

Listen and Discover

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Unit 1:
Week 1

Wednesday	Thursday	Friday
<p>Phonemic Awareness: Objective: Beginning Sounds Categorization <i>I am going to say three words. Listen carefully to the beginning sound in each word. I want you to tell me which word does NOT belong.</i></p> <p>(set, sad, man; let, lot, met; hit, sat, hat; red, fell, fan)</p> <p>*Follow the I do, we do, you do model.</p>	<p>Phonemic Awareness: Objective: Beginning Sounds <i>Today I'm going to say a word. You're going to say the sound at the beginning of the word. What is the first sound in house?</i></p> <p>(cold, nest, pig, mess, block)</p> <p>*Follow the I do, we do, you do model.</p>	<p>Phonemic Awareness: Objective: Beginning Sounds Categorization <i>I am going to say a group of words. Listen carefully to the beginning sound in each word. I want you to tell me which word does NOT belong.</i></p> <p>(nest, nap, rest, not; fell, fish, fan, man; met, man, net, mix; run, sun, set, six)</p> <p>*Follow the I do, we do, you do model.</p>
<p>Reader's Workshop {Close Read}:</p> <p>Day Three Objective: Reread the text to answer text-dependent questions. Students will turn and talk to partners to answer. Review and discuss the vocabulary and essential questions.</p> <p>Prove It! Activity (see below in independent practice)</p> <p>*What happened to change Chester and Wilson's opinion about Lilly? Use evidence from the text to support your answer. (DOK 1)</p> <p>*What did Chester and Wilson teach Lilly? (DOK 1)</p> <p>*On page 19, Chester says, "I'm glad you were wearing a disguise." Why do you think he was glad? Use evidence from the text to support your answer. (DOK 2)</p> <p>*At the end of the story, Victor moves into the neighborhood. What can you infer will happen next? Use evidence to support your answer. (DOK 2)</p> <p>*What lesson do Chester and Wilson learn? How do you know? (DOK 2)</p> <p>*Describe a time you were disrespectful to someone. (DOK 2)</p>	<p>Reader's Workshop {Close Read}:</p> <p>Day Four Objective: Review the essential questions and vocabulary. Break students into collaborative learning groups, and ask students to reflect and resolve the collaborative task question.</p> <p><i>Compare and contrast Chester and Lilly. (DOK 2)</i></p> <p><i>Suggestion: Use compare and contrast activity pages provided in Unit 1 Extra Resources.</i></p> <p>*Students must come to a decision as a group.</p> <p>*Students must support their answer with details from the text.</p> <p>*Allow groups to use the text as a reference.</p> <p>*Optional: Read paired text of choice and compare/contrast the two stories.</p>	<p>Reader's Workshop {Close Read}:</p> <p>Day Five Objective: Review vocabulary and state essential questions. Students will complete culminating activity to show mastery of standard.</p> <p>Special Activity: Building Cooperative Learning Skills</p> <p><u>Choose From:</u> <i>Pass It Down!</i> <i>Squiggly Line Drawing Graffiti</i> <i>{Other activity of your choice}</i></p> <p>Optional: Unit 1, Week 1 assessment</p>
<p>Independent Practice: Prove It! Activity: How did Chester, Wilson, and Lilly become friends? Sentence Frame: Lilly _____.</p>	<p>Independent Practice: With a partner, verbally retell the story from Lilly's point of view. How would it be different?</p>	<p>Independent Practice: Culminating Activity</p>

**Unit 1:
Week 1**

FirstieLiteracy Units

	Monday	Tuesday
<p>Week Theme: Being Respectful.</p> <p>Main Close Read Text: Chester's Way (Kevin Henkes)</p> <p>Optional Paired Texts: Other Kevin Henkes books Billy Bully (Alvaro & Ann Galan)</p> <p>Literacy Skill Focus Standard: RL.1.3 – Describe characters, settings, and major events in a story, using key details. RL.1.6 – Identify who is telling the story at various points in a text.</p> <p>Essential Question: Why is it important to treat others respectfully? How can we treat others respectfully?</p> <p>Week "I can statements": I can explain why it is important to treat other respectfully. I can explain how I can treat others respectfully.</p> <p>Comprehension Skill: Compare and Contrast Make Predictions</p> <p>Comprehension Strategy: Make Connections</p> <p>Literacy Standards: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RF.1.2</p>	<p>Phonemic Awareness: Objective: Beginning Sounds <i>Today I'm going to say a word. You're going to say the sound at the beginning of the word. What is the first sound in bat?</i></p> <p>(carpet, table, toy, slide, shark)</p> <p>*Follow the I do, we do, you do model.</p> <hr/> <p>Reader's Workshop {Close Read}:</p> <p>Day One Objective: Students listen to the read aloud for enjoyment. Build an interest in the topic and expand their schema/prior knowledge.</p> <p>Introduce the week's theme focus by placing it inside the schema chart.</p> <p>Have students turn and talk to discuss their prior knowledge/schema, adding their responses to the chart.</p> <p>State the week's essential questions for the students to ponder.</p> <p>Read the text "cold" with minimal stopping while reading.</p> <p>Have students turn and talk to their partners and share additional information they learned during the cold read. Add their responses to the schema chart.</p> <hr/> <p>Independent Practice: I wonder... activity page and/or Connect to it activity page (Comprehension Skill)</p>	<p>Phonemic Awareness: Objective: Beginning Sounds <i>Today I'm going to say a word. You're going to say the sound at the beginning of the word. What is the first sound in sun?</i></p> <p>(tie, back, rip, rag, take)</p> <p>*Follow the I do, we do, you do model.</p> <hr/> <p>Reader's Workshop {Close Read}:</p> <p>Day Two Objective: Reread the text, stopping to address unknown vocabulary. Review and discuss the essential questions.</p> <p>Explain to the students the purpose for reading the text is to listen for unknown words. When they hear a word that they do not know, they may signal by placing their finger on their forehead to symbolize that they are thinking.</p> <p>Reread <u>Chester's Way</u> while listening for the following vocabulary words: diagonally, duplicated, disguises, rarely, miniature.</p> <p><i>Whole Body:</i> Display vocabulary photo and add an "action" to each word.</p> <p>diagonally: slanted lines duplicated: an exact copy of something disguises: to change or hide what you look like rarely: does not happen very much miniature: very small</p> <hr/> <p>Independent Practice: Vocabulary activity page or other follow-up task of choice</p>