

# Introduction to Grade I

All units in **SRA Open Court Reading** are organized around a central theme. Some units allow students to expand their perspectives on universal themes, such as Be My Friend and Art in Motion, by relating what they read to their own experiences. Other units, such as Science Cycles and Stars and Stripes, involve students in the research process, giving them the tools they need to discover and learn on their own and as part of a collaborative group. Each selection in a unit adds more information or a different perspective to students' growing knowledge of the unit theme or concept.

Each unit also has an Inquiry to investigate. Inquiry is a time within the lesson that allows students to research a topic that interests them and that is related to the theme. Inquiry begins in Lesson I and develops across each unit. At the end of each unit, students will present the results of their investigations through a variety of formats.

## Inquiry is designed to help students

- deepen their comprehension by enabling them to apply the skills they are learning to texts and activities of their own choosing.
- synthesize and organize what they are learning in order to present their findings to their classmates.
- determine suitable avenues of Inquiry and methods of presentation.
- become more independent and responsible about their time and efforts.
- work efficiently in collaborative groups.

## Lesson Format

All lessons are divided into three parts:

- **Part 1: Foundational Skills** focuses on phonological and phonemic awareness, phonics and decoding, and building fluency.
- **Part 2: Reading and Responding** addresses comprehension, vocabulary, fluency, and Inquiry.
- **Part 3: Language Arts** contains the writing process; penmanship; grammar, usage, and mechanics; and spelling.

Instructional and management routines are incorporated into each part of the lesson.

At the beginning of the year, the teacher will model reading skills and strategies for students by reading aloud from the Grade I **Big Books**. Starting midway through Unit 5, students will transition to reading on their own when the **First Reader** is introduced. Units 5 and 6 each use a **Big Book** for the beginning of the unit, with teachers modeling fluent reading. The **First Reader** is used during the second half of these units, with teachers providing support and prompting as students use the reading skills and strategies. By Unit 7, students begin to lead the reading in the **Student Anthologies** as they transition to becoming independent readers.

## Assessment

**SRA Open Court Reading** has a four-step assessment cycle. It starts with a Diagnostic Assessment used for screening at the beginning of the year. Tools to monitor progress and differentiate instruction are built into each lesson. At the end of each lesson is a Lesson Assessment, while a Unit Assessment concludes each unit. A Benchmark Assessment is available to monitor student progress periodically over the course of the school year.

# Workshop

Workshop is the time each day set aside for small-group instruction. Workshop develops over time as students internalize classroom routines that promote independence. During Workshop, you will be working with small groups of students while other students are practicing and reviewing skills, developing listening skills, working on fluency, reading a wide range of other materials, writing, or engaging in Inquiry activities.

Workshop areas that focus on different areas of literacy should be set up in your classroom. For example:



## Reading Area

Provide as many books as possible for your classroom Reading Area. During the course of the year, students will be asked to do much reading on specific subjects. Prepare your classroom ahead of time by bringing in books on the concepts or themes students will be studying. You should encourage students to bring in books that they have enjoyed and want to share with their classmates.

## Listening Area

Each selection in *Rhyme Stew*, the *Big Books*, *First Reader*, and *Student Anthologies* is recorded for use in your classroom. As you read each selection, encourage students to listen to the recording during Workshop.

## Fluency Area

This area can be incorporated into the Reading Area. It should contain items such as leveled reading materials, *Decodables*, computers, and timers. This is an ideal place to keep student fluency folders to chart their progress in fluency.

## Computer Area

Students can use computers in each of the other areas or you might have a designated Computer Area. Students can practice lesson skills in phonics, vocabulary, comprehension, and spelling by using *SRA Open Court Reading eGames*, or they can use the Internet along with *eInquiry* to help with their Inquiry projects.

## Writing Area

The Writing Area should contain materials students can use to write and illustrate their work and to facilitate students' efforts as they work together on unit investigations, including

- pens, pencils, markers, and crayons
- assorted paper
- old magazines students can cut up
- scissors and staplers
- age-appropriate reference books, such as dictionaries, encyclopedias, and thesauruses
- computers—preferably with Internet access. The *SRA Open Court Reading* Home page (see <http://connected.mcgraw-hill.com/>) includes materials specifically related to the unit themes.
- books on the themes students are studying

## Game Area

This area should be filled with games that support the various skill strands found in each lesson. These can be computer games, board games, or a variety of other materials. *SRA Open Court Reading* contains an assortment of manipulatives that support the lessons and that can be stored in this area.

## Whole Group and Small Group Instruction

Workshop helps teachers combine whole- and small-group instruction based upon the needs of their students to maximize instructional time. Workshop is flexible whole- and small-group instruction. Students work on assigned and self-selected, purposeful activities that reinforce and extend the instruction in *SRA Open Court Reading* while the teacher works with small groups of students who are grouped based upon their instructional needs. The teacher works with small groups on the following activities: preteaching, reteaching, providing intervention, working on fluency, holding writing conferences, doing informal assessment, listening to students read, and extending learning. During this time of small-group instruction, the rest of the students in the class are working independently, in pairs, or collaboratively in small groups.

Teachers often ask “When should we do Workshop?” Some teachers like to start the day with Workshop. Lists that contain activities that students “May Do” and “Must Do” should be set up on the board, or students can continue working on something from the prior day. Some teachers like to have Workshop after each part of the lesson—Part 1: Foundational Skills, Part 2—Reading and Responding, and Part 3—Language Arts. This enables the teacher to reteach a concept from a part or preteach for the next part of the lesson. Some teachers do a Workshop block in the morning and another one in the afternoon. Others find that a single Workshop block fits their schedule best. Whatever the case may be, Workshop should be flexible and work well for both you and your students.



# Concept/Question Board

One of the primary goals of *SRA Open Court Reading* is to help you and your students form a community of learners. To do this, sharing information is essential. The **Concept/Question Board** is an integral part of the learning environment. It is a place where students can share their growing knowledge about a unit theme or concept by posting on the Board newspaper clippings, magazine articles, information taken from the Internet, photographs, and other items that might be of interest or helpful to their classmates. As the class progresses through a unit, the Board serves as the place where common interests become evident. As these interests emerge, students can use them as the basis for forming collaborative groups to investigate ideas in greater depth.

In addition, the Board encourages students to ask questions that arise from reading and discussion. The questions can be written directly on a sheet of paper attached to the Board, or they can be written on separate slips of paper and pinned to it. Self-sticking notes also can be used. The **Concept/Question Board** lets students know that questions are not problems but a way of learning. Questions thus become a springboard for further investigation. Collaborative groups can be formed around common questions. The Board should change constantly, reflecting the developing and changing interests of the class.





## BIG Idea

What does it take to be a good friend?



## Theme Connections

How are these children being good friends?



Background  
Builder Video

[connected.mcgraw-hill.com](http://connected.mcgraw-hill.com)

5

## Launch the Theme

**EXPLAIN** to students that they will be learning about friendship during this unit. Tell students they will read a variety of selections that teaches them about what it means to be a good friend and the value of friendship. Have students turn to *Be My Friend Big Book I*, pages 4-5 and discuss the various sections on the pages.

### BIG Idea

**READ** the BIG Idea question to students. Discuss what it means to be a good friend. Then discuss the kinds of things good friends do for one another. Tell students to keep the BIG Idea question in mind as they read the selections throughout the unit.

### Theme Connections

**READ** the Theme Connections question on *Be My Friend Big Book I*, page 5. Review each photograph with students. Then have students use the three photographs to discuss the question.

## ePresentation

### BIG Idea

What does it take to be a good friend?

### Theme Connections

How are these children being good friends?

Background Builder Video

**PLAY** the *Background Builder Video* to give students additional background information about the theme. Discuss what they learned about friendship from the video.

Inquiry

**EXPLAIN** to students that they will begin a unit investigation about friendship and will continue this investigation over the course of the unit. At the end of the unit, students will present the results of their investigation.

Concept/Question Board

**START** a Be My Friend **Concept/Question Board**. Begin by posting a few pictures or words that represent the concept of friendship. Explain to students that this is a place where they can post questions about the theme and anything related to the concept of friendship. Tell students to refer to the Board regularly throughout the unit as they read and learn more about friendship. Before you begin the unit, ask students if they have any initial questions about friendship and post their questions on the Board.

Inquiry Planner

**USE** the steps below to have students research the theme Be My Friend.



	Steps	Examples
LESSON 1	Generate Ideas	Think of questions and decide on a few to research: for example, How can I make a sad friend feel better?
LESSON 2	Choosing a Question, Collecting Information	If your class decides to write a story about friendship, they will need to think about the steps they need to take, the materials they need, and what jobs are necessary. Have them continue gathering, reviewing, and organizing their information for the project throughout the coming week.
LESSON 3	Finalizing Projects, Share Presentations	Invite students to share what they learned, what they enjoyed most, and what they would do differently for a similar project.

## Assessment is an ongoing cycle.

1

### Screen

Administer the Diagnostic Assessment to students entering class after the school year has begun to identify those who are at risk for reading failure.

2

### Diagnose and Differentiate

Diagnose students' strengths and weaknesses, and differentiate instruction according to their abilities.

3

### Monitor Progress

Monitor progress weekly, monthly, or anytime as needed with formative assessments. Group students based on these formative assessment results.

#### **F** FORMAL ASSESSMENT

- Lesson and Unit Assessments
- Benchmark Assessments
- Writing Rubrics

#### **I** INFORMAL ASSESSMENT

- Skills Practice
- Comprehension Rubrics
- Listening and Speaking Rubrics
- Inquiry Rubrics

4

### Measure Outcomes

Assess student understanding and measure outcomes by using results from the Lesson and Unit Assessments or Benchmark Assessments.

## English Learners

The digital *English Learner Teacher's Guide* provides support for students at four levels of English language proficiency. Certain lessons are designed to be taught before the lessons in the *SRA Open Court Reading* program during Workshop time, while others may reteach, reinforce, or review the skills introduced in the core program.

In addition, English Learner tips, found throughout the *SRA Open Court Reading Teacher's Editions*, provide support for some of the more challenging aspects of learning English, such as vocabulary acquisition and the correct use of prepositions. The following is an example of an English Learner tip:

### English Learner • Grade 1 EL Tip

**PREPOSITIONS** The following prepositions appear on pp. 42–43 of the *Big Book*: *about, off, on, from, to, on, and of*. During Workshop, ask students questions that require them to use the prepositions in their responses. For example: “What does Ms. Novak’s class learn about? Where did Ms. Novak’s grandma come from? What does Ms. Novak point to on the map of the world?”

## Meet Individual Needs

The digital *Intervention Teacher's Guide* provides focused, direct support for students who need to review the skills introduced in the *SRA Open Court Reading* program. Lessons are designed to be used flexibly and may be taught in a single, separate intervention session, or as small group or individual instruction during Workshop time. Written practice is included in *Intervention Support*.

In addition, support is provided throughout the *SRA Open Court Reading Teacher's Editions* for Approaching, On, and Beyond Level Students through focused, differentiated instruction tips found within the lessons. These tips are designed to review and reinforce the skills at point of use.

### Differentiated Instruction: Vocabulary

**AL APPROACHING LEVEL** If students have difficulty with the selection words and definitions, then during Workshop say a sentence that contains one of the words and have students create a sentence that follows your model.

**OL ON LEVEL** If students would benefit from extra practice with the words, give them sentence stems during Workshop and have them complete each sentence stem with a vocabulary word.

**BL BEYOND LEVEL** If students need a challenge, have them use the words during Workshop to describe how they solved a disagreement with a friend.

## SUPPORT FOR ENGLISH LEARNERS

The *SRA Open Court Reading* program offers support for English Learners with the following components:

- English Learner Tips
- *English Learner Teacher's Guide*
- *English Learner Photo Library Cards*
- *English Learner Glossary*

## INTERVENTION SUPPORT

Intervention support in *SRA Open Court Reading* includes the following:

- Differentiated Instruction Tips
- *Intervention Teacher's Guide*
- *Intervention Support*



**BIG Idea**

What does it take  
to be a good friend?



# LESSON 1

## Foundational Skills

### Phonological and Phonemic Awareness

#### Phonics and Decoding

- Review /k/ spelled *c*, *k*, and *ck*; /aw/ spelled *a* and *all*; and /r/ spelled *r*
- Reading Decodable Books, stories I9–23

## Reading and Responding

### Comprehension Strategies

- Summarizing
- Visualizing

### Access Complex Text

- Making Inferences

### Writer's Craft

- Character
- Language Use

### Vocabulary

## Language Arts

### Writing

- Writing a Description: Describing an Event

### Penmanship

- Lowercase Letters *o* and *a*

### Grammar, Usage, and Mechanics

- Adjectives



# LESSON 2

## Phonological and Phonemic Awareness

### Phonics and Decoding

- Review /f/ spelled *f* and *ff*; final /s/ spelled *ss*; /g/ spelled *g*; and /j/ spelled *j*
- Reading Decodable Books, stories 24–28

## Comprehension Strategies

- Making Connections
- Summarizing

### Access Complex Text

- Making Inferences
- Fact and Opinion

### Writer’s Craft

- Point of View
- Text Features

### Vocabulary

# LESSON 3

## Phonological and Phonemic Awareness

### Phonics and Decoding

- Review /j/ spelled *dge*; /u/ spelled *u*; and /z/ spelled *z*, *zz*, and *\_s*
- Reading Decodable Books, stories 29–33

## Comprehension Strategies

- Predicting
- Asking and Answering Questions

### Access Complex Text

- Cause and Effect
- Main Idea and Details

### Writer’s Craft

- Plot
- Point of View

### Vocabulary

## Writing

- Writing a Narrative

### Penmanship

- Lowercase Letters *e* and *c*

### Grammar, Usage, and Mechanics

- Possessive Nouns

## Writing

- Writing a Narrative

### Penmanship

- Alignment and Lowercase Letters *o*, *a*, *e*, and *c*

### Grammar, Usage, and Mechanics

- Action Verbs and Helping Verbs

DAY 3

Warm Up, p. T484  
Phonemic Awareness, pp. T484–T485  
Phonics and Decoding, pp. T485–T488  
• /z/ spelled z and zz

DAY 4

Warm Up, p. T502  
Phonemic Awareness, p. T502  
Phonics and Decoding, pp. T503–T505  
• /z/ spelled \_s

DAY 5

Warm Up, p. T516  
Phonemic Awareness, p. T516  
Phonics and Decoding, pp. T517–T519  
• Review /j/ spelled **j** dge; /u/ spelled u; and /z/ spelled z, zz, and \_s

Build Background, p. T489  
Preview the Selection, p. T490  
Read the Selection, p. T491  
Comprehension Strategy, pp. T492–T497  
• Asking and Answering Questions  
Print and Book Awareness, p. T498  
Discuss the Selection, pp. T498–499  
Develop Vocabulary, p. T499

Practice Vocabulary, p. T506  
Close Reading, p. T506  
Access Complex Text, pp. T507, T509, T510, T512  
• Main Idea and Details  
Writer’s Craft, pp. T508, T511  
• Point of View  
Inquiry, p. T513

Build Background, p. T520  
Preview the Poem, p. T521  
Read the Poem, p. T522  
Comprehension Strategy, p. T523  
• Asking and Answering Questions  
Writer’s Craft, p. T524  
• Point of View  
Discuss the Poem, pp. T524–T525  
Review Big Book, p. T525  
Review Vocabulary, p. T526  
Comprehension Strategies, p. T526  
Access Complex Text, p. T527  
Writer’s Craft, p. T527

Writing a Narrative, p. T500  
• Revising  
Grammar, Usage, and Mechanics, p. T501  
• Action Verbs

Writing a Narrative, p. T514  
• Editing and Publishing  
Grammar, Usage, and Mechanics, p. T515  
• Action Verbs and Helping Verbs

Writing a Narrative, p. T528  
• Presenting  
Penmanship, p. T529  
• Lowercase letters o, a, e, and c  
Grammar, Usage, and Mechanics, p. T529  
• Action Verbs and Helping Verbs  
Theme Wrap-Up and Review, p. T530–T531

• Differentiated Instruction, pp. T485, T486, T488, T491, T498, T499  
• English Learner, pp. T486, T488, T489, T494

• Differentiated Instruction, pp. T506, T512, T514  
• English Learner, pp. T504, T510

• Differentiated Instruction, pp. T518, T526  
• English Learner, pp. T524

• Comprehension Rubrics, p. T492

• Inquiry Rubrics, p. T513

• Comprehension Rubrics, p. T523  
• Writing Rubrics, p. T528  
• Lesson and Unit Assessment I, pp. T519, T527, T529

# Foundational Skills

**Resources:**

- *Lion Puppet*
- *Sound/Spelling Card* 10
- Routines 1, 2, 4, 5, 7, 8, 9
- *Skills Practice I*, pp. 83–84
- *Decodable* 29, *Jack's Job*

**Objectives:** Students will

- blend single-syllable words.
- segment final consonant sounds.
- generate words that contain /j/ spelled **dge**.
- blend, spell, and read words that contain /j/ spelled **dge**.
- build fluency by reading *Decodable* 29.

**CCSS** RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
**RF.1.2.C** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

## Warm Up

### Rhyming

**DISPLAY** and read “Day at the Beach” on *Rhyme Stew Big Book* pages 14–15. Ask students to say rhyming words for the following words from the poem:

day *bay, say, way*      glide *hide, ride, side*      sand *band, hand, land*

### Sound/Spelling Card Review

**POINT** to a *Sound/Spelling Card* that students have learned, such as Card 7—Gopher, and have them say the sound and spelling. */g/ spelled g* Ask a volunteer to say and spell a word that contains the sound/spelling. **Possible Answer:** *gas, g-a-s* Continue with two or three other *Sound/Spelling Cards*, such as Card 10—Jump, Card 6—Fan, and Card 20—Timer.

## ePresentation



## Phonemic Awareness

### EL Phoneme Blending: Single-Syllable Words

**CCSS** RF.1.2.B

**TELL** students you are going to say some words one sound at a time. Tell them to listen carefully and, on your signal, to blend the sounds to say the word.

/ā/ /k/ *ache*      /k/ /ō/ /l/ /d/ *cold*      /ā/ /j/ *age*  
 /b/ /r/ /ē/ /z/ *breeze*      /s/ /t/ /ā/ /j/ *stage*      /b/ /ā/ /k/ *bake*  
 /t/ /w/ /ī/ /s/ *twice*      /ō/ /l/ /d/ *old*      /ē/ /z/ *ease*

### Phoneme Segmentation: Final Consonant Sounds

**CCSS** RF.1.2.C

**BRING** out *Lion Puppet*. Tell students that you will say a word, and they will say only the final sound of the word. Demonstrate with the puppet.

**Teacher:** maze      **Teacher:** plan  
**Puppet:** /z/      **Puppet:** /n/

Turn over the game to students, using the following words:

sleep /p/      make /k/      treat /t/      squirm /m/  
 pail /l/      group /p/      around /d/      brush /sh/

### EL English Learner

**PHONEME BLENDING** If students have difficulty blending phonemes into words, work with them in small groups. Say, “/ā/ /k/. Repeat after me. /ā/ /k/.” */ā/ /k/* “/ā/ /k/ makes the word *ache*. What is the word?” *ache* Continue with other three-phoneme words, such as *make, pat, sit, coat, and fan*.

# Phonics and Decoding

/j/ spelled **dge**

## Introduce the Sound/Spelling ROUTINE I

- USE** Routine I, the Introducing Sounds and Spellings Routine, and **Sound/Spelling Card 10**—Jump to introduce /j/ spelled **dge**.

Point to the picture and ask students to name the card. *Jump* Ask them to say the sound. /j/ Then point to the *j* spelling and remind students that this spelling for /j/ most often comes at the beginning of a word or syllable. Point to the **dge** spelling and tell them that this spelling most often comes at the end of a word or syllable. Ask students what the green box in front of the spelling *dge* tells them. If necessary, remind them that the green box means the spelling always comes after a short-vowel sound. Tell them they will call this spelling “green box *dge*.”

Play or read the Jump story again:

When Jenny jumps her jump rope, it sounds like this (*quickly*): /j/ /j/ /j/ /j/ /j/.

When Jackson jumps his jump rope, it sounds like this (*quietly*): /j/ /j/ /j/ /j/ /j/.

The judges generally agree

that Jenny jumps most rapidly (*quickly*):

/j/ /j/ /j/ /j/ /j/.

When Jenny jumps, she jumps to this jingle:

“Jump, jump, jump; jump so quick.

Whenever I jump, I like to kick.” /j/ /j/ /j/ /j/ /j/.

The judges generally agree

that Jackson jumps most quietly (*quietly*):

/j/ /j/ /j/ /j/ /j/.

When Jackson jumps, he jumps to this jingle:

“Jump, jump, nice and quiet.

See what happens when you try it.” /j/ /j/ /j/ /j/ /j/.

(*To students:*) Jump rope like Jenny (*quickly*): /j/ /j/ /j/ /j/ /j/.

(*To students:*) Jump rope like Jackson (*quietly*): /j/ /j/ /j/ /j/ /j/.

Review the name of the card, the sound /j/, and the spelling **dge**. Point to the **dge** spelling, and ask students what the green box means. *The spelling always comes after a short-vowel sound.*

## ePresentation



### Teacher Tip

**INTRODUCING SOUNDS AND SPELLINGS** You may want to use tape or self-sticking notes to cover the *ge* and *gi\_* spellings on Card 10—Jump until these spellings are introduced later in the program.

# Foundational Skills

## Generating Words

**ASK** students to think of words that end with /j/. Write their suggestions on the board. Circle the spelling in each word and tell students to say the sound as each spelling is circled. If they suggest a word that ends with *ge*, such as *large*, write that word in a different column. Point out that /j/ can be spelled in several different ways and that they will learn about the other spellings later.

End the activity by reviewing **Sound/Spelling Card** 10—Jump. Have students give the name of the card, the sound, and the target spelling. Ask them how they can use this card to help them remember the sound and spelling. *We can look at the card and think about the sound that the jump rope makes: /j/ /j/ /j/ /j/ /j/.*

## Blending

ROUTINE 2

ROUTINE 4

CCSS RF.1.3.B

**USE** Routine 2, the Sound-by-Sound Blending Routine, and Routine 4, the Blending Sentences Routine, to have students blend the words and sentences.

Before blending the sentences, introduce the high-frequency word *to*. Display and read the word. Repeat it and have students read it several times. Then spell *to* with students. Write the word on an index card and add it to the High-Frequency Word Bank.

## EL About the Words

- 1 Have students identify the words that contain /k/. *dock, lock* Tell them to name the spelling for that sound. **ck** Ask them to identify the sound that changes in these pairs of words: dock, dodge; lock, lodge. *The final /k/ changes to /j/.*
- 2 Have students identify the words that contain /g/. *rig, bag* Tell them to name the spelling for that sound. **g** Ask them to identify the sound that changes in these pairs of words: rig, ridge; bag, badge. *The final /g/ changes to /j/.*
- 3 Remind students that a consonant blend is a combination of two or more consonant sounds that are each heard when the word is pronounced. Have students identify the consonant blend in each word. *brick:br; bridge:br; frost:fr; fridge:fr*
- 4 Review /j/ spelled *j*. Have students identify the vowel change in the pairs of words: *jab, job; jog, jig*. *The a in jab changes to o in job. The o in jog changes to i in jig.*

## About the Sentences

- 1-2** Have students identify the words with /j/ spelled *j* and the words with /j/ spelled **dge**.  
*j: Jack, jog, jam; dge: bridge, fridge*



### Differentiated Instruction

**AL APPROACHING LEVEL** If students have a difficult time thinking of words, give them clues to help them generate words. Possible clues include: I'm thinking of something a police officer wears (badge); I'm thinking of something that lets us drive over water (bridge); I'm thinking of a type of soft candy (fudge).



### Teacher Tip

**NON-TRANSFERABLE /J/** Some languages do not have /j/, and *j* might be pronounced something close to /h/. Contrast words beginning with /h/ and /j/ using **El Photo Library Cards** 81-84 and 91-93. Introduce each card and have students repeat after you. Then, alternate between cards beginning with /h/ and ones beginning with /j/, saying the name, and have students raise their hand if they hear a word beginning with /j/.

**CCSS** RF.1.3.B Decode regularly spelled one-syllable words

## ePresentation

### Blending

#### Words

1	dock	dodge	lock	lodge
2	rig	ridge	bag	badge
3	brick	bridge	frost	fridge
4	jab	job	jog	jig

### Blending

#### Sentences

- 1 Jack can jog to the bridge.
- 2 The jam is in the fridge.



Developing Oral Language

**REVIEW** the words by giving clues such as the following. Have students identify and read the word that answers the clue.

- A door might have one. *lock*
- These are types of movements. *dodge, jab, jog, jig*
- You might talk about these words when discussing boats. *dock, rig*
- A police officer might wear this. *badge*
- A house might be made of this. *brick*
- You might see this in very cold weather. *frost*
- Cars might drive over this. *bridge*

Guided Practice

**HAVE** students complete *Skills Practice I* pages 83–84 for additional practice with /j/ spelled *dge* and for dictation. Review the sound/spellings at the top of page 83. Then have students complete the activities on the pages. Students can use the bottom of page 84 for dictation. Be sure to have students proofread their work.

Dictation and Spelling

ROUTINE 7 ROUTINE 8 ROUTINE 9

CCSS L.I.2.D, L.I.2.E

**USE** Routine 7, the Sounds-in-Sequence Dictation Routine, for the words on Line 1 and Routine 8, the Whole-Word Dictation Routine, for the words on Line 2. Use Routine 9, the Sentence Dictation Routine, for the sentence. Remind students to refer to the *Sound/Spelling Cards* when they are writing the words. After each line, write the words and sentence on the board and have students proofread the spelling of their words.

**CCSS** L.I.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.I.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

ePresentation

Dictation and Spelling

Words

1	rig	ridge
2	brick	bridge

Dictation and Spelling

Sentence

1 Madge had a badge.



Differentiated Instruction

**AL RETEACH** For students needing additional support, use the *Intervention Teacher’s Guide* during Workshop to reteach the skills taught in this part of the lesson.



Teacher Tip

**DICTATION** With multiple spellings for a sound, tell students to ask, “Which spelling?” when they are unsure about which spelling to use in a given word. Remind them to use the *Sound/Spelling Cards* and to ask for help when needed.

# Foundational Skills

## Fluency: Reading a Decodable Book

### Core Decodable 29: Jack's Job

/j/ spelled **dge**

### ► High-Frequency Words

CCSS RF.1.3.G

**REVIEW** the high-frequency word *to* by pointing to it in the High-Frequency Word Bank and having students read the word. For additional practice with high-frequency words, have students look through the story and identify any high-frequency words that they recognize. Tell students to practice reading the words until they can read them automatically and fluently.

### ► Reading the Decodable

ROUTINE  
5

CCSS RF.1.3.B, RF.1.3.G

**USE** Routine 5, the Reading a Decodable Routine, as you read the story with students.

After students read the title, point to the apostrophe and *s* in *Jack's*. Ask students to explain what the apostrophe and *s* show. *They show Jack has something.* Ask what Jack has. *Jack has a job.* Have students browse the story and discuss what they think it will be about.

The first time through, have students read a page silently. Then have one student read it aloud. Repeat this procedure for each page.

Reread the story at least twice, calling on various students to read. Then have the entire class do a choral reading of the story.

### ◉ ► Checking Comprehension

CCSS RF.1.4.A

**TALK** with students about the story and answer any questions they have. Ask them to identify any difficult words in the book.

Have students retell the story.

**ASK** individual students the following questions. Tell them to answer in complete sentences and to use the high-frequency words they have learned.

- What does Jack's job have? *Jack's job has a badge.*
- What does Jan have? *Jan has a flat on the bridge.*
- Who gets the bridge traffic to pass? *Jack gets the bridge traffic to pass.*

### ► Building Fluency

CCSS RF.1.3.B

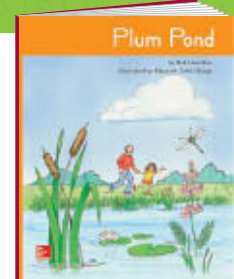
**BUILD** fluency by having students reread *Core Decodable 29* twice with a partner, alternating pages. For additional practice, have students read *Practice Decodable 25, Jill*.

**CCSS** RF.1.3.B Decode regularly spelled one-syllable words. RF.1.4.A Read grade-level text with purpose and understanding.

## ePresentation

### Core Decodable 30

Plum Pond



### Teacher Tip

**COMPREHENSION** To ensure that they focus on the text rather than the illustrations, tell students to point to the words in the story that support their answers.

- Resources:
- *Be My Friend Big Book 2*, pp. 28–45
  - Routines 12, 13
  - *Home Connection*
- Objectives: Students will
- learn the elements of a fable.
  - listen to and discuss “No Wolves Allowed.”
  - identify the Predicting comprehension strategy.
  - identify capital and lowercase letters and spacing between sentences.
  - develop their understanding of vocabulary words.

**CCSS** **RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson. **RL.1.3** Describe characters, settings, and major events in a story, using key details.

Build Background

Background Information

CCSS RL.1.2, RL.1.3

**EL ASK** students whether they know the story of “The Three Little Pigs.” Call on volunteers to briefly retell the story, prompting them to tell how each little pig built a house and what the wolf did to each house.

Genre

**TELL** students that they will be listening to a story called “No Wolves Allowed,” which is also about three little pigs and a wolf. Explain that this story is a *fable*. Introduce to them the elements of a fable.

- A fable is a very short story.
- It has only a few characters who are often animals or things that talk and act like people.
- It teaches a lesson, or moral.

Essential Question

**READ** the Essential Question on page 28. Tell students to think about the Essential Question as you read “No Wolves Allowed.”

*What can others teach you about friendship?*

ePresentation

Genre

Elements of a Fable

- ▶ A fable is a very short story.
- ▶ It has only a few characters who are often animals or things that talk and act like people.
- ▶ It teaches a lesson, or moral.

Essential Question

- ▶ What can others teach you about friendship?

EL English Learner

**ADDITIONAL INSTRUCTION** The *English Learner Teacher’s Guide* provides English learners with support for reading and discussing the selections, developing vocabulary, using comprehension strategies, accessing complex text, and identifying elements of writer’s craft.

AL Differentiated Instruction

**AL APPROACHING LEVEL** If students have difficulty understanding the fable genre, then review other fables with them during Workshop, such as “The Tortoise and the Hare.” Discuss the lesson each story tells.

## Reading and Responding

## Preview the Selection

Browse ROUTINE 12

CCSS RI.1.5, RI.1.7

- FOLLOW** Routine 12, the Reading the Selection Routine, to browse “No Wolves Allowed.” Display **Be My Friend Big Book 2** and have a student turn to the Table of Contents page. Point to and read aloud the title and the beginning page number of “No Wolves Allowed.”

Have another student turn to page 28. Ask students to compare the title and page number on the page to those on the Table of Contents page. Read the names of the author and illustrator aloud.

Help students browse pages 28–31 of the selection. For example, have them notice the names of the three little pigs and the wolf and identify what the pigs plan to do. Have them use the information they get from browsing to predict what the selection is about.

## Set Purposes

**REMIND** students that it is important to have a purpose for reading. Tell them that as they listen to the selection, they should think about how the pigs and the wolf act toward each other and why they act in those ways.

**BIG Idea:** What does it take to be a good friend?

**READ** the Big Idea question before the class reads the selection. Tell students to keep this idea in mind as they listen to the selection.

**CCSS** **RI.1.5** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. **RI.1.7** Use illustrations and details in a story to describe its characters, setting, or events.

## ePresentation

## Be My Friend Big Book 2

## Table of Contents

Unit 2 Be My Friend	
Table of Contents	
Friends Find Solutions <small>by Linda Ward Beech</small>	4
We Could Be Friends <small>by Linda Ward Beech</small>	25
No Wolves Allowed <small>by Linda Ward Beech</small>	28
Far Away Friends <small>by Linda Ward Beech</small>	46
Best Friend <small>by Linda Ward Beech</small>	58
Glossary	60

**BIG Idea****BIG Idea**

What does it take to be a good friend?



## Teacher Tip

**BROWSING** For this selection, have students browse only the first few pages. This will keep them interested in reading further without spoiling the ending of this story.



## Home Connections

**LETTER** Send home a copy of **Home Connection** (available in either English or Spanish) that goes with this lesson. After reading the selection with students in class, encourage students to discuss the selection with their families and complete the activity provided.



# Read the Selection

As you read the entire selection, continue to reinforce for students the idea that we read words along the line from left to right and that those lines are read moving downward from the top to the bottom of the page.

## Comprehension Strategy

**MODEL** the use of the Predicting comprehension strategy during the first reading of the selection.

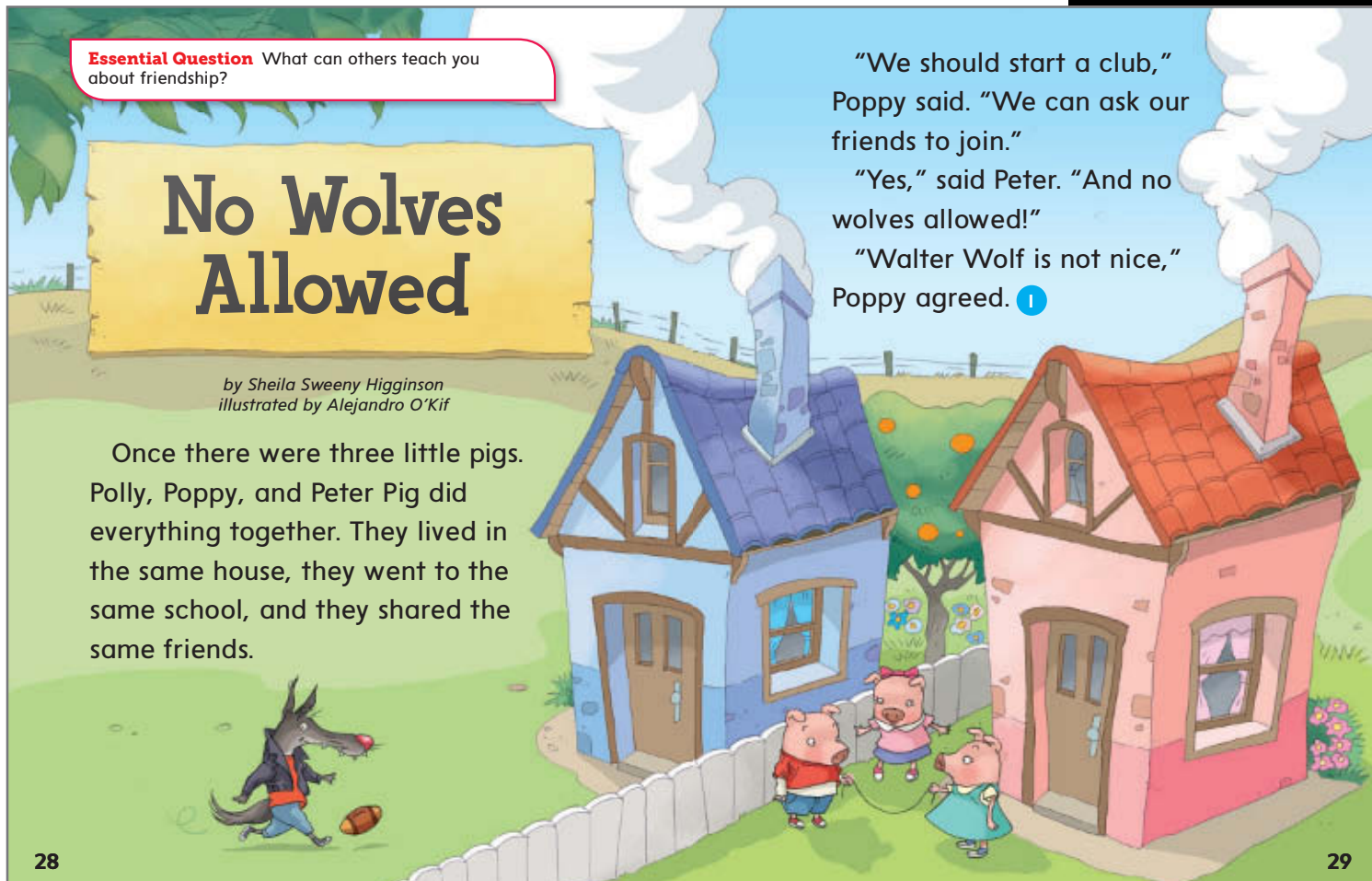
Remind students that *predicting* means “thinking about what will happen next” in a story. To make predictions, readers connect clues and events in the text to their personal experiences and other reading. After making a prediction, they continue reading to look for details in the text that confirm their predictions. Stress that not all predictions are confirmed. If a prediction is not confirmed, a reader can use new information to revise his or her prediction.



### Monitor Progress

**INFORMAL ASSESSMENT** Use the Comprehension Strategies Rubrics in the Level Appendix to determine whether a student is using the strategy Predicting.





## Comprehension Strategy

### Making Predictions

- I** **TEACHER MODEL:** *This story sounds familiar. I know that in "The Three Little Pigs," there also was a wolf and that the pigs built houses out of different materials, which the wolf huffed and puffed and blew down. I predict that the pigs will build a clubhouse, and that Walter Wolf will blow it down. Let's keep reading to find out!*



#### Differentiated Instruction

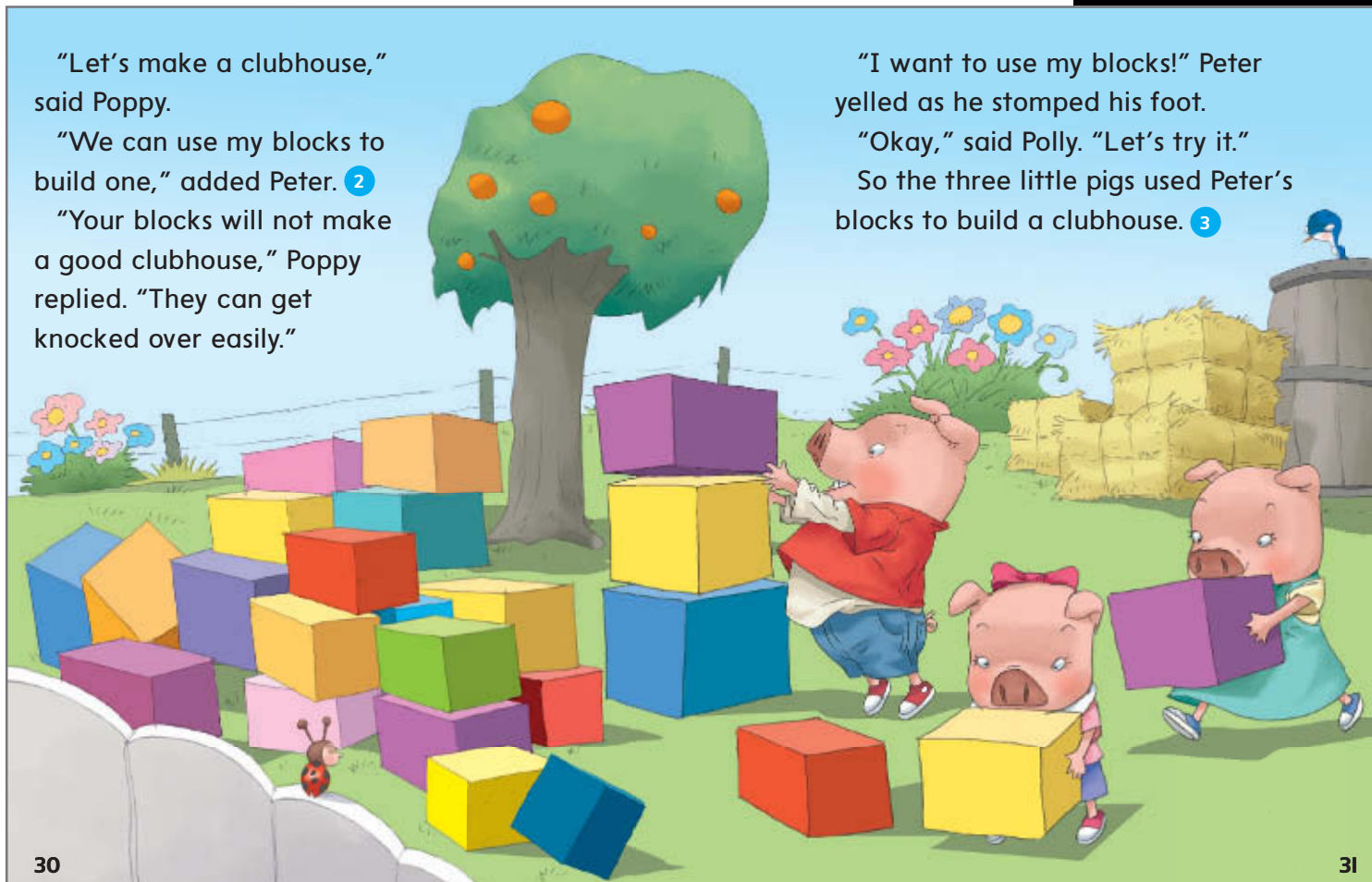
**AL** **APPROACHING LEVEL** Ensure that students understand that predictions are not wild guesses. They are based on clues in a story and on what the reader already knows.



#### English Learner

**IRREGULAR VERB** Explain to students that *went*, in the second sentence on page 28, is the past-tense form of the verb *go*. So, we learn here that the pigs go to the same school.

## ePresentation



# Comprehension Strategy

## Making and Confirming Predictions

- 2 **TEACHER MODEL:** *The pigs are building a clubhouse, so part of my prediction is confirmed.*
- 3 **TEACHER MODEL:** *Walter Wolf has not shown up yet, though.*
- 3 **TEACHER MODEL:** *The little pigs don't seem to be able to work well together. Peter yells and stomps his foot when Poppy tells him that his blocks will not make a good clubhouse. I predict that Poppy is right. Blocks can get knocked over easily. I predict that this is what the wolf will do.*

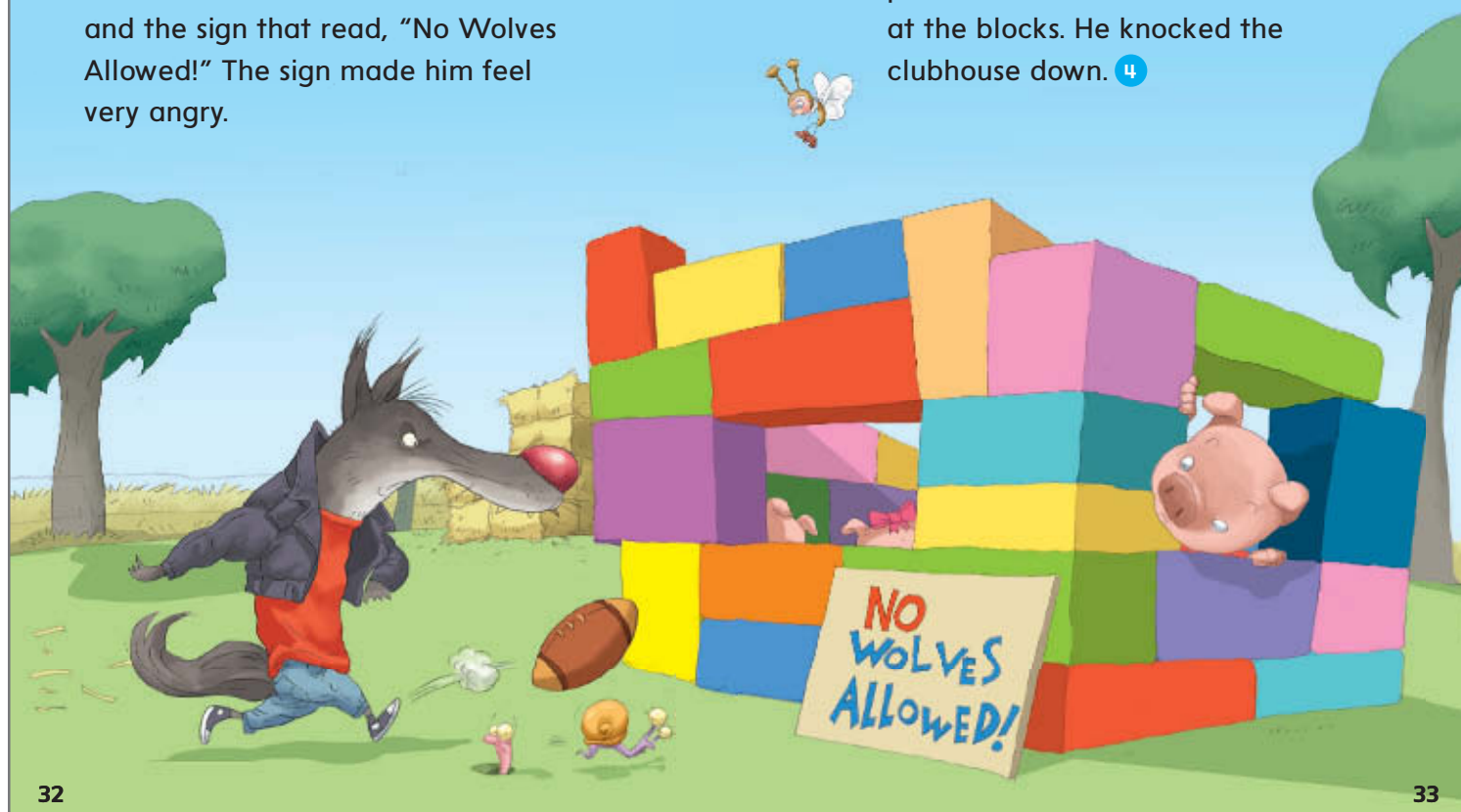


### Differentiated Instruction

**AL RETEACH** For students needing additional support, use the *Intervention Teacher's Guide* during Workshop to reteach the comprehension strategy and vocabulary words taught in this lesson.

Walter Wolf saw the pigs playing next door. He saw their clubhouse and the sign that read, "No Wolves Allowed!" The sign made him feel very angry.

Walter didn't huff. He didn't puff. But he did kick his football at the blocks. He knocked the clubhouse down. 4



## Comprehension Strategy

### Confirming Predictions

- 4 **TEACHER MODEL:** *Walter Wolf has shown up, and when he sees the "No Wolves Allowed" sign on the clubhouse, he knocks it down. So both of my predictions are confirmed. But Walter does not huff and puff and blow the clubhouse down, he knocks it down by kicking a football at it!*



#### Teacher Tip

**COMPREHENSION STRATEGIES** Although the Predicting comprehension strategy is being modeled in this lesson, encourage students to use any strategies they would like to help them understand the selection. Students may want to make connections to a version of "The Three Little Pigs" that they know.



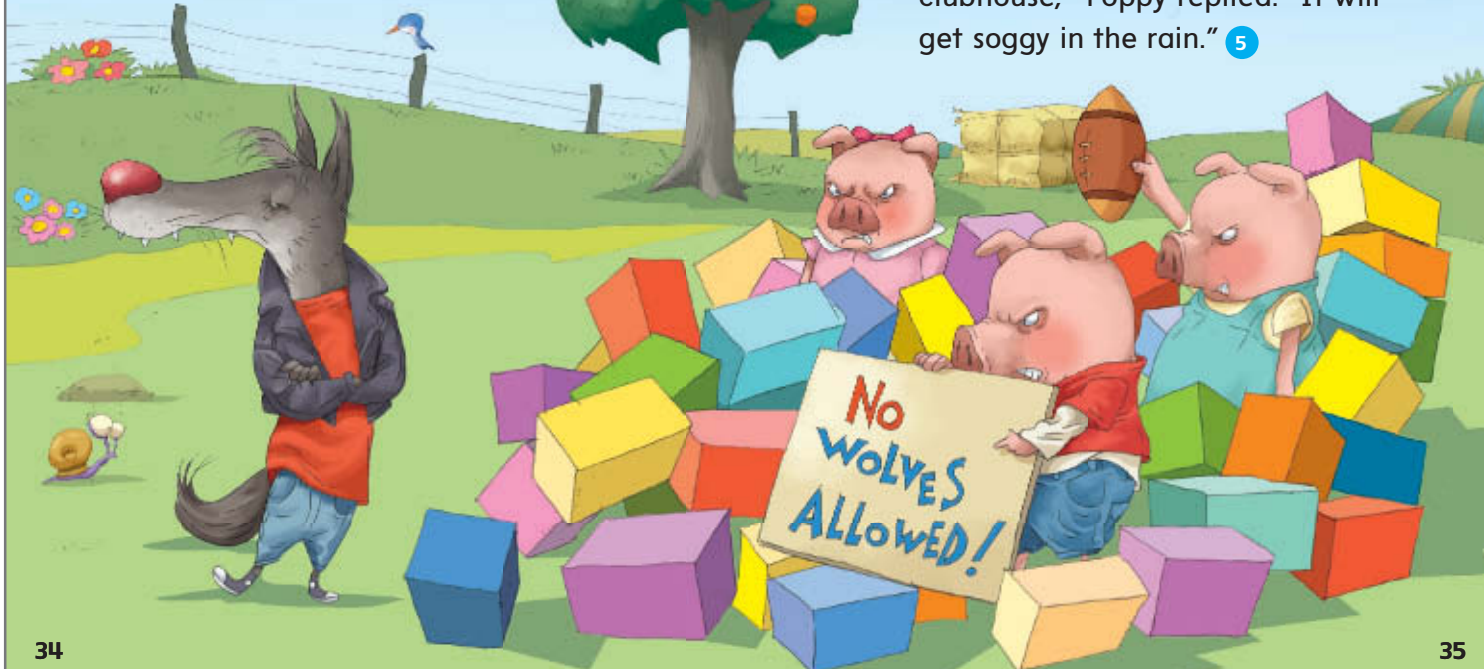
"Walter!" Polly cried. "You are not nice!"

"No wolves allowed!" Peter added as he tapped the sign.

"Now we need a new clubhouse," Peter said after Walter left.

"We can use the big box in the garage," said Polly.

"That box will not make a good clubhouse," Poppy replied. "It will get soggy in the rain." 5



## Comprehension Strategy

### Making Predictions

- 5 **TEACHER MODEL:** *The pigs are going to build a new clubhouse. But again, they do not agree. Polly wants to use a big box, but Poppy says that a box will not make a good clubhouse because it will get soggy in the rain. I think that is true, but I predict that a box will also be easy for Walter Wolf to destroy. Let's keep reading to see if my prediction is confirmed.*

## Reading and Responding

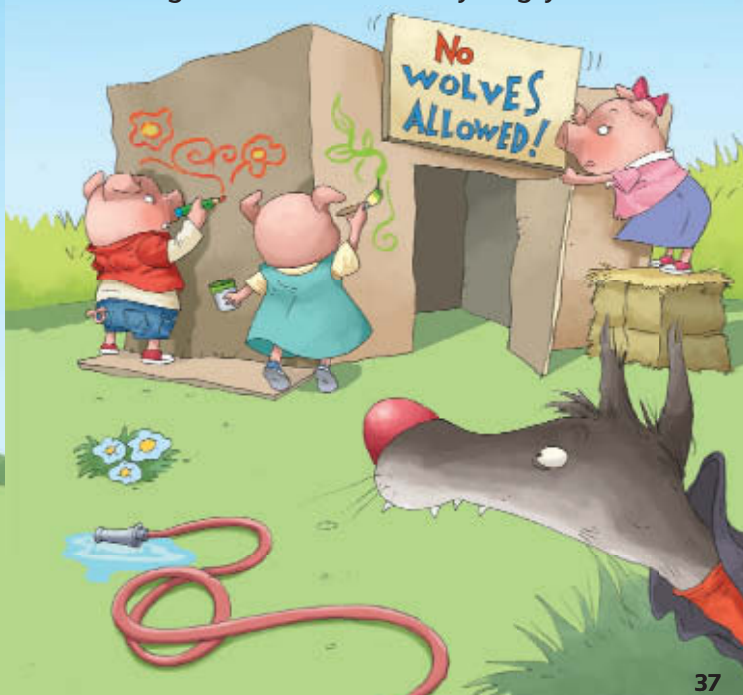
ePresentation

"You never like my ideas," Polly cried as tears fell down her face.  
 "Fine," Poppy said. "Let's try it."  
 So the three little pigs used the big box to build a clubhouse.



36

Walter Wolf saw the pigs playing next door. Their new clubhouse had an even bigger sign above the door that said "No Wolves Allowed!" The sign made him feel very angry.



37

Walter didn't huff. He didn't puff.  
 He took a deep breath and sprayed water into their yard with the garden hose. He knocked the clubhouse down. 6



38

"Walter! You are not nice!"  
 Poppy cried.  
 "No wolves allowed!" Polly added as she tapped the sign.

39



## ePresentation

"I have a plan for a new clubhouse," said Poppy. "We can build it with paper tubes."

"It will take hours," Peter complained. "I'm too tired for that."

"Me too," Polly agreed.



"Fine," Poppy huffed. "Then I will do it myself."

"Good," said Polly. "Then I am going to play by myself."

"Me too," Peter agreed.

So the three little pigs played by themselves. 7



## Comprehension Strategy

### Making and Confirming Predictions

- 6 **TEACHER MODEL:** *My prediction is confirmed. Rain does not destroy the pigs' clubhouse. Walter does, by spraying it with a hose.*
- 7 **TEACHER MODEL:** *It looks like the little pigs have given up their idea to build a clubhouse together. Poppy is working alone to build one, and Peter and Polly are each playing by themselves. I predict that Walter will show up, knock down Poppy's clubhouse, and chase all the pigs away.*



#### Teacher Tip

**PREDICTING** Make sure that students understand that predictions are not right or wrong. They are confirmed or not confirmed by information in the text.

## Reading and Responding

ePresentation

Walter Wolf saw the three pigs playing and started to laugh.

"What's so funny?" Peter asked.

"You say that I am not nice," Walter replied. "But you are really not nice."

"What do you mean?" Polly asked.

"Well, Peter yelled when he did not get his way, Polly cried, and Poppy stormed off," he replied. "You did not work together to solve your conflict. Instead, you each tried to get your own way." <sup>8</sup>



## Comprehension Strategy

### Making and Confirming Predictions

- <sup>8</sup> **TEACHER MODEL:** *My prediction was not confirmed. Walter does not destroy the clubhouse or chase the pigs away. Instead, he tells them how badly they have been treating each other. I predict that the pigs and Walter will now work together to build a clubhouse.*



#### Differentiated Instruction

**BL BEYOND LEVEL** If students are ready, then pause and have them give their predictions about how the story will end.

"I have ideas too, you know,"  
Walter added. "You did not even try  
to include me."

Poppy, Polly, and Peter knew that  
Walter was right.

"Will you tell us your ideas now?"  
they asked.

"Sure," Walter said.



Walter and the three pigs talked  
about their ideas. They built a fine  
clubhouse together, and they were  
all happy with their new creation.

Then they asked everyone in the  
neighborhood to join their club. 9



## Comprehension Strategy

### Confirming Predictions

- 9 **TEACHER MODEL:** *The information in the text confirms my prediction. The pigs and Walter talk about their ideas. Then they build a fine clubhouse and invite everyone to join their club. The little pigs have learned a valuable lesson: Working together gets things done right!*



#### Teacher Tip

**PREDICTING** If students have made predictions, then ask whether the predictions have been confirmed by the information in the text.



## Reading and Responding

## Print and Book Awareness

**REVIEW** the story with students. Use the following suggestions to reinforce students' understanding of capital and lowercase letters and sentence boundaries.

## Capital and Lowercase Letters

CCSS RF.1.1.A

**ASK** students where capital letters are used in print. *Capital letters are used at the beginnings of names and at the beginnings of sentences.* Explain that capital letters are also used at the beginnings of words in titles. Display page 28 of *Be My Friend Big Book 2* and read the selection title aloud. Point to the beginning letter in each word and have students name it.

## Spacing Between Sentences

CCSS RF.1.1.A

**DISPLAY** page 33 and read aloud the first sentence. Then point to the spaces between the first and second sentences and explain that sentences don't always stay on one line. Call on a volunteer to come to the book and point to the end of the second sentence. Continue this process with the remaining sentences on the page. Remind students that lengths of sentences vary.

## Discuss the Selection

## Discussion Starters

CCSS RL.1.1, RL.1.2, RL.1.5, SL.1.1.B, SL.1.1.C, SL.1.6

**REMIN** students that you asked them to think about how the pigs and the wolf act toward each other and why they act in those ways. Have students discuss their ideas and encourage them to build on the comments of others. Guide the discussion by asking them to tell the events in order.

Ask students the following questions to help generate further discussion about "No Wolves Allowed." Throughout the discussion, encourage students to ask new questions about the story.

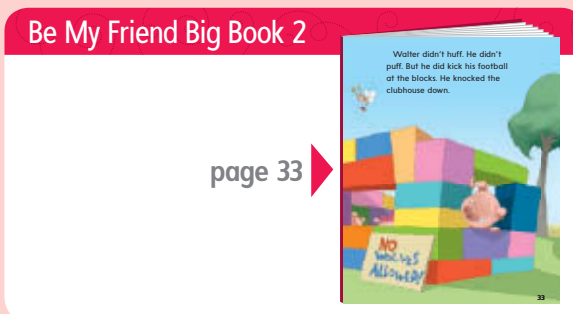
- *Why does Walter Wolf destroy the pigs' clubhouses?* *Walter gets angry when he sees the No Wolves Allowed signs.*
- *How do the pigs and Walter become friends?* *They talk together. Walter tells the pigs that they were not nice to each other and the pigs ask him for his ideas about building a clubhouse.*
- *How is "No Wolves Allowed" like "Friends Find Solutions?" How are they different?* *They are the same because they tell how friends solve conflicts. They are different because "No Wolves Allowed" is fiction and has illustrations. "Friends Find Solutions" is nonfiction and has photos.*

## Essential Question

**REVIEW** the Essential Question for "No Wolves Allowed" with students: *What can others teach you about friendship?* Have students discuss their answers. **Possible Answer:** *Other people can show you how friends should really treat each other. Other people can let you know that you are not being friendly to them.*

**CCSS** RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.6 Produce complete sentences when appropriate to task and situation.

## ePresentation



## Essential Question

- What can others teach you about friendship?



## Differentiated Instruction

**OL ON LEVEL** If students can correctly identify capital and lowercase letters but seem unclear about when they are used, then have them reread a previously read **Decodable** during Workshop. Have them identify each capital letter and where it appears in print.



## Teacher Tip

**DISCUSSION** Remind students to speak loudly enough for everyone to hear and to use complete sentences to answer the questions.

## Genre Review

CCSS L.1.6, RL.1.1

**REVIEW** the elements of a fable with students. Ask them to give examples of the following elements in “No Wolves Allowed.”

- A fable has only a few characters who are often animals or things that talk and act like people. **Possible Examples:** *The characters in the story are three little pigs and Walter Wolf. All the animals can talk and do things that people can do. The little pigs go to school and build clubhouses. Walter kicks a football and uses a garden hose.*
- It teaches a lesson, or moral. **Possible Examples:** *Walter helps the little pigs learn that it is better to work together toward a common goal than to fight over whose idea is best.*

## Develop Vocabulary

ROUTINE  
13

**USE** Routine 13, the Selection Vocabulary Routine, as you display the vocabulary words. Say each word as you write it. Then point to the word, say it again, and have students repeat the word after you.

## Words and Definitions

CCSS L.1.4.A, L.1.6, RL.1.1, RL.1.6

**The definition for the word *stormed* is “went off quickly and angrily, often in a loud way.” Let’s look at the selection to verify that definition. Turn to page 43 and read the dialogue. What does Walter Wolf describe that helps you understand the definition of *stormed*? Possible Answer:** *Walter describes how all the little pigs acted when they had a disagreement. Polly cried and Poppy went off quickly and angrily.*

**The word *solve* is defined as “to find the answer to a problem.” Let’s look at Walter’s dialogue on page 43 and see whether this is how the word is used in the selection. What did the pigs not do that helps you understand the meaning of *solve*? Possible Answer:** *The pigs did not work together to find an answer to their disagreement.*

**The pigs’ problem is that they have a *conflict*. A *conflict* is “a strong disagreement.” How does the dialogue on page 43 help you understand this definition? When the pigs had a strong disagreement, they did not work together to solve it.**

**The word *neighborhood* is defined as “a section of a town or city.” Let’s look at the selection to verify that definition. Turn to page 45 and read the text. If the pigs and Walter asked everyone in the neighborhood to join their club, who did they ask? They asked everyone who lived nearby in their section of town.**

**CCSS** **RL.1.1** Ask and answer questions about key details in a text. **L.1.4.A** Use sentence-level context as a clue to the meaning of a word or phrase. **L.1.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). **RL.1.1** Ask and answer questions about key details in a text. **RL.1.6** Identify who is telling the story at various points in a text.

## ePresentation

### Genre Review

#### Elements of a Fable

- A fable has only a few characters who are often animals or things that talk and act like people.
- It teaches a lesson, or moral.

### Vocabulary Words

stormed  
solve  
conflict  
neighborhood



### Differentiated Instruction: Vocabulary

**AL APPROACHING LEVEL** If students have difficulty with the selection vocabulary words and definitions, then reteach the meaning of each word during Workshop and have students use the words in oral sentences.

**OL ON LEVEL** If students would benefit from extra practice with the words, then have them draw pictures of the words that show their meanings during Workshop.

**BL BEYOND LEVEL** If students need a challenge, then during Workshop have them use the words to tell another episode of the story involving the three pigs and Walter Wolf.



### Teacher Tip

**PARTS OF SPEECH** The parts of speech, for each selection vocabulary word developed on this day, are as follows: **stormed** verb, **solve** verb, **conflict** noun, and **neighborhood** noun.

**Resources:**

- Routines 16, 18
- *Skills Practice I*, p. 85
- Writer's Notebooks
- *Letter Cards*, o, a, e, and c

**Objectives:** Students will

- continue using a story map to draft sentences.
- learn about and write about setting.
- learn about alignment and margins in penmanship.
- form the letters o, a, e, and c correctly.
- control the size and spacing of letters.

# Writing a Narrative

## Revising

### Instruct

ROUTINE 16

**EL REMIND** students that they are working on narrative writing by describing an event that happened at school. Ask students to name the three parts their narratives must have. *a beginning, a middle, and an end* Remind students that organizing their writing in this logical sequence will help their readers better understand what they write.

**ii** Explain to students that an important element in narrative writing is *setting*. Tell them the setting of a narrative is where and when the story takes place. Ask students where their narrative descriptions take place. *at school* Tell them they need to think about when the event takes place. As they revise their narratives, they will add details about where and when the event happened. Use the ePresentation visuals on How Can I Make My Writing Better? to review ways to make their writing better. Then, using Routine 16, the *Modeling Writing Strategies Routine*, review how adding details and creating vivid images are important strategies for writing.

### Guided Practice

ROUTINE 18

**DISPLAY** the Revising checklist on *Skills Practice I* page 85. Using Routine 18, the *Checklist Routine*, explain its purpose, and describe how students should use it. Read aloud the checklist, and answer any questions students may have about it. Model revising by using the checklist with your example draft.

## Apply

**HELP** students use your model and the Revising checklist on *Skills Practice I* page 85 to revise their narratives of a school event. Help students make corrections and answer questions they may have about the revision process. Remind students to make sure their details are in the correct order of beginning, middle, and end. Help students to include setting details that describe the time and place of the school event. Make sure students have written their names on their narratives, and help them add titles. Allow time for students to continue working on illustrations for their narratives.

## Assessment

You may use any of the Writing Rubrics found in the Level Appendix to evaluate students' descriptions. Share with students how you will evaluate their writing.

EL

### English Learner

**WRITING** The *English Learner Teacher's Guide* provides a more structured and streamlined writing assignment for students who are not able to complete the core writing assignment.



### Differentiated Instruction

AL

**APPROACHING LEVEL** If students have difficulty understanding the concept of setting, work with them in small groups during Workshop. Show students pictures from familiar stories, and have them take turns telling where and when each story takes place. Initially, make sure to choose illustrations with clear settings.

**CCSS W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

## ePresentation

### How Can I Make My Writing Better?

You can make your writing more exciting. You can add describing words. They help your readers know more about your ideas. You make your writing fun to read when you add describing words.

Linda used a web to write sentences. Now she will add some words.



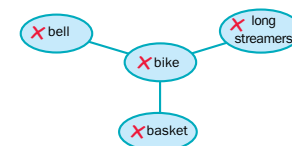
I have a <sup>new</sup> bike. It has <sup>long</sup> streamers.  
It has a <sup>white</sup> basket.

### Try It!

Which words did Linda add to help you see her bike better?

### How Can I Make My Writing Better?

Linda looks at her web again. She reads her writing. She makes an **X** in each circle as she finds the words in her writing.



Linda changes her writing again.

I have a <sup>new</sup> bike. It has <sup>long</sup> streamers.  
It has a <sup>white</sup> basket. I can ring its shiny bell.

### Try It!

What did Linda add to her writing?



# Penmanship

## Alignment and Lowercase Letters *o*, *a*, *e*, and *c*

### Instruct

**DISPLAY** the chart paper with margins. (See Teacher Tip.) Have students notice these red lines on the left and right sides of the page. Explain that these lines show where on a page to begin writing and where to stop.

Use a green marker to make a large dot on the left margin line. Explain that this dot shows where to begin writing on a line. Use a red marker to make another dot on the right margin line. Explain that this dot shows where to stop writing on a line. Remind students that English is written from left to right. Demonstrate by writing several words or sentences on the paper.

Distribute handwriting paper and markers or crayons to students. Have them follow your model and make dots on their papers. Review the letter formations for lowercase *o*, *a*, *e*, and *c*. Model how to form each one by writing the letters on the board. Have students name each letter and then describe the strokes as you write them. Point out similarities in how these letters are formed; for example, all the letters have curves.

### Guided Practice

**HAVE** students use their index fingers to trace each letter on the **Letter Cards** as they say the letter name.

### Apply

CCSS L.I.I.A

**HAVE** students use their prepared handwriting paper for letter formation practice. Have them write each letter four times within the lines as they say the letter name. Remind them to make sure that their letters are between the margins and that there is appropriate space between each of their letters.

Have students proofread their letters by circling any incorrect letters and making them better by rewriting them above or next to the original letters. Then have them underline their best *o*, *a*, *e*, and *c*.



### Teacher Tips

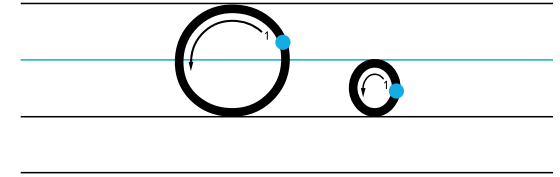
**PLAN AHEAD** Before this activity, prepare a piece of lined chart paper with left and right margins marked. To mark margins, use a red pen or marker and draw a straight, vertical line about one inch from the left side and one inch from the right side of the paper. After the activity, save the chart paper for Lesson 3, Day 2.

**PENMANSHIP MODELS** The penmanship models available in ePresentation contain the images and strokes for both the capital and lowercase versions of each letter for comparison purposes. For this lesson, focus on the lowercase form of the model when using this resource with students.

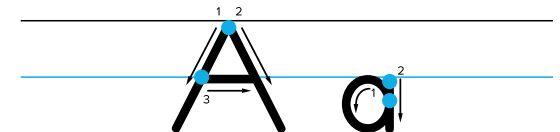
CCSS L.I.I.A Print all upper- and lowercase letters.

### ePresentation

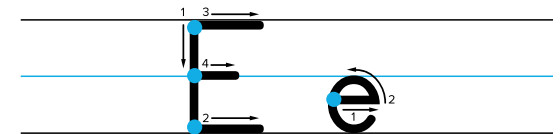
#### Penmanship



#### Penmanship



#### Penmanship



#### Penmanship

