

Big Five Literacy Lesson

Teacher: Sara St. John

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GLCE:

- **R.WS.00.03** understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet
- **R.NT.00.03** discuss setting, characters, and events in narrative text
- **R.CM.00.02** retell up to three events from familiar text using their own words or phrasing
- **R.CM.00.03** begin to make connections across texts by making meaningful predictions based on illustrations or portions of text

Common Core Standards:

- **RF.1.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **RF.1.4.** Read with sufficient accuracy and fluency to support comprehension. Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.1.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.

Objectives for today's lesson: Students should be able to practice alphabetic principal and phonemic awareness. Students should be able to read fluently, discuss vocabulary, and show comprehension of text through discussion with peers.

Materials & supplies needed:

- Alphabet letters
- Book: The Camping Trip
- Markers
- Picture cards for blends and digraphs

Introduction: Alphabetic Principal (5 minutes)

- **Name a word that begins with that letter.**
Have each student pull a letter tile out of the bag. Say the letter of the tile, make the sound, and say a word that starts with that letter.

Model: A says /a/ like apple.

Outline of key events during lesson: Reading a Book (20 minutes):

- **Picture Walk:** Have students look over the pages of the book, take turns discussing the pictures using complete sentences. Guide students in making predictions throughout the picture walk.
- **Vocabulary:** As the students are taking a picture walk discuss any words that are unfamiliar to them. As a group discuss the words and build upon each other's ideas to create meaning of the words.
- **Choral Reading:** Read the book with the students having them point to the word that is being read. Stop at times to make predictions about the book.
- **Whisper Read:** Have students reread the book a second time using a whisper read. Pay attention to students reading and the matching of the spoken words to the words on the page. (Take notes on students reading).
- **Comprehension:** Briefly discuss the meaning of characters, setting, and events. Think-Pair-Share: Have students think about the characters, setting, and events from the story. Turn to a partner and share about the book.

Conclusion: Phonemic Awareness- Digraphs and Blends (5 minutes):

Use a collection of pictures that begin with digraphs and blends. Have students take turns selecting a picture, saying the word, saying the first part of the word, and saying the letters that make up the digraph/blend. If time, have students write the word for the picture and write another word with the same blend/digraph.

Model: Sleep, it makes the sound sl, the letters are s and l, another word is slip.

Assessment

Assessment in this lesson is based on informal observations. As students are working on concepts and reading the teacher is able to determine if students understand the material. If students are struggling during the Alphabetic Principal activity as a group we can go through the alphabet letters and determine the letters and sounds. If students are struggling with the Phonemic Awareness activities discuss the words and cards together. As students are whisper reading the teacher can make notes of the students' reading for future teaching points and lessons or if possible during the current lesson.