



Week 1 Integrated Language Arts Lesson Objectives: Daily

Academic Day 1 (Section J)

Spelling: The students will (TSW)...

~45 minutes

1. Explain that *cast, south, deep, town* are made up of individual speech sounds (M/CK/C-WRTR 9).
2. Say/count/blend sounds in spoken words *cast, south, deep, town* (M/CK/C-WRTR 9).
3. Explain the purpose for learning phonograms (M/CK/C-WRTR 10).
4. Explain the purpose for easy and legible handwriting (M/CK/C-WRTR 11).
5. Explain the purpose for and demonstrate correct sitting position, e.g., feet-flat, hips-back/straight, head-high (M/CK/C-WRTR 12).
6. Explain the purpose for and demonstrate correct pencil grip (M/CK/C-WRTR 13-14).
7. Identify the positions on an analog clock (M/CK/C-WRTR 17).
8. Explain general handwriting rules (M/CK/C-WRTR 18).
9. Identify top and base lines and midpoint (M/CK/C-WRTR 18).
10. Explain the purpose for and formation of six features used to form all alphabet letters; use correct directionality when forming *six features* (M/CK/C-WRTR 18).
11. Read (say) and write phonograms *that begin at 2 on the clock* on Spalding 5/8" lined paper (M/CK/C-WRTR 19-21).
12. Read (say) and write phonograms *b, e, h, i, j that begin with a line* on Spalding 5/8" lined paper (M/CK/C-WRTR 23-24).
13. Read (say) phonograms *a, c, d, f, g, o, s, qu, b, e, h, i, j* (M/CK/C-OPR Step 1 WRTR 39).
14. Say and write phonograms *a, c, d, f, g, o, s, qu, b, e, h, i, j* on Spalding 5/8" lined paper (M/CK/C-WPR Step 1 WRTR 41).

Writing: The students will (TSW)...

~35 minutes

1. Compose oral/written sentences that demonstrate usage and meaning of *cast, south, deep, town* (M/CK/C-WRTR 76-79, 82).
2. Explain that a *noun* names a *person, place, thing, or concept*; categorize on the board Section A-G nouns *boy* (person), *bed* (thing), *street* (place), *today* (concept) (M/CK/C-WRTR 95, 414).
3. Explain that an *action verb* expresses the *doing* of something or what is *happening*; identify Section A-G action verb *run* written on the board (M/CK/C-WRTR 95, 414).
4. Explain that an *adjective* describes or limits a noun by describing *which one* or *how many*; identify Section A-G adjectives *a, an, the, big* written on the board (M/CK/C-WRTR 95-414).
5. Explain the purpose for *capitalizing* the first word in a sentence (C).
6. Explain that a *declarative sentence* gives information; identify attributes of a declarative sentence written on the board, e.g., "The big boy runs."; explain the use of each word, e.g., "The is an *adjective (article)* that signals a noun is coming. The first letter of the first word is capitalized to show where the author's thought begins. *Boy* is a *noun* because it names *who* the sentence is about. *Big* is the *adjective* that tells *which* boy. *Run* is the *action verb* that tells *what* the boy is doing. *A period* shows where the thought ends." (M/CK/C-WRTR 86-89).

Reading: The students will (TSW)...

~40 minutes

1. Identify the author and listen to *The Emperor's New Clothes** (M/CK/C).
2. Identify *who* *The Emperor's New Clothes** is about, *where* it happened, and a favorite part (M/CK/C).
3. Read literature selections aloud to practice fluent and expressive reading (WRTR 208).

Tips

Spelling

- For spelling objectives 1 and 2, use finger cues to identify individual phonemes (sounds) in one-syllable words with multi-letter phonograms (phonemic awareness).
- For spelling objectives 10-12, use *Feature and Letter Formation Posters* as visual aids.
- For spelling objective 14, dictate only 13 phonograms so children can concentrate on legible handwriting; have children print all phonograms *across the page to develop ease of formation and correct spacing between letters*.

Reading

- Use general terms for *narrative* elements on Academic Day 1.
- The asterisk beside *The Emperor's New Clothes* by Hans Christian Anderson means use alternative literary selections that are good examples for teaching reading objectives if books on WRTR 208 are not available.

