

Week 1 Integrated Language Arts Lesson Objectives: Daily

Academic Day 1 (Sections M-N Review)

Spelling: The students will (TSW)...

≈45 minutes

1. Explain that words are made up of individual speech sounds; say (segment) and blend sounds in bridge (4 sounds), check (3), thought (3), least (4); identify number of sounds in each (M/CK/C-WRTR 9).
2. Explain the purpose for learning phonograms (M/CK/C-WRTR 10).
3. Explain the purpose for easy and legible handwriting (M/CK/C-WRTR 11).
4. Explain the purpose for and demonstrate correct sitting position and pencil grip (M/CK/C-WRTR 12-14).
5. Explain general handwriting rules (M/CK/C-WRTR 18).
6. Identify top and base lines and midpoint (M/CK/C-WRTR 18).
7. 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).
8. Read (say) and write phonograms that begin at 2 on the clock on Spalding 5/8" lined paper (M/CK/C-WRTR 19-21).
9. Read (say) and write phonograms that begin with a line on Spalding 5/8" lined paper (M/CK/C-WRTR 23-26).
10. Read (say) and write manuscript alphabet letters in sequence on Spalding 5/8" lined paper (C-WRTR 28).
11. Read phonograms 1-26 (OPR Step 1-WRTR 39).
12. Say and write phonograms 1-26 on Spalding 5/8" lined paper (WPR Step 1 WRTR 41).
13. Explain the syllable division, pronunciation, spelling, or marking of quit (r. 1), cent (r. 2), gym (r. 3), omit (r. 4), my (r. 5, 6), over (4, 8), all (r. 17), day (r. 18), child (r. 19), also (r. 21, 4), bridge (r. 23), check (r. 25), happen (r. 29); say, write, and mark quit, omit, my, all, day, child, almost, bridge, check, happen on 5/8" lined paper.

Writing: The students will (TSW)...

≈35 minutes

1. Compose oral sentences that demonstrate usage and meaning of bridge, check, thought, least (M/CK/C-WRTR 76-83).
2. Explain that a noun names a person, place, thing, or concept; categorize child, forest, pencil, day written on the board; explain that subject nouns identify who the sentence is about; identify the subject noun in "The child runs." written on the board (M/CK/C-WRTR 95, 414).
3. Explain that an *action verb* shows *motion*; identify the *action verb* in "The child runs." written on the board (M/CK/C-WRTR 95, 414).
4. Explain that an *adjective* describes or limits a noun by identifying *which one* or *how many*; identify *articles* a, an, the; categorize young, one in "The young (one) child runs." written on the board (M/CK/C-WRTR 95-414).
5. Explain the purpose for *capitalizing* the first letter of the first word in a sentence.
6. Explain that a *declarative* sentence gives information; identify attributes of a declarative sentence (written on the board) and explain the use of each word, e.g., "The young child runs." "The is an *adjective* (*article*) that signals a noun is coming. The first letter of the first word is capitalized to show where the author's thought begins. Child is a *subject noun* because it names *who* the sentence is about. Young is the *adjective* that tells *which* child. Run is the *action verb* that tells *what* the child is doing. A period shows where the thought ends." (M/CK/C-WRTR 86-89).

Tips

Spelling

- For children new to Spalding, use finger cues to identify individual phonemes (sounds) in one-syllable words with multi-letter phonograms (phonemic awareness) for spelling objective 1.
- During WPR emphasize decreasing size of manuscript letters to prepare for transition into cursive handwriting.
- Plan small-group practice of the rules reviewed in spelling objective 13 for children new to Spalding.

Writing

- For writing objectives 2-6, use simple words to review the attributes of declarative sentences so that children new to Spalding can easily spell and read the words.





Academic Day 1 (cont'd.)

Reading: The students will (TSW)... **≈40 minutes**

1. Listen to 3rd-person *McCall-Crabbs B 1* and explain that 3rd person *point of view means the author is describing, not participating in the story*; in whole group identify on a graphic organizer the author's purpose, point of view, characters, setting, and an event (M/CK/C-WRTR 133-137).
2. Listen to *The Ugly Duckling** and identify on a graphic organizer the author, author's purpose, and basic narrative elements.
3. Identify *precise language* (i.e., direct, concrete, specific, vivid) and words, phrases, or sentences that *evoke sentiments* such as happiness, sadness, compassion (i.e., *emotional appeal*) in *The Ugly Duckling* and explain how it adds enjoyment (C-WRTR 123-126).
4. Read literature selections aloud daily to demonstrate fluent and expressive reading (WRTR 208-209).

Tips

Reading

- For reading objectives, use the Spalding *Elements of Narratives Poster* and the *Attributes of Quality Literature Poster* to make the review multi-sensory.