

Lesson 1

Basic Code

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Recognize the distinguishing features of a sentence (e.g., punctuation) (RF.1.1a)
- ✓ Distinguish long from short vowel sounds in spoken single-syllable words (RF.1.2a)
- ✓ Read one-syllable words in the Vowel Code Flip Book that include the letter-sound correspondences taught (RF.1.3b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Segment and blend phonemes to form one-syllable words (RF.1.2d)
- ✓ Read and understand decodable text in the story “Gran’s Trips” that incorporates the letter-sound correspondences taught in one-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story “Gran’s Trips” (L.1.2b)
- ✓ Read one-syllable short vowel words and then write each word under its corresponding picture (RF.1.3b)
- ✓ Read and write long vowel sound spelled with the vowel digraph /ee/ > ‘ee’ (RF.1.3c)
- ✓ Identify punctuation, including exclamation points, in writing (L.1.2b)
- ✓ Produce complete sentences orally and in writing (SL.1.6)
- ✓ Ask and answer questions, orally and in writing, about the story “Gran’s Trips,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Use narrative language to describe characters, events, and facts from “Gran’s Trips” (RL.1.3)
- ✓ Talk about the illustrations and details from “Gran’s Trips” to describe its characters, setting, and events (RL.1.7)
- ✓ Read and understand decodable text in “Gran’s Trips” of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Use adjectives orally (L.1.1f)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)
- ✓ Identify and use end punctuation in writing (L.1.2b)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Flip Book Review	Vowel Code Flip Book; Individual Code Charts; green markers	10
Introducing the Sound	Hearing Medial Sounds		5
Introducing the Spelling	Teacher Modeling	Vowel Code Flip Book; green markers; Spelling Card for 'ee' > /ee/ (bee); Individual Code Charts	10
Small Group	Writing the Spellings and Word Box	Individual Code Charts; Worksheet 1.1	10
Reading Time	Demonstration Story: "Gran's Trips"	<i>Gran</i> (Media Disk or Big Book); world map (optional); Worksheet 1.2; <i>Gran</i> Readers	25
Take-Home Material	Phrasemaker	Worksheet 1.3	*

Advance Preparation

Today you will introduce the Individual Code Chart to students. You will need to organize a complete set for each child.

In addition, you will begin a new Reader today, *Gran*. For today's story, you may wish to use a world map to show students the places where the grandmother travels: the Swiss Alps, Hong Kong, and a gulf.

Warm-Up

10 minutes

Flip Book Review

- Before beginning the exercise, get out and display the Vowel Code Flip Book within view of all students.
- Tell students that this year, they will have their own Individual Code Charts that are similar to the Vowel Code Flip Book.
- Distribute the Individual Code Charts and have students write their names on the bottom of the pages.
- Point out that the Individual Code Chart contains spellings for vowel sounds. Tell students that they can use their charts when they need reminders about how to sound out and write vowel spellings.
- Write the word *flat* on the board. Tell students that if you came to this word and were unsure how to say it, you could use the Individual Code Chart to help figure out how to pronounce it. Point to the 'a' in *flat* and ask students to find this spelling on **page 1** in the **Individual Code Chart**. Ask students, "What example word is under this spelling? (*hat*) If the letter 'a' for this word is pronounced like /a/ like in *hat*, let's try that out for this word: /f/ /l/ /a/ /t/, *flat*. Does that sound right?"

- Have students outline the letter ‘a’ in green marker on their charts.
- Show students the ‘a’ > /a/ sound-spelling in the **Vowel Code Flip Book** on **page 1**.
- Review by saying, “This tells us that /a/ is spelled with the letter ‘a’ in written words. The power bar here shows me that this is a common way to write /a/, so if I were trying to spell and write a word with the /a/ sound (*flat, clap, snap*), I would spell it with the letter ‘a’.” (In fact, it is the only spelling for /a/; this information can be deduced based on the fact that there are no other spots on the chart in this row for other ways to spell /a/.)
- Review all of the remaining short vowel sound-spelling correspondences /e/, /i/, /o/, /u/ in the **Vowel Code Flip Book** on **pages 2–5**. As you review each sound, ask students to outline in green the appropriate spelling on their charts.
- Tell students to keep their Individual Code Charts on their desks, as they will learn a new sound-spelling today.

Introducing the Sound

5 minutes

Hearing Medial Sounds

For additional practice, see “Recognize and Isolate the Sounds Reviewed in Unit 2” in the Pausing Point. You may also use the *Assessment and Remediation Guide*.

Remember that this is oral practice. Students are only listening for the /ee/ sound, not seeing the different spellings.

- Tell students that today’s sound is /ee/ as in *feet*.
- Have students say the /ee/ sound several times.
- Ask students to repeat the following words that have the /ee/ sound at the beginning: *eat, each, east, eagle*.
- Ask students to repeat the following words that have the /ee/ sound in the middle: *peace, greet, meat, heat*.
- Ask students to repeat the following words that have the /ee/ sound at the end: *bee, me, key, tree*.
- Ask students if they think /ee/ is a vowel sound or a consonant sound. (It is a vowel sound, made with an open mouth and an unobstructed flow of air.)
- Tell students that you are going to say a number of words. Some of the words will have the /ee/ sound as their middle sound and some will not.
- Have students close their eyes and listen carefully. Tell students to raise their hands when they hear a word that has the /ee/ sound as its middle sound

Note: If students have trouble hearing a word’s middle sound, say the word in a segmented fashion: /ch/ . . . /ee/ . . . /k/, and then repeat the word in its blended form: *cheek*.

For extra segmenting practice, have the students segment each word before deciding if it contains the /ee/ sound.

- | | | | |
|----------|---------|---------|---------|
| 1. cheek | 3. bed | 5. pin | 7. bean |
| 2. cheap | 4. meet | 6. deep | 8. hen |

Introducing the Spelling

Teacher Modeling

10 minutes



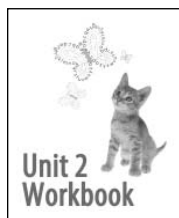
Note: Ensure you have the Vowel Code Flip Book and the Spelling Card mentioned in the At a Glance chart.

Vowel Code Flip Book

1. 'ee' > /ee/ (bee) Vowel Code Flip Book page 7

- Tell students that you are going to show them how to write the /ee/ sound.
- Write 'ee' on handwriting guidelines and explain that the two letters work together to stand for the /ee/ sound.
- Model drawing the spelling two or three more times.
- Turn to **Vowel Code Flip Book page 7** and put the Spelling Card 'ee' > /ee/ (bee) on the appropriate space. Have students read the sample word. Discuss the power bar. Explain that the mid-length power bar means that the /ee/ sound is sometimes spelled this way, but not always.
- Have students trace the spelling on their desks with a pointed finger while saying the sound.
- Have students find the 'ee' spelling on **Individual Code Chart page 2** and trace the code information in green marker. Remind students that when they see 'ee' when reading, they can look at the Individual Code Chart if they need help remembering how to sound out this spelling.
- Tell students that whenever the spelling 'ee' appears on a worksheet or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.

Note: You may have students who know that some of the words they listened to earlier, such as *eat*, are written with spellings other than 'ee'. If students point this out, congratulate them for recognizing this and already knowing other spellings for the /ee/ sound. Tell them that they will learn these spellings for /ee/ at a later time, and for now they just have to focus on the 'ee' spelling.



Worksheet 1.1

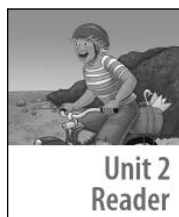
Writing the Spellings and Word Box

- Distribute Worksheet 1.1.
 - Quickly review how to write the spelling of /ee/.
 - Tell students to copy the spellings and words printed on the front of the worksheet.
 - Look at the back of the worksheet as a class. Review the names of the pictures and ask students to read the words in the box at the top.
 - Divide students into groups for small-group time.
- ✪ **Group 1:** Ask students who are able to do independent work to complete the worksheet on their own or with a partner. If students finish early, they can illustrate one of the words or phrases from the Supplemental Materials section. Write several of these words or phrases on chart paper or a whiteboard where students can see them prior to starting small group work.
- ✪ **Group 2:** Have students who need more support with matching the phrases form a group. Work through each item, asking students to read each word aloud and then repeat the word as they write it.

Reading Time

Demonstration Story: “Gran’s Trips”

Introducing the Big Book



Page 2

- Tell students that today they will hear a story from their new Reader as you read aloud from the Big Book. Show students the cover of the Big Book and point to the title. Have students read the title and then ask, “What do you think the name *Gran* is short for?” (Grandma or Grandmother) Tell students that this book has three main characters, or people in a story, named Gran and her grandchildren, Josh and Jen. We learn that Gran is very adventurous; she likes to try new things.

Previewing the Story

- Show students the table of contents. Point to the first story and read the title of today’s story, “Gran’s Trips.”
- Remind students that story’s title often provides a clue as to what the story is about. Based on the title, ask students what they think this story might be about.
- Point to the apostrophe in *Gran’s*. Tell students that this punctuation mark, which looks like a comma “up in the air,” is called an apostrophe. It tells us that the next word after Gran, *trips*, belongs to Gran. You may wish to write the following examples on the board: *Nat’s cat* and *Beth’s mom*. Ask students, “What does Nat have? What does Beth have?”

- Tell students they will learn that Gran has traveled many places, including the Swiss Alps and Hong Kong. If a world map is available, show students these places on a map. Share with students that there are very high mountains covered in snow in the Swiss Alps, and ask them to predict what someone visiting there might do. Ask students to think about what a person might do in a big city full of people like Hong Kong. Tell students that Gran also visits a gulf, which is a part of the ocean, where the water is generally warm. Ask students to predict what a person visiting a gulf might do.

Previewing the Spellings

- You may wish to review the following spellings and Tricky Words before reading today's story.

'ee' > /ee/	'ng' > /ng/	Tricky Words
see	sing	<u>s</u> ays
street	wing	<u>w</u> hen
three	Hong Kong	<u>h</u> ere
steep		<u>w</u> hich
eel		<u>w</u> as
feed		<u>o</u> ne
		<u>w</u> here
		<u>t</u> here
		<u>w</u> ere
		<u>w</u> hat
		<u>f</u> rom

Previewing the Vocabulary

If students are unfamiliar with *cabs*, you may wish to review this vocabulary word (used in *Snap Shots*) as well.

- You may wish to preview the following vocabulary before reading today's story.

1. **shrugs**—raises the shoulders up to show that a person does not know something or does not care (You may wish to demonstrate.)
2. **steep**—to have a sharp slope (You may wish to demonstrate a steep slope by angling your arm.)
3. **cliff**—a steep and high surface of rock or ice; the edge of a mountain
4. **slick**—slippery
5. **cling**—to hold on tightly
6. **gulf**—a part of the ocean that is enclosed by land on several sides
7. **eel**—a type of fish with a body like a snake

Purpose for Reading

- Tell students to listen to the story to find out what types of adventures Gran had in the Swiss Alps, Hong Kong, and the gulf.

Guided Reading Supports

- Before reading today's story, remind students that the tricky parts of Tricky Words are underlined to help us remember to be careful. Words with the new spelling, 'ee', are in bold print.
- Read the story once without interruption, running a finger or pointer beneath the words as you read them. Then use the following prompts and read the story a second time.

Page 2

- **Jen shrugs.** Show me what it means to shrug. (Demonstrate for students.)
- **. . . cab on the street.** Here you can see the 'ee' in *see* and *street* is bold.
- **"Gran is here!" Jen yells.** (Point to the exclamation point.) "What do we call this? What does it tell the reader to do?" (exclamation point; read with excitement)

Page 4

- **. . . were steep cliffs.** The Swiss Alps are part of a group of mountains in Switzerland, a country in Europe. The mountains are very tall and steep. Show me with your arms what it looks like if something is steep.
- **"Here is a snapshot."** In this snapshot, or picture, Gran is mountain climbing. This is a sport people do for fun.

Page 6

- **. . . Hong Kong," says Gran.** Remember that Hong Kong is a very large city on the continent of Asia; many, many people live there.
- **"Here is a snapshot."** The man with "wings" on his back is an opera singer. Opera is a musical show that is performed in a theatre; the actors and actresses sing songs to tell the story of the show.

Page 8

- **. . . feed the fish," says Gran.** Who can tell me the two words in this sentence that have the 'ee' spelling for the long /ee/ sound? (*eels*, *feed*)
- **"Here is a snapshot."** Gran is scuba diving. Scuba diving is when a person can swim under water, like a fish, by breathing oxygen through a mouth piece and wearing a face mask to protect the eyes and keep water from getting up the nose.
- **. . . see Josh and Jen!"** How do you think Josh, Jen, and Gran feel in this picture? What makes you think that?

Wrap-Up

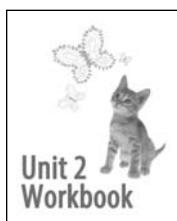
- Use the following discussion questions to guide your conversation about the story.
- After asking a question, ask a student to locate, point to, and read the actual text in the Big Book that provides the answer to the questions. Remember to encourage students to answer questions in a complete sentence by restating part of the question in their answer.

Discussion Questions on “Gran’s Trips”

1. *Literal* Who are the main characters of this story? (Josh, Jen, Gran)
2. *Literal* What are Josh and Jen doing at the very beginning of the story? (waiting for Gran)
3. *Literal* Where did Gran go before she came to see Josh and Jen? (took trips to the Swiss Alps, Hong Kong, and the gulf)
4. *Literal* What did Gran do in the Swiss Alps? (climb steep cliffs)
5. *Literal* Who did Gran meet in Hong Kong? (a man who was an opera singer)
6. *Literal* What did Gran do when she visited the gulf? (swam with eels and fed the fish)
7. *Evaluative* I’m going to say some words. Give a thumbs-up if you think the word describes Gran, or a thumbs-down if you think it does not. (Ask students to explain why they give a thumbs-up or a thumbs-down.) *Lazy, adventurous, fun, shy.*

Story Questions Worksheet: “Gran’s Trips”

- Distribute Worksheet 1.2.
- Explain to students that the worksheet has questions about the story “Gran’s Trips.”
- Have students reread the story using their student Readers and answer the questions. Please encourage students to write complete sentences.



Worksheet 1.2



Page 2

Take-Home Material

Phrasemaker

- Have students take Worksheet 1.3 home so that they can practice reading and writing phrases.

Supplemental Materials

If you have students who work quickly, give them the lists of words and chains to read, dictate to a partner, copy, or illustrate. You can also have them write silly sentences or stories with the words.

- Newly decodable words:

The words with asterisks are on the Dolch and/or Fry Word Lists.

- | | |
|-----------|------------|
| 1. feet* | 9. tree* |
| 2. green* | 10. deep |
| 3. keep* | 11. feel |
| 4. need* | 12. free |
| 5. see* | 13. meet |
| 6. seem* | 14. speed |
| 7. sleep* | 15. street |
| 8. three* | 16. week |

- Chains:

- | |
|---|
| 1. teeth > teen > seen > seem > seed > feed > reed > weed > weep > deep |
| 2. see > bee > wee > week > seek > peek > peel > feel > heel > heed |

- Phrases and sentences:

- | | |
|-------------------|------------------------|
| 1. two left feet | 7. Sweep up this mess! |
| 2. meet and greet | 8. Tim left last week. |
| 3. deep sleep | 9. That hill is steep. |
| 4. no need | 10. Plant this seed. |
| 5. green grass | 11. I need three! |
| 6. swim meet | 12. Is the pond deep? |

Code Knowledge

- Before today's lesson: If the students read 1,000 words in a trade book, on average between 453 and 546 of those words would be completely decodable.
- After today's lesson: If the students read 1,000 words in a trade book, on average between 463 and 563 of those words would be completely decodable.
- The students have now been taught at least one way to write 31 of the 44 sounds in English.
- The sound /ee/ is the 12th most common sound in English
- The sound /ee/ is spelled 'ee' approximately 9 percent of the time.
- The spelling alternatives 'e' as in *me*, 'ea' as in *bead*, 'e_e' as in *scene*, 'y' as in *happy*, 'ie' as in *chief*, 'ei' as in *receive*, 'i_e' as in *machine*, 'ey' as in *key*, and 'i' as in *Maria* will be taught in later grades.