who has a /n/ word to share with us?
Who has a /n/ word to share with us?
It must start with the /n/ sound.

Not is a word that starts with /n/.
Not is a word that starts with /n/.
Not is a word that starts with /n/.
Not starts with the /n/ sound.

*N Tongue Twister: Never Nail Nails.
*Fun Phonics Tape: "Nanny Goat Nellie."
*Brainstorming Sheet goes home.
*Spelling words go home: man, blond, wind, clan, in, log, gag, smog, dig, gift. The man will drag the plant.
*Display the spelling words on the sentence strips in the pocket chart. Chant them. Chant and clap their spelling. Clap the number of syllables each one has. Generate rhyming words for man and blond.
*DEAR: Meet with ability groups to word on specific skills.
*Reading Logs.
*Capitalization: Words in titles. Write several titles of stories the class has read on the board. Ask them to notice something that is similar about many of the words in the titles. Tell the children that important words in titles are capitalized as well as the first and last words.
*Write some titles on the board without capital letters. Have children help you to capitalize the right words.
*Patterned Writing: Write a pattern on the board that uses the focus sounds, various punctuation, and a theme that is going on in the classroom or school.
*Have the children copy the pattern filling in the words. Circulate and help as necessary.
*DOL: Write two sentences on the board with various spelling, punctuation and capitalization mistakes. Have a child come up to the board and correct one mistake. Continue until all the mistakes are found and fixed.
*Writer’s Workshop: Have children help you to brainstorm a seasonal word bank. Children work on their stories. Each will be at a different stage in the writing process. If children need an idea, give them a photo to write about.
*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Tell the children that there are new bright ideas for them to pick a journal topic from. Give them time to write. As
Evaluation:

* Did the children activate prior knowledge about foxes?
* Could the students make appropriate predications about the story?
* Could the children name the title, author, and illustrator for this story?
* Did the children set an appropriate purpose for reading?
* Did the children learn and practice definitions of new words?
* Did students check predictions?
* Can the students write the letters legibly?
* Could the students write whole words without prompting?
* Did the children learn and practice commonly misspelled words?
* Did children understand the concept of syllables?
* Could the children generate rhyming words?
* Could the students copy words legibly?
* Did children practice using punctuation during patterned writing?
* Could the children edit punctuation, capitalization, and spelling errors?
* Did the children practice using capital letters?
* Did the children use invented spelling to write in their journals and stories?
* Did the children generate their own ideas for writing during patterned writing, journaling, and writer's workshop?
* Could children appropriately capitalize words in titles?
* Could the children speak and read in front of the group?
* Did the children use the writing process to write, edit, and publish stories?
Tuesday, November 30th

Objectives:
* Children will name the characters and setting for the story.
* Children will be introduced to the term villain.
* Children will learn and practice definitions of new words.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will practice writing whole words.
* Children will practice writing dictated sentences.
* Children will generate words with the focus sound.
* Children will practice using oral language skills.
* Children will practice speaking and reading in front of a group.
* Children will practice reading simple words.
* Children will learn and practice commonly misspelled words.
* Children will practice the concept of syllables.
* Children will practice copying words and sentences.
* Children will practice writing sounds.
* Children will generate rhyming words.
* Children will practice capital letters.
* Children will practice editing punctuation, capitalization, and spelling errors.
* Children will practice deciding which kind of punctuation a sentence gets.
* Children will use invented spelling to write in their journals and stories.
* Children will generate their own ideas for writing during patterned writing, journaling, and writer's workshop.
* Children will use the writing process to write, edit, and publish stories.

Materials:
* Hattie and the Fox. Written by Mem Fox.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* Punctuation cards taped to chairs.
* Sentences with various end punctuation.

Advance Preparation:
* Write the Morning Message on the board:

  Good morning boys and girls! Today is Tuesday, November 30, 1999. We have
  ____________ at ____________ and
  ____________ at ____________.

  (List specials and their times.)
(A note to the children about something happening in the classroom or school.)

* Make punctuation cards and write sentences with various ending marks.

Procedure:

* Have the children come in and sit at their desks.
* Ask for volunteers to read the morning message.
* Spelling: Practice n. Distribute slates, chalk, and erasers. Today we are going to talk about the letter n again. Write the letter n on the chalkboard while saying the name n. Have the children say the name while writing the letter on their individual chalkboards. Have them print the n several times.
* Ask the children to describe what they do with their mouths to make the sound /n/. To make the n sound you open your mouth a little, put your tongue right behind your upper teeth and force air out. Do the /n/ sound.
* Tell them that we are going to practice writing whole words using the n. Dictate the words snob, blond, snap, contact, pan, pond, fond, band, can, plant. After four words have been written, have a child read back each word. The children find the word on their slates and erase it. Dictate: The band had to play one song.
* Have the children gather on the carpet.
* Discuss the story elements of character, setting, and villain as they pertain to Hattie and the Fox.
* Shared Reading: My turn, your turn.
* Word Wall: Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- A - N - Y Any! Clap the syllables.
* Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.
* On the back: Dictate 3 short sentences that have word wall words in them to the children.
* Read the poem Sing a Song of People (Random House, p. 95). Have children tell your words with the n sound.
* Display the spelling words on the sentence strips in the pocket chart. Chant them. Chant and clap their spelling. Clap the number of syllables each one has. Generate rhyming words for nod and bin.
* Scavenger Hunt: Put the children into pairs. Send them on a scavenger hunt around the room to find words with the /n/ sound.
*DEAR: Meet with ability groups to work on specific skills.

*Reading Logs.

*Punctuation Practice: Write one ending punctuation mark on each of three sheets of construction paper. Tape one sheet to the back of each of three chairs. Divide the class into two teams. Have each team stand in a line, facing the chairs. Read aloud a sentence to the first player on Team 1. He decides which ending punctuation mark the sentence would use and sits in the appropriate chair. Reward teams with a tally mark if they answer correctly. Do the same for Team 2. Play continues until each child has had a turn.

*Write some titles on the board without capital letters. Have children help you to capitalize the right words.

*Patterned Writing: Write a pattern on the board that uses the focus sounds, various punctuation, and a theme that is going on in the classroom or school.

*Have the children copy the pattern filling in the words. Circulate and help as necessary.

*DOL: Write two sentences on the board with various spelling, punctuation and capitalization mistakes. Have a child come up to the board and correct one mistake. Continue until all the mistakes are found and fixed.

*Blending Sounds: Sung to If You’re Happy and You Know It Clap Your Hands.

If you think you know this word, shout it out!
If you think you know this word, shout it out!
If you think you know this word, shout it out!
If you think you know this word, shout it out!
If you think you know this word, shout it out!
Then, tell me what you heard,
If you think you know this word, shout it out!

/n/ /a/ /p/
/n/ /o/ /t/
/n/ /i/ /l/
/f/ /a/ /d/

*Writer’s Workshop: Children work on their stories. Each will be at a different stage in the writing process. If children need an idea, give them a photo to write about.

*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Have them choose a bright idea to write about. Give them time to write. As children finish, invite the Tuesday people up to the front of the room. Help them to read aloud appropriately.

Evaluation:

*Could children name the characters and setting for the story?
*Did the children learn and practice definitions of new words?
*Did students check predictions?
Can the students write the letters legibly?
*Could the students write whole words without prompting?
*Could children write dictated sentences?
*Could children generate words with the focus sound?
*Did the children learn and practice commonly misspelled words?
*Did children understand the concept of syllables?
*Could the children generate rhyming words?
*Could the students copy words legibly?
*Could children decide correctly which kind of punctuation a sentence gets?
*Did children practice using punctuation during patterned writing?
*Could the children edit punctuation, capitalization, and spelling errors?
*Did the children practice using capital letters?
*Did the children use invented spelling to write in their journals and stories?
*Did the children generate their own ideas for writing during patterned writing, journaling, and writer's workshop?
*Could children appropriately capitalize words in titles?
*Could the children speak and read in front of the group?
*Did the children use the writing process to write, edit, and publish stories?
Objectives:

* Children will learn and practice definitions of new words.
* Children will help each other to read difficult words.
* Children will name the beginning, middle, and end for the story.
* Children will use rhyming words to read and spell unknown words.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will practice writing whole words.
* Children will practice writing sentences.
* Children will practice using oral language skills.
* Children will practice speaking and reading in front of a group.
* Children will practice reading simple words.
* Children will learn and practice commonly misspelled words.
* Children will practice the concept of syllables.
* Children will practice copying words and sentences.
* Children will practice writing sounds.
* Children will generate rhyming words.
* Children will practice capital letters.
* Children will practice editing punctuation, capitalization, and spelling errors.
* Children will sort words into categories according to first letters, spelling patterns, and rhyming sounds.
* Children will use rhyming words to figure out the spelling of words.
* Children will review nouns and verbs and name those in the story.
* Children will use invented spelling to write in their journals and stories.
* Children will generate their own ideas for writing during patterned writing, journaling, and writer's workshop.
* Children will use the writing process to write, edit, and publish stories.

Materials:

* Hattie and the Fox. Written by Mem Fox.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.

Advance Preparation:

* Write the Morning Message on the board:

Good morning boys and girls! Today is Wednesday, November 29, 1999. We have
Procedure:

* Have the children come in and sit at their desks.
* Ask for volunteers to read the morning message.
* Spelling: Introduce G. Distribute slates, chalk, and erasers. The letter we are going to talk about today is called g. Write the letter g on the chalkboard while saying the name g. Have the children say the name while writing the letter in the air as you write the letter again on the chalkboard. Have the children write the letter on their individual chalkboards, saying the name as they form the letter. Have them print the g several times.
* Tell the children that the g makes the /g/ sound. Have the children say the /g/ sound. Have the children write the letter g on the slates, saying the sound /g/ as they write the letter.
* Ask the children to describe what they do with their mouths to make the sound /g/. To make the g sound you press your tongue against the roof of your mouth and then drop it down quickly while forcing air out. Say good, gain, tag, again, goofy while pointing to your mouth. Have the class try it. You say the word and then they say the word.
* Have the children erase their slates and then divide them into four parts. Each should have 2 lines drawn in it. Explain that we will play the game that has only one rule: they must say the word after you do.
* Say the word rug. Have the children repeat the word. Tell them to put the g on the line that shows where they press their tongues against the roof of their mouths and then drop them down quickly while forcing air out. Tell them to right the sound they hear at the other end of the word on the other line.
* Dictate grub, slug, glitter, garter, gum, gull, gust, tin.
* Tell them that we are going to practice writing whole words using the g. Dictate the words log, brag, bog, gimp, gab, bag. After four words have been written, have a child read back each word. The children find the word on their slates and erase it. Dictate sentence: The man's grip was good.
* Shared Reading: Read the story in partners. Remind the partners to help each other with difficult words.
* Discuss the beginning, middle, and end of this story.
* Thumbs up or thumbs down: Read the story again. For each word ask the children if it has the /g/ sound. Thumbs up if it does and thumbs down if it does not.
* Brand-name compound words: On the chalkboard, create a three-column chart with the headings Snack Pack, Slim Jim, and Shake 'n' Bake. Have students copy...
the chart on paper. Explain that rhymes can be used to help them read and spell longer words. Tell them that you will show them some words, and that they should write each word under the product name with the same spelling pattern. Show one of the index cards. Ask students to write it in the appropriate column. Have one student write the word on the chalkboard in the right column. Have students say the word, emphasizing the rhyme between the last syllable and the product name. Repeat with the remaining cards. Build spelling skills by saying other longer words that rhyme with the product names such as hijack, Muslim, and snowflake. Conclude by reminding students that when they're trying to read and spell longer words, it helps to think of rhyming words.

*Word Wall: Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word—A - N - Y Any! Clap the syllables.

*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.

*Be a Mind Reader: Think of a word on the Word Wall. Give the children 5 clues to that word. Have students number a piece of scratch paper 1-5 and tell them that you are going to see who can read your mind and figure out which of the words on the wall you are thinking of and have written on your scratch paper. For your first clue, always say, "It's one of the words on the wall. Students should make a guess next to number 1. Each succeeding clue should narrow down what it can be until by clue five, there is only one possible word. As you give clues, students write their guesses next to the number of clues you have given. After clue five, show students what the word was and find out who guessed the word on number 5, number 4, number 3, number 2, or number 1 maybe.

*Read the rhyme Go to Bed First (Mother Goose, p. 20). Have children tell your words with the g sound.

*Sing the letter g sound: Class sings song together, then you call on students to volunteer words that begin with g. Each child's word is incorporated into the song. Sung to the tune Jimmy Cracked Corn and I Don't Care.

Who has a /g/ word to share with us?
Who has a /g/ word to share with us?
Who has a /g/ word to share with us?
It must start with the /g/ sound.

Got is a word that starts with /g/.
Got is a word that starts with /g/.
Got is a word that starts with /g/.
Got starts with the /g/ sound.

*G Tongue Twister: Great Green Gorillas.
*Fun Phonics Tape: "Giggle, Giggle, Giggle."
*Display the spelling words on the sentence strips in the pocket chart. Chant them. Chant and clap their spelling. Clap the number of syllables each one has. Generate rhyming words for log and dig.
*Making Words: Place the large index cards with the letters o, f, n, r, t in the top or bottom pocket of the pocket chart at the front of the classroom. Each child is given a matching set of small letter cards. Hold up and name the letter on each large card in the pocket chart. The children hold up and name their matching cards. Explain that on one side the letters are lowercase and on the other side they are capital. Tell them that the red letters are always vowels--a,e,i,o,u. The children get ready to make words by placing their letters in a row in front of their holder. Tell the children that every word must have a vowel. Write a 2 on the board and tell the children that the first word they will make has just two letters. Everyone say or. Find two letters to make the word or. Have the children say or. Let one child who has made the word correctly make or in the pocket chart. O-R spells or. Everyone make or in your holder. Each time a word is spelled, put the index card with the word written on it in the pocket chart. Make on and no. Write a 3 on the board. The next word we make will have three letters in it. Leave the no in your holders and add a letter to it to make not. Everyone say not. Listen for the letter that makes the sound at the end. Put that letter in the holder after no. Choose a child who has made it correctly to make and in the pocket chart. Make sure that everyone has spelled not before going on. Make rot, for, and fort. Find out if anyone has figured out the secret word--front.
*Sorting and Transferring Words: Sort for words that start with f and n and end in -ot. Transfer by having the children use the rhyming words to spell go, hot, lot, pot.
*DEAR: Meet with ability groups to word on specific skills.
*Reading Logs.
*Review nouns and verbs: Have children pick out all the nouns and action verbs from Hattie and the Fox.
*Patterned Writing: Write a pattern on the board that uses the focus sounds, various punctuation, and a theme that is going on in the classroom or school.
*Have the children copy the pattern filling in the words. Circulate and help as necessary.
*DOL: Write two sentences on the board with various spelling, punctuation and capitalization mistakes. Have a child come up to the board and correct one mistake. Continue until all the mistakes are found and fixed.
*Writer's Workshop: Children work on their stories. Each will be at a different stage in the writing process. If children need an idea, give them a photo to write about.
*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Tell the children that there are new bright ideas for them to pick a journal topic from. Give them time to write. As children finish, invite the Wednesday people up to the front of the room. Help them to read aloud appropriately.

Evaluation:
*Did the children help each other to read difficult words?
*Could children name the beginning, middle, and end for the story?
*Could children use rhyming words to read and spell unknown words?
*Did the children learn and practice definitions of new words?
*Can the students write the letters legibly?
*Could the students write whole words without prompting?
*Could the children write dictated sentences?
*Did the children learn and practice commonly misspelled words?
*Did children understand the concept of syllables?
*Could the children generate rhyming words?
*Could the students copy words legibly?
*Did children practice using punctuation during patterned writing?
*Could the children edit punctuation, capitalization, and spelling errors?
*Did the children practice using capital letters?
*Could the children sort words into categories according to first letters, spelling patterns, and rhyming sounds?
*Did the children use invented spelling to write in their journals and stories?
*Did the children generate their own ideas for writing during patterned writing, journaling, and writer's workshop?
*Could children name the nouns and verbs in the story?
*Could the children speak and read in front of the group?
*Did the children use the writing process to write, edit, and publish stories?
Thursday, December 2nd

Objectives:
* Children will act out the story.
* Children will view the story in terms of reality vs. fantasy and label the parts accordingly.
* Children will learn and practice definitions of new words.
* Children will practice forming sounds in their mouths.
* Children will match letters to their corresponding sounds.
* Children will practice writing whole words.
* Children will practice writing dictated sentences.
* Children will generate words with the focus sound.
* Children will practice using oral language skills.
* Children will practice speaking and reading in front of a group.
* Children will practice reading simple words.
* Children will learn and practice commonly misspelled words.
* Children will practice the concept of syllables.
* Children will practice copying words and sentences.
* Children will practice writing sounds.
* Children will generate rhyming words.
* Children will practice capital letters.
* Children will practice editing punctuation, capitalization, and spelling errors.
* Children will write a shape poem.
* Children will review previously learned spelling patterns and words.
* Children will use invented spelling to write in their journals and stories.
* Children will generate their own ideas for writing during patterned writing, journaling, and writer’s workshop.
* Children will use the writing process to write, edit, and publish stories.

Materials:
* **Hattie and the Fox**, Written by Mem Fox.
* **Dean’s Mother Goose Book of Rhymes**, Published by Playmore, Inc., 1977.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* Name tags for each character in **Hattie and the Fox**.
* 2 brown construction paper footballs.
* List of review spelling words.

Advance Preparation:
* Write the Morning Message on the board:
  Good morning boys and girls! Today is Thursday, December 2, 1999. We have _____________ at _________ and _____________ at _________.

*Children will act out the story.
(List specials and their times.)
(A note to the children about something happening in the classroom or school.)

*Make name tags for each of the characters in Hattie and the Fox.

Procedure:
*Have the children come in and sit at their desks. 
*Ask for volunteers to read the morning message.
*Spelling: Practice g. Distribute slates, chalk, and erasers. Today we are going to talk about the letter g again. Write the letter n on the chalkboard while saying the name g. Have the children say the name while writing the letter on their individual chalkboards. Have them print the g several times.
*Ask the children to describe what they do with their mouths to make the sound /g/. To make the g sound you open your mouth a little, put your tongue right behind your upper teeth and force air out. Do the /g/ sound.
*Tell them that we are going to practice writing whole words using the g. Dictate the words frog, graft, grog, gram, cog, bag, dog, fog, rag, gas. After four words have been written, have a child read back each word. The children find the word on their slates and erase it. Dictate: The dog, Nip, plays tag.
*Shared Reading: Act out the Story. Do it several times so that each child has a part once.
*Reality Vs. Fantasy: Label one half of a piece of chart paper "Could Be" and the other half "Could Not Be." Have students name examples of story events that are fantasy and some that could be reality. List students’ responses under the correct heading on the chart.
*Word Wall: 5 old words. Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- A - N - Y Any! Clap the syllables.
*Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.
*On the back: Dictate 3 short sentences that have word wall words in them to the children.
*Read the poem A Bug Sat in a Silver Flower (Random House, p. 73). Have children tell you words with the g sound.
*Read the rhyme Goosey, Goosey, Gander (Mother Goose, p. 136). Have children tell you words that have the g sound.

*Display the spelling words on the sentence strips in the pocket chart. Chant them. Chant and clap their spelling. Clap the number of syllables each one has. Generate rhyming words for drag and swig.

*Scavenger Hunt: Put the children into pairs. Send them on a scavenger hunt around the room to find words with the /g/ sound.

*Spelling Football: Draw a large football field on the chalkboard, marking off the yard lines. Also tape two brown construction paper footballs, one labeled team A and the other labeled team B on the 50-yard line. Divide students into two teams and have each team stand in a straight line. Assign a goal line to each team. To begin play, announce a spelling word to the first member of team A. If he spells the word correctly, he moves the ball ten years toward his team's goal line. If he misspells the word, the ball remains at the 50-yard line. Then give the first member of team B a chance to spell the same word. If he spells it correctly, he moves his team's ball five years toward his team's goal. Continue in this same manner, alternating turns. The team that reaches its goal line first wins a point. Play resumes with both balls on the 50-yard line. The team with the most points at the end of the designated game time wins!

*DEAR: Meet with ability groups to word on specific skills.

*Reading Logs.

*Shape poems: Distribute the tree shape pattern. Tell children that this is for a shape poem. In a shape poem, the words describe the objects that they make the shape of, in this case a tree. Have the children generate words that describe a tree. Write them on your tree. Have the children think of words that describe tree and write them on their shape poem.

*Patterned Writing: Write a pattern on the board that uses the focus sounds, various punctuation, and a theme that is going on in the classroom or school. Have the children copy the pattern filling in the words. Circulate and help as necessary.

*DOL: Write two sentences on the board with various spelling, punctuation and capitalization mistakes. Have a child come up to the board and correct one mistake. Continue until all the mistakes are found and fixed.

*Blending Sounds: Sung to If You're Happy and You Know It Clap Your Hands.

If you think you know this word, shout it out!
If you think you know this word, shout it out!
If you think you know this word, shout it out!
If you think you know this word,
Then tell me what you heard,
If you think you know this word, shout it out!

/g/ /a/ /p/
/g/ /o/ /t/
/g/ /i/ /l/
/l/ /a/ /g/

*Writer's Workshop: Children work on their stories. Each will be at a different stage in the writing process. If children need an idea, give them a photo to write about. *Individual journals: At the end of the day, tell the children to take out their journal notebooks. Have them choose a bright idea to write about. Give them time to write. As children finish, invite the Thursday people up to the front of the room. Help them to read aloud appropriately.

Evaluation:

*Could children act out the story?
*Could the children label the events of the story as reality or fantasy?
*Did the children learn and practice definitions of new words?
*Can the students write the letters legibly?
*Could the students write whole words without prompting?
*Could children write dictated sentences?
*Did the children learn and practice commonly misspelled words?
*Did children understand the concept of syllables?
*Could the children generate rhyming words?
*Could the students copy words legibly?
*Could children generate words with the focus sound?
*Could children decide correctly which kind of punctuation a sentence gets?
*Did children practice using punctuation during patterned writing?
*Could the children edit punctuation, capitalization, and spelling errors?
*Did the children practice using capital letters?
*Did the children use invented spelling to write in their journals and stories?
*Did the children generate their own ideas for writing during patterned writing, journaling, and writer's workshop?
*Could children appropriately capitalize words in titles?
*Could the children speak and read in front of the group?
*Did the children use the writing process to write, edit, and publish stories?
*Did children write a shape poem?
*Could children spell previously learned words and spelling patterns?
Objectives:
* Children will read the story independently.
* Children fill in the responses for the terms characters, setting, problem, villain, events, solution and ending.
* Children will learn and practice definitions of new words.
* Children will practice writing whole words.
* Children will practice writing dictated sentences.
* Children will practice using oral language skills.
* Children will practice speaking and reading in front of a group.
* Children will practice reading simple words.
* Children will learn and practice commonly misspelled words.
* Children will practice the concept of syllables.
* Children will practice copying words and sentences.
* Children will practice writing sounds.
* Children will generate rhyming words.
* Children will practice capital letters.
* Children will practice editing punctuation, capitalization, and spelling errors.
* Children will use context clues and first words to figure out an unknown word.
* Children will use invented spelling to write in their journals and stories.
* Children will generate their own ideas for writing during patterned writing, journaling, and writer's workshop.
* Children will use the writing process to write, edit, and publish stories.

Materials:
* Hattie and the Fox. Written by Mem Fox.
* 1st Grade large lined paper.
* A slate, chalk, and a sock for an eraser for each child.
* Sticky notes.

Advance Preparation:
* Write the Morning Message on the board:
  Good morning boys and girls! Today is Friday, December 3, 1999. We have _____________ at ___________ and _____________ at ___________.
  (List specials and their times.)
  (A note to the children about something happening in the classroom or school.)

  *Write the Guess the Covered Word Sentences on the board. Put a sticky note over the first letter so that it
Procedure:

* Have the children come in and sit at their desks.
* Ask for volunteers to read the morning message.
* Show and Tell.
* Shared Reading: Children read the story independently.
* Story Map: Complete as a class after students have finished reading.
* Word Wall: 5 old words. Daily Word Practice: Give each child a half sheet of handwriting paper numbered 1-5. Call out the first word on the wall and have children glue their eyes to the written word. After you have read the word, have the children cheer for the word-- A - N - Y Any! Clap the syllables.
* Have each child write the word on the first line of the paper. Write the word on the board as children write it on their papers to emphasize the correct formation of the letters. Repeat the procedure for the four remaining words. After all five words are looked at, cheered for, syllables clapped, and written, lead the children to check the spelling and handwriting by drawing around the shapes of the words.
* Reread the poems Night Comes (Random House, p. 33), Sing a Song of People (Random House, p. 95), and A Bug Sat in a Silver Flower (Random House, p. 73).
* Read the rhymes Go to Bed First (Mother Goose, p. 20) and Goosey, Goosey, Gander (Mother Goose, p. 136).
* Display the spelling words on the sentence strips in the pocket chart. Chant them. Chant and clap their spelling. Clap the number of syllables each one has. Review the rhymes generated.
* Guess the Covered Word: Show the children the sentences and explain that they will read each sentence and guess the word that is covered by sticky notes. Have students try to guess the covered word of the first sentence. Use a space on your chalkboard to record each guess that makes sense. If a guess given does not make sense, explain why it doesn't fit but don't write it. After several guesses have been given, remove the paper that covers the first letter. Draw a line through each guess that does not begin with the letter and ask if anyone has any new guesses. Now uncover the word. See if any guesses were right.
* DEAR: Meet with ability groups to work on specific skills.
* Reader's Chair.
* Look at Brainstorming Sheets: Write 2 words on the board for each child.
* Patterned Writing: Write a pattern on the board that uses the focus sounds, various punctuation, and a theme that is going on in the classroom or school.
*Have the children copy the pattern filling in the words. Circulate and help as necessary.
*DOL: Write two sentences on the board with various spelling, punctuation and capitalization mistakes. Have a child come up to the board and correct one mistake. Continue until all the mistakes are found and fixed.
*Spelling Test: tan, fond, pin, plan, bog, hag, fog, wig, lift. Dictate: The man will drag the plant.
*Writer's Workshop: Children work on their stories. Each will be at a different stage in the writing process. If children need an idea, give them a photo to write about.
*Individual journals: At the end of the day, tell the children to take out their journal notebooks. Have them choose a bright idea to write about. Give them time to write. As children finish, invite the Thursday people up to the front of the room. Help them to read aloud appropriately.

Evaluation:
*Could children read the story independently?
*Could children fill in the responses for the terms characters, setting, problem, villain, events, solution and ending?
*Did the children learn and practice definitions of new words?
*Can the students write the letters legibly?
*Could the students write whole words without prompting?
*Could children write dictated sentences?
*Did the children learn and practice commonly misspelled words?
*Did children understand the concept of syllables?
*Could the children generate rhyming words?
*Could the students copy words legibly?
*Could children will use context clues and first words to figure out an unknown word?
*Did children practice using punctuation during patterned writing?
*Could the children edit punctuation, capitalization, and spelling errors?
*Did the children practice using capital letters?
*Did the children use invented spelling to write in their journals and stories?
*Did the children generate their own ideas for writing during patterned writing, journaling, and writer's workshop?
*Could the children speak and read in front of the group?
*Did the children use the writing process to write, edit, and publish stories?
<table>
<thead>
<tr>
<th><strong>My Story Map</strong></th>
<th><strong>By:</strong> ______________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>______________________</td>
</tr>
</tbody>
</table>

| **Beginning**     |                         |
| **Setting**       |                         |
| **When**          |                         |
| **Where**         |                         |

| **Characters**    |                         |
| **Who**           |                         |

**Romance**

| **Middle**        |                         |
| **Problem/Goal**  |                         |

| **Villain**       |                         |

| **Event 1**       |                         |
| **Event 2**       |                         |
| **Event 3**       |                         |

| **End**           |                         |
| **Solution**      |                         |

| **Ending**        |                         |
References

First Grade Teachers Blending Phonics and Whole Language: Two Case Studies dissertation by Dr. Maria P. Walther


