

**First Grade**

**Language Arts**

**Week of August 17, 2009**

<u>Nursery Rhymes</u>	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Working With Words</b></p> <p><i>POS: EL-P-FF-S-1 CC: RD-EP-1.0.5 (DOK 1)</i></p>	<p><u>Weekly Words:</u> <b>Student Names</b></p> <p>Introduce/meet/ students. Sing, chant, spell their names together and then add their name to the name word wall.</p>	<p><u>Weekly Words:</u> <b>Student Names</b></p> <p>Introduce/meet/ students. Sing, chant, spell their names together and then add their name to the name word wall.</p>	<p><u>Weekly Words:</u> <b>Student Names</b></p> <p>Introduce/meet/ students. Sing, chant, spell their names together and then add their name to the name word wall.</p>	<p><u>Weekly Words:</u> <b>Student Names</b></p> <p>Introduce/meet/ students. Sing, chant, spell their names together and then add their name to the name word wall.</p>	<p><u>Weekly Words:</u> <b>Student Names</b></p> <p>Introduce/meet/ students. Sing, chant, spell their names together and then add their name to the name word wall.</p>
<p><b>Shared Reading</b> <u>Nursery Rhymes</u></p> <p><i>POS: EL-P-FF-S-3, EL-P-FF-S-2</i></p>	<p><u>Jack and Jill</u></p> <p>Discuss what Ss know about nursery rhymes in general, and specifically, Jack and Jill. Introduce Jack and Jill. Model-read and echo read together.</p>	<p><u>Jack and Jill</u></p> <p>Choral read Jack and Jill. Make a list of words that fit in the -ill word family together.</p>	<p><u>Humpty Dumpty</u></p> <p>Discuss/make predictions about Humpty Dumpty. Model-read and echo-read together.</p>	<p><u>Humpty Dumpty</u></p> <p>Choral-read Humpty Dumpty together. Discuss -ump spelling pattern and make a list of -ump words together.</p>	<p><u>Fluency</u></p> <p>Introduce that good readers read like they talk. Model reading fluently and not fluently. Ss Practice reading both nursery rhymes fluently.</p>
<p><b>Writing</b> <i>(Building a Writing Community)</i></p> <p><i>Pos: EL-P-WV-S-1 EL-P-WV-S-3 EL-P-WV-S-5 EL-P-WP-S-4 EL-P-WP-S-5 CC: WR-EP-3.5.0 WR-EP-3.5.2 WR-EP-3.6.0 (DOK 2) WR-E-4.10.0 WR-E-4.11.0</i></p>	<p><u>Practices of Authors</u></p> <p>Share the names of your favorite children's book authors. Ask what Ss know about the writing process. Make a list of things authors do when they write books. Give Ss paper to practice author behaviors.</p>	<p><u>Workshop Behaviors</u></p> <p>Make a list of appropriate writer's workshop behaviors (see chart in The Daily 5). Have 2-3 Ss model appropriate behaviors and 1 model inappropriate wkshp. behaviors. (Just like Thursday's RTS lesson, but with writing.)</p>	<p><u>Workshop Behaviors</u></p> <p>Review list of appropriate writer's workshop behaviors (see chart in The Daily 5). Repeat modeling, practice, reflecting, 2<sup>nd</sup> practice, and 2<sup>nd</sup> reflecting from yesterday.</p> <p>Ask 2-3 Ss to share their writing if time.</p>	<p><u>Planning Across Your Fingers</u></p> <p>Help Ss notice that authors write books that are several pgs. long by showing several books. Explain to Ss how they can use their fingers to plan a true story (prewriting). Have them plan w/a partner using their fingers (what happened, how did it make you feel, repeat)</p>	<p><u>Planning Across Your Fingers, cont.</u></p> <p>Show Ss 2 kinds of books they will find in their tool boxes and model how to put their plan on paper. Have Ss practice with books during practice time.</p> <p><b>Add 2 minutes to practice time each day!</b></p>
<p>Essential Question: What do authors do when they write books?</p>					
<p><b>Comprehension Strategy Instruction</b> <i>(Building a Reading Community)</i></p> <p><i>POS: EL-P-DIU-S-1 EL-P-DIU-S-6 EL-P-DIU-S-5 CC: RD-EP-2.0.7(DOK 3)</i></p>	<p><u>Favorite Books</u></p> <p>Discuss favorite books. T shares her favorite children's books. Read one of your favorite books and model making connections while reading. After doing "think aloud" ask Ss to tell you what they noticed you doing. Make a list of what they noticed and discuss how readers do this to remember and understand what they read.</p> <p>Share today's expectations for reading from baskets at tables (whisper voice, how to get help, etc )</p>	<p><u>3 Ways to Read a Book</u></p> <p>Tell Ss that they are going to learn 2 ways to read a book today. Ask if anyone knows one of the ways (Read Words &amp; Read Pictures).</p> <p>T models reading a big book using just the pictures. Comment about each pic. in book. Have Ss share what they noticed.</p> <p>T models reading same story using the words. Ss share what they noticed.</p> <p>Encourage Ss to try both today during reading time.</p>	<p><u>3 Ways to Read a Book</u></p> <p>Review Read Words &amp; Read Pictures from yesterday. Explain that they are going to learn the 3<sup>rd</sup> way to read a book today-retelling a story.</p> <p>Model going thorough yesterday's text and retelling with great detail. Ask Ss what they noticed. Make sure to discuss how you used the pics. and what you remembered from reading the words to retell the story.</p>	<p><u>Reading to Self</u></p> <ul style="list-style-type: none"> <li>-Explain that readers spend lots of time practicing reading.</li> <li>-Make a list of why it is important to read to yourself.</li> <li>-Brainstorm and record appropriate Read to Self behaviors (see sample chart in The Daily 5)</li> <li>-Have 2-3 Ss model appropriate Read to Self behaviors.</li> <li>-Select a S to model inappropriate Read to Self behaviors, then let them model the correct way.</li> <li>-Place Ss around the room for practice phase (Each S should have 5 books from basket and should be spread out</li> </ul>	<p><u>Read to Self, cont.</u></p> <p>around room.</p> <ul style="list-style-type: none"> <li>-Tell Ss that we will practice for only 3 minutes and explain building their stamina and training their bodies to do Read to Self the appropriate way. T sits in guided reading group spot.</li> <li>-Signal Ss to return to carpet after 3 min. Have Ss close eyes and give selves a "grade" for each RTS behavior. They get thumbs up if they did the behavior, and thumbs sideways if not. **Practice for another 3 minutes &amp; reflect again**</li> </ul> <p><i>Repeat reading 3 ways and modeling on Friday. Read 4 min. @ a time today.</i></p>

? Essential Question: Why is it important to practice reading to yourself? ?