

# WHAT'S IT SAY?

**Grade Level:** Connections (First Grade/Special Education)  
**Presented by:** Paula C. Alberts, Sequoyah Elementary, Oklahoma City, OK  
**Length of Unit:** Fifteen Days

## I. ABSTRACT

This unit introduces first graders to phonemic awareness, decoding, word recognition, oral reading, and writing described in the *Core Knowledge Sequence*. Through interactive experiences students will discover letters are the written symbols for sounds they produce through speech and writing. They will manipulate and change print to help them read the words, retell a story, as well as create one of their own. They will use their whole body to step off words as they explore the world of print. The class will read stories and poems, sing interactive songs, role play, and create examples of their learning. As they complete this unit they will have developed a foundation on which they will continue to build and expand their literacy skills.

## II. OVERVIEW

- A. Concept Objectives for this unit:
  - 1. Understand a word consists of a sequence of smaller, individual sounds.
  - 2. Develop the skills necessary to decode simple one-syllable words.
  - 3. Produce writing with spelling sufficient to be able to read the words himself or herself.
- B. Content covered from *Core Knowledge Sequence*
  - 1. The goal of the Language Arts curriculum is to develop readers who read with fluency, accuracy, and comprehension.
  - 2. Phonemic awareness is the study of how words are constructed of sounds. Students will practice isolating initial, medial, and final sounds, orally segment words, blend words, delete initial and final phonemes, substitute the initial or final consonant sound, and medial vowel sound.
  - 3. Accurately decode phonetically regular one-syllable words.
  - 4. Use letter-sound knowledge to sound out unknown words when reading.
  - 5. Write with sufficient spelling to be able to read the words himself or herself.
  - 6. Spell words from oral dictation studied so far.
  - 7. Correctly spell three- and four-letter short vowel words.
  - 8. Use knowledge to spell independently.
- C. Skills
  - 1. The student will read print from left to right, top to bottom. [Oklahoma Pass Standards Reading I.A.]
  - 2. The student will recognize letters. [OKPASS Reading I.A.3]
  - 3. The student will create and state rhyming words. [OKPASS Reading I.B.1]
  - 4. The students will identify onsets - sounds before the first vowel in a word and all the sounds that follow. [OKPASS Reading I.B.2, I.B.6]
  - 5. Students will identify rimes - Identify the first vowel in a word and all the sounds that follow. [OKPASS Reading I.B.2]
  - 6. Students will count phonemes - Count the sounds heard in a given word. [OKPASS Reading I.B.3]
  - 7. Students will recognize, name, and match sounds of alphabet letters. [OKPASS Reading I.C.1]
  - 8. Students will use consonant sounds in the beginning position. [OKPASS Reading I.C.2.A]

9. Students will create mental images from mental pictures and print. [OKPASS Reading I.E.9]
10. Respond to oral reading led by the teacher through discussion, art, and drama. [OKPASS Reading I.V.A., I.V.F.]
11. Student will organize ideas into chronological sequence. [OKPASS LA V.B.]
12. Students will copy and/or compose using correct formation and spacing of letters. [OKPASS LA V.D.]
13. Students will recognize written language can represent spoken language. [OKPASS LA V.H.]
14. Students will express personal identification with a character in literature. [OKPASS LA V.M.]

### III. BACKGROUND KNOWLEDGE

- A. For Teachers:
  1. *Core Knowledge Sequence*, E.D. Hirsch, Jr.
  2. *What Your First Grader Needs To Know*, E.D.Hirsch
  3. *Take Any Book, Hundreds of Activities to Develop Basic Learning Skills Using Any Book*, Neil Stitt
  4. *Words Their Way, Word Study for Phonics, Vocabulary, and Spelling Instruction*, Bear, Invernizzi, Templeton, and Johnston
- B. For Students:
  1. *The Amazing Alphabet Puppets*, Rhonda Erickson
  2. *Phonemic Awareness Songs and Rhymes*, Wiley Blevins

### IV. RESOURCES

- A. "Hey, Diddle, Diddle" (K)
- B. "Jack and Jill"
- C. "There Was an Old Woman Who Lived in a Shoe" (K)
- D. "Peter Piper" (1)
- E. "Moses" (1)
- F. "How much wood can a woodchuck chuck?" (1)
- G. "She sells seashells by the seashore." (1)
- H. "There Is a Young Lady, Whose Nose" by Edward Lear (2)
- I. "Caterpillars" by Aileen Fisher (2)
- J. "My Favorite Word" by *Lucia and James L. Hymes*
- K. *Leo The Latebloomer* by Robert Krauss
- L. "I Know All the Sounds That the Animals Make" by *Jack Prelutsky*
- M. *Recess Mess* by Grace Maccarone
- N. *When Will I Read?* by Miriam Cohen
- O. *What Your First Grader Needs To Know*, E. D. Hirsch  
 Language and Literature: A Few Rules For Writing p. 10 (1)  
 History and Geography: Cave Drawings p. 112 (1)  
 Hieroglyphic Picture Writing p.117 (1)  
 Mesopotamia—Another Gift p.122 (1)
- P. *Encyclopedia International*, The Greek Alphabet, Roman Alphabet, and Latin Alphabet, History of the English Language

## V. LESSONS

### Lesson One: What's It Say?

#### A. Daily Objectives

1. Concept Objectives
  - a. Participating in these activities will sharpen children's ability to selectively attend to sounds.
  - b. Children will listen for a particular sound and pair it with its source.
2. Lesson Content
  - a. *Leo The Late Bloomer*, realizes his friends have skills he doesn't. They can talk, read, and write.
  - b. "I Know All The Sounds The Animals Make", sometimes the sounds come out wrong when the animals are learning to make sounds.
  - c. Animals have to listen carefully if they are to learn how to make their of animal sound. We can pretend we are an animal with a mask and make their sound.
  - d. "Better late than never." Each of us learns at our own pace.
  - e. Students have to listen carefully to their kind of talk to imitate and make the sounds correctly.
  - f. Talk is written down to tell a story.
3. Skills Objectives
  - a. Respond to oral reading led by the teacher through discussion, art, and drama.
  - b. Recognize that written language can represent spoken language.
  - c. Students will express personal identification with a character in literature.

#### B. Materials

1. Small plastic or stuffed animals to match the characters in the story.
2. Masks to match story characters
3. Story, *Leo The Late Bloomer*, "I Know All The Sounds The Animals Make", and *What Your 1<sup>st</sup> Grader Needs to Know*, p.24.
4. Art Supplies; paper, crayons, pencils, paint

#### C. Key Vocabulary

1. late bloomer - after the expected time
2. word - a speech sound, or a series of them, having meaning of a unit of language
3. signs - something that indicates a change
4. sentence - a group of words telling something

#### D. Procedures/Activities

##### DAY ONE

1. Introduce the story by picture reading.
2. Discuss with the children what a late bloomer is. Explain everything has a time when it is suppose to happen. No one knows who decided the time. However, if something doesn't happen when it is expected at a certain time, it is thought to be late. But as mother tiger pointed out some things happen in their own time.
3. Have children make a bud with their hands held together. Call on most of the children to make their bud bloom leaving three or four with their hands still closed. They are the late bloomers.
4. In the story, *Leo the Late Bloomer*, his father is very concerned he is not able to read, write, draw, eat neatly or talk. Has anyone thought you should be able to do something you couldn't? How did it make you feel? Give children time to discuss feelings and experiences.
5. Leo's mother is concerned. She wants father to have a little patience. Ask children what the father was thinking when he said, "Better late than never".

6. Why was it important for Leo to be able to talk, to read, and write? Lead children in a discussion of why it is important they bloom in their own good time.
7. Role-Play the story using masks and emphasize the sounds the animals make, how they sound, and are written. Include masks of familiar animals and their sounds (dog-bow wow, cat - meow ). Appendix A
8. Put masks in a center for the children to act out the story or create one of their own.

#### DAY TWO

9. Pass out small animals from the story. Make the sounds of the animals. i.e. thrump, the elephant. Teacher makes an animal sound and the children hold up the correct animal. After modeling let children continue to play and guess the animals. Use story characters and familiar animals/sounds.
10. Read Prelutsky's poem, "I Know All The Sounds The Animals Make," slowly, emphasizing the wrong sounds the animals make. Give the children time to comment. Let the students make the correct sound for the animals. Mice don't roar, what sound do they make?
11. Using an overhead and transparency draw one of the animals and what might happen if it makes the wrong sound. Divide the transparency in half. On one side draw a duck saying meow. On the other half draw several little kittens following the duck and meowing. Appendix B
12. Next, have the children draw their own animal and what would happen if they made the wrong sound. If they choose an animal sound they don't know how to make, invent one by sounding out letter sounds and writing them.
13. Use their pictures, and borrow the style of Prelutsky's poem, to help the class write a poem. Read it to the class. Appendix C
14. Make a book for the children's library shelf.

#### DAY THREE

15. Have the class retell *Leo, the Late Bloomer*.
  16. Reread the poem the class wrote. Let the class make the sounds of the animals as you read. Some animal talk will have to be sounded out. How do we know what sounds to make? Is it important to know the sounds of the letters?
  17. Let's see how many letter sounds we can make. Pass out letter cards. Tell the children you will make a letter sound, they will hold up the correct card.
  18. Then say a letter name, and while the children make the letter with clay snakes, they make the letter sound.
  19. Begin sack letter puppets. Send parent letter for activities to do at home.
- E. *Assessment/Evaluation*
1. Have children draw a card from a bag, draw a second card. If you draw bow wow and a dog, you made a match. Continue drawing until all the cards have been matched. The winner has the most matches. Demonstrate how they should how to play.
  2. To evaluate the children's success in creating a cartoon about incorrect sounds, check to see what animal and sound they drew. Did they depict an animal making a wrong sound and what might happen?
  3. As children make clay snake letters, observe to see if they are able to associate the letter sound and symbol. Use as a teacher activity during Centers Time several days or until you have evaluated all the children.
  4. Are the children able to put the alphabet in order in 120 seconds or less? Indicates mastery of letter names and sequence.

## Lesson Two: How Do You Write It?

### A. Daily Objectives

1. Concept Objectives
  - a. Introduce the relation of letters to speech sounds.
  - b. Practice listening for beginning sounds.
  - c. Identify words beginning with the initial consonant sound.
2. Lesson Content
  - a. Use poems and tongue twisters with repetitive initial sounds to help students recognize and identify initial consonants. Use “How much wood would a woodchuck chuck?,” “She sells seashells by the seashore,” and “A big black bug bit a big black bear.”
  - b. Read *Recess Mess* and *My Favorite Word* to the class. Ask students if they have any favorite words? Are there words you can spell? Words you can read? The class should have a list of words at the end of the session to add to their sight vocabulary list.
3. Skills Objectives
  - a. Recognize, name and match sounds of alphabet letters.
  - b. Count the sounds heard in the word.
  - c. Use phonics knowledge and basic patterns to spell words.
  - d. Develop an awareness that print represents words.

### B. Materials

1. Magnetic letters and boards
2. Word tiles
3. Clipboards and paper, pencils
4. Pocket Chart and letters
5. Clay and laminated word lists - sight words
6. Dry Erase Board and Markers
7. Sentence Strips and magic markers
8. Alphabet Picture Cards - several different decks
9. Paper, scrapbook

### C. Key Vocabulary

1. word: a speech sound, or a series of them, having meaning of a unit of language
2. sound: that which is heard.
3. sentence: a group of words telling something.
4. sight word: one you recognize as soon as you see it.

### D. Procedures/Activities

#### DAY FOUR

1. Read, “Sally sells seashells by the seashore.” As the children watch, write the tongue twister on a sentence strip. Cut into words.
2. What sounds do you hear? Which letters make that sound? Choose students to come point at the word beginning with the letter for the sound. (s and sh)
3. Let’s make word cards for other words that begin with the same sound. Pass out cards. Help students spell if they are unsure. Suggest they might look in the dictionary if they can’t think of a word.
4. Group the cards in the word chart by spelling patterns and one at a time; Stare At It! Chant It!, Clap It! Spell It! Say It!
5. Write a tongue twister using the words beginning with the same sound. Whole class, write a sentence together. Let those who want to try it on their own work together to write more tongue twisters. They need to have at least seven words. Put them up the around the

room and read several each day until all of them have been read. (Not everyone will finish the first day. Allow Centers' Time.)

6. Repeat these activities for other letter sounds, blends, digraphs, etc.

#### DAY FIVE

7. Read *Recess Mess* and *My Favorite Word* to the class. Walk around the school and make a list of words you recognize. Discuss with the class why they are able to read them. Are there other words you know at your home or in your neighborhood?
8. HOMEWORK; Ask children to go on a Word Safari at home. Bring a list of words they find at home or in their neighborhood. Suggestions for parents might include: light switches, food packages, newspaper ads, books, street signs, billboards....
9. Include a teacher made clipboard and paper. Cover heavy cardboard with contact and hot glue a plastic clothespin to the top. Add paper.

#### HOMEWORK

10. Bring words from labels, newspapers, and containers to put in the writing center.

#### DAY SIX

11. Let children write the words on filing cards at center time. Have children read their words to each other. Make a list on chart paper. Write a tally mark by each word you have that is already listed.
12. Make a picture dictionary of the words the children bring. Have them illustrate the words and then mount them on paper with their word. Glue in a scrapbook. Put it on a reference shelf with other dictionaries to use when they're writing. Keep a list of the words in your centers notebook.
13. Use a metal cookie sheet, word tiles, and magnetic letters to practice writing words. Divide the cookie sheet into two columns, six inches wide. Divide the columns into four inch rectangles. Draw a line to the other side at four inch intervals. Appendix D Practice using student's words. Centers' Activity
14. Use a cookie shaped magnetic word to begin each row with the environmental words the students brought to class. Magnetic sheets can be cut into small pieces and words written on them. Spell the word with magnetic letters. Then write it on the cookie sheet with a washable magic marker. Or use laminated pieces of sentence strips and a crayon to write words. Stick the card to the cookie sheet with magnetic tape on the back. Work in pairs and take turns writing a word the other person brought.

#### Center Activity

#### DAY SEVEN

15. Many phonemic awareness books have collections of picture cards at the back of the book as well as word lists appropriate for grade levels. Copy pictures on light weight card stock and laminate. Choose picture cards to put with your words you brought from home, and create sentences. Use the pictures to write rebus sentences. (Keep a supply of pictures in the center for students who want to write rebus stories. Shrink the pictures to fit in a sentence in a notebook.) Students record their sentence or sentences in their centers notebook.
- E. *Assessment/Evaluation*
1. During class meetings, discuss how different animals communicate. Do children understand the communication concept?
  2. Were children able to recognize words that started with the same sound as their names? Did they write a tongue twister of 7 or more words using a dictionary?
  3. Make a list of words in their writing notebook they recognize.
  4. Evaluate rebus sentences in center's notebook.

### **Lesson Three: They Wrote First**

#### **A. *Daily Objectives***

1. Concept Objectives
  - a. People have communicated over hundreds of years.
  - b. Communication takes many forms.
  - c. Some communication was developed for special needs.
2. Lesson Content
  - a. What can archeologists learn from the writing people leave behind? painted pictures on cave walls? artifacts?
  - b. How did writing develop
  - c. Who needs special writing forms? Why? Who invented them?
3. Skills Objectives
  - a. Students will recognize, name and match sounds of alphabet letters.
  - b. Students will create mental images from pictures and print.
  - c. Respond to oral reading led by the teacher through discussion, art, and drama.
  - d. Student will organize ideas into chronological sequence.
  - e. Students will copy and compose using correct formation and spacing of letters.
  - f. Students will recognize written language can represent spoken language.

#### **B. *Materials***

1. Charcoal, shale, chalk, shells
2. Pictures and posters of ancient writing.
3. Pictures and posters of different kinds of alphabets
4. Words from different languages; recorded and written number words in
5. English, French, Spanish and German.
6. World maps of ancient civilizations.
7. Paint, paper, brushes, cuticle orange sticks, clay
8. Overhead and transparencies

#### **C. *Key Vocabulary***

1. archeologist - studies the lives of ancient peoples.
2. message - a communication sent by speech, writing , etc.
3. communication - giving information
4. hieroglyphics - a picture or symbol representing a word, syllable, or sound, used by the ancient Egyptians, and others.
5. carve - to make or shape by cutting.
6. stone - a hard, solid, piece of rock
7. cuneiform - wedge shaped writing.

#### **D. *Procedures/Activities***

##### **DAY EIGHT**

1. Introduce the cave painting of the Ice Age with pictures and illustrations. Read from the Core Knowledge book. Definitions in Appendix [cut due to copyright issues]
2. List the kinds of figures you see in the pictures. Put them up around the room.
3. Talk to children and show them the natural elements the Ice Age people could have used to make paint for their cave drawings. (i.e. charcoal (from their fires), shale (a natural substance), and chalk (from shells).
4. Use a mortar, pestle, and hammer to break up and grind the charcoal, shale, etc. into a powder. Mix with a little tempera so children can pretend they are cave dwellers leaving picture messages. Crumple brown paper sacks. Tear off pieces with rough edges to look like rock.
5. Demonstrate how Ice Age people drew the figures. Let children practice drawing, then

paint.

6. Exchange paintings. As an archeologist write the story the picture tells.

#### DAY NINE

7. Pictures and illustrations of hieroglyphics, and cuneiform.
8. Using a transparency illustrate animals and write their meaning.
9. Using blocks of clay, have students outline an animal, then cut away the clay from around it. They will experience carving.
10. Use dikes (sharp edged plier-like tool) to cut popsicle sticks, blunt the end a little, into a triangular shape. Use to write cuneiform. You can use a cuticle sticks too. Use to write on a clay tablet, clay pressed into a meat tray.

#### DAY TEN

11. Use illustrations and charts to show kinds of alphabets including special ones; Morse Code, Braille, and Sign Language.
12. Read the history of how alphabets developed. Explain they came from many countries.
13. Listen to counting to ten in other languages.
14. Listen and write number words to compare their similarities in other languages. i.e. dos (Spanish) deux (French) two (English)

#### DAY ELEVEN

15. Look up words in the dictionary and find the country of origin.
16. Make a list of words (6) and their origins. Work in groups with adult help.
17. Write to ten in several languages.
18. Center Time - Use sign language to sign spelling words with a partner, or hole punches to create spelling words with Braille

#### E. *Assessment/Evaluation*

1. Appendix F is an assessment to measure the comprehension of the broad concepts of this unit. It asks students to choose an Ice Age picture the archeologists found, identify the main shape of cuneiform, draw hieroglyphics, identify Spanish counting, and explain two ways to communicate.
2. Evaluate children's written stories of their friend's painting to see if they understand "pictures are worth a thousand words."
3. Provide students with several drawings. Ask them to show you which one archeologist found in the cave.
4. Observe students as they work in centers. Use a checklist for skills they are practicing.

### **Lesson Four How Do I Read This?**

#### A. *Daily Objective*

1. Concept Objectives
  - a. A page has a top and a bottom. Locate the page number the bottom of a page of most books.
  - b. We begin on the left, and read to the right.
  - c. A sentence begins with a capital and ends with a punctuation mark.
  - d. Readers stop at the right side of the page, and return to the next line on left of the page. (return sweep)
  - e. The picture will give us a clue of what the story is about. Students can use the pictures to help them unlock the print.
2. Lesson Content
  - a. Children learn the parts of the page.
  - b. They differentiate between top and bottom, left and right, beginning of a sentence, and the end of one

- c. Students describe what is happening in the illustration.
  - d. The class predicts what the story will be about.
  - e. They physically read the print by walking from word to word and sentence to sentence.
3. Skills Objectives
- a. The students will read print from left to right.
  - b. Students will recognize written language can represent spoken language.
- B. *Materials*
- 1. Large sheet of bulletin board paper, approx. 6 feet long, laminated.
  - 2. Sentence strips, construction paper, scissors, glue, markers
  - 3. Storage folder made from the sides of a large cardboard box
- C. *Key Vocabulary*
- 1. top - the highest point on the page
  - 2. bottom - the lowest point on the page
  - 3. beginning - the starting place
  - 4. end - the stopping place
  - 5. punctuation - marks, such as the period or comma
  - 6. period - to indicate, the end.
  - 7. capital - the big form of a letter to begin a sentence or name
- D. *Procedures/Activities*

DAY TWELVE

- To help children understand how to read a printed page make a book page large enough for children to stand on. Use a piece of bulletin board paper six feet long. Place a student drawing at the top and write several sentences to describe the picture. The words should be large enough the children can stand on only one sentence at a time. Be sure to have clearly defined margins. Don't forget to put the page number. Remove shoes prior to activity. Appendix G
- 2. Ask a student to stand at the top of the page. Describe it as the highest point on the page. Hold it up to show them it is the highest place.
  - 3. Before, you lay it down, have them point to the lowest place on the page. They will say the number. Now lay it down. Let them stand on the bottom of the page by the number. What is at the bottom of the page? A number. It tells us how many pages are in the story. Repeat several times.
  - 4. Next ask a student to stand at the left side of the page. Can you tell which side is the right? What is a sentence? Would you point to a sentence? Where is the beginning of the sentence? What tells you this is the beginning? How is the first letter different from the other letters in the sentence? When a letter is bigger than the others we call that letter a capital letter. There are two kinds of letters capitals and small letters.
  - 5. Where is the end of the sentence? What is at the end? It is a period. Now, which way do we read? That's correct we start with the capital letter and read to the period. That is reading from the left to the right. Have a child stand on the sentence, and side step to the end,(step, close, step, close) to the period. Repeat as often as necessary to understand how to read a sentence.
  - 6. Ask the class, how will we get to the next sentence to read it. Have the child standing on the period step to the next capital letter. It is a return sweep in reading terms, and going back to the beginning for children. Which side of the page are we on? Yes, the left. We always start on the left and stop at the right side of the page. Demonstrate the page to the whole group, and practice with smaller groups of children who may need more experience with the print concepts.

7. Let children look at the picture and discuss what they think the story will be about.
  8. Ask if anyone recognizes any of the words.
  9. Guide children through reading the page.
  10. Place the page in a center. Let children practice reading.
  11. Encourage children to change the picture and write a new story for the class to read.  
Store old stories and pictures so children can change and reread whenever they come to the center.
- E. *Assessment/Evaluation*
1. Observe children as you work with them in a small group. Keep a list of skills to check off as you see them develop.
  2. Observe them as they read and write.

### **Lesson Five Listen! Do you hear it?**

#### A. *Daily Objectives*

1. Concept Objectives
  - a. Understand words rhyme because they have the same ending letters. They are spelled the same.
  - b. Listen for words that sound alike. They rhyme.
  - c. By changing the beginning letter we make a new word, but it still rhymes because the other letters didn't change at the end.
2. Lesson Content
  - a. Introduce the structure of rhyming words
  - b. An explanation of why the words are a family
3. Skills Objectives
  - a. The student will create and state rhyming words

#### B. *Materials*

1. Filing cards, Styrofoam cups
2. Permanent marking pens - fine tip
3. Word family practice sheets - writing the words
4. pocket chart
5. writing paper, pencil, crayons

#### C. *Key Vocabulary*

1. word family - they have the same "last name", group of letters
2. rhyme - corresponding sounds, the same ending sounds

#### D. *Procedures/Activities*

When students begin to spell words, introduce the word families and rhyming.

#### DAY THIRTEEN

1. "At" is one of first spelling words. I bring small groups of 6 - 8 to the reading table and we make a word family cup. Appendix H
2. Look at the diagram while reading these instructions. Ask children to pronounce the word "at." We go around the table. Tell them they will make an "at" game today.
3. Use small coffee size cups, large enough to put on your left hand. Use a permanent marking pen to write the a on the lip of the cup. Write the "t" next to the "a". Write the word "at" five times equidistant around the cup. Some will follow your example if you have put yours on the table. Others will write all five "ats" in one little group. Some will hold the cup upright and their "at" will be going down the side of the cup. Don't panic! Smile and say let me help you, sweetie. Just make nice polka dots out of the errors and make one or two examples for them.
4. Next, give them a second cup. Yes, that's what I said, a second cup. Put it on their left

hand, if appropriate. Oh! For those lefties, lay the teacher's cup on the table in front of them. Have them lay their cup the same way as yours and write with it on the table. Begin to make letter sounds through the alphabet. What sound does "b" make? And if I say that sound with the word "at", what word have I said? Bat! Yes, bat. Continue until they have all written letters, b, c, f, h, m, N, P, p, r, s, and v. Or how many you want them to practice.

5. Put the single letters inside the "\_at" cup. Ask the children to put the b beside at. What does it say? Say it again. Then ask them what letter shall we put beside "at"? Turn your cup until letter m is beside an "at". Continue until all the words have been read or sounded out.
6. Follow this activity, with a written one. Use pictures of some the words you made. I use Carson Dellosa *Phonics*. The octopus has "at" written on his body and each tentacle has a beginning consonant. The group practices writing and sounding the words as they fill in the blanks. At the bottom of the page is a school of fish. There is a short three letter word written on each fish. Three fish with other words are included. Children color only the fish with the "at" family word. Good evaluation tool to see if they understand which are the word family words and which ones aren't.

#### DAY FOURTEEN

7. At Morning Meeting, the next day, we say the "at" family words. The class plays Find Your Partner. Each child has an "at" or a consonant. They choose a partner. The pairs of children ask the class to read their word. Then they put it in the pocket chart. They take their seats.
8. I list the words on the board. Children choose words to make a sentence. We write a two or three sentence story with as many "at" words as possible. Then the children illustrate it. I use these activities with other word families since these are the ones they enjoy the most. As it becomes a familiar routine, students become more independent, and prefer to work with a reading partner to make word family cups and write stories. When I told them these were rhyming words, two of them said, "They are? Why?"

#### DAY FIFTEEN

9. Read a familiar nursery rhyme to the class. The second time read every other line and the class says every other line. Ask the children what two words rhymed. Do it again with another poem, and practice until the class understands which words rhyme.
10. Review the rhyming words in the poem. Say a word and ask class members to think of words that rhymed. If I say \_\_\_\_\_, you say \_\_\_\_\_.
11. Place a small white erase board on an easel with several markers of different colors. At the top write a word family the children are to practice. As students think of words that could be listed in the word family they write it on the board. Children can copy the words into a centers or writers notebook. My kids love writing on the white erase board.

#### E. *Assessment/Evaluation*

1. Use published word family worksheets or make one of your own. Create it so students have to add a consonant to each word family word. Have them read aloud what they say.
2. Make a deck of word family cards. Mix in a few that don't belong. Ask students to pull those out.
3. Observe students as they work to see if they understand how to make the word family. Listen to see if they can read the words correctly.
4. List the word family on a sheet of paper. Hang it in the Writing Center.
5. Begin the day reading the words.

## **Lesson Six: What's This Spell?**

### **A. Daily Objectives**

1. Concept Objectives
  - a. Students will understand they are spelling a word when they are able to say the sounds and write the letters correctly.
  - b. The class will learn there is a correct way to spell.
2. Lesson Content
  - a. Lists of spelling words for the week
  - b. Modeling different ways to practice the words
  - c. Demonstrating spelling practice can be fun.
3. Skills Objectives
  - a. Students will count phonemes - count the sounds heard in a given word.
  - b. Students will create mental images from print.
  - c. Students will copy and/or compose using correct formation and spacing of letters.
  - d. Students will recognize written language can represent spoken language.

### **B. Materials**

1. Sign Language Chart
2. Spelling Word Lists
3. Filing cards
4. Hole punch
5. Construction paper, card stock
6. Morse Code Chart
7. Baggies
8. Student pictures
9. Plastic letters
10. Water color pens
11. Glue

### **C. Key Vocabulary**

1. write - to form letters used to spell words, sentences, paragraphs, etc.
2. speak - to make known by speaking, voicing your thoughts. "I went to the zoo. I saw an elephant."

### **D. Procedures/Activities**

1. The object of this lesson is to get students to practice the skills they are learning and not realize it is practice.
2. Practice the alphabet with the sign language chart. Sign spelling words with a partner. Your spelling partner reads the spelling word to you. He/She sits with their back to the Sign Alphabet. The speller sits so they can see the alphabet in case they aren't sure of how to make a sign.
3. Use Morse Code to write secret messages and to practice spelling. To make their own code file students can use a hole punch to make the dots and a felt tip pin to make the dashes. Letter the folder with the alphabet. Then glue dots and write dashes for each letter. Write spelling words in Morse code and give it to a friend to see if they can decode the message.
4. Spelling Student Names. Place the name of a class member in a plastic baggie. Include some type of letters. Glue or tape their picture on the bag. Students take out the name strip, then spells the name with the letters underneath the picture on the bag. Keep the letters on the bag with the hope they won't be mixed up with the letters of another student's name. Emphasize to children to spread out when they do this. They should open only one bag at a time, put it away, and then take out the next one. Use slider bags

- they are easier to shut.
5. Rainbow Spelling...Use several colors of magic markers to practice writing spelling words 3 times each.
- E. *Assessment/Evaluation*
1. Observe students in centers to see they are doing the practice activities correctly.
  2. Play a game with the children where the teacher spells the word and the class has to tell you what word you spelled.

## VI. CULMINATING ACTIVITY

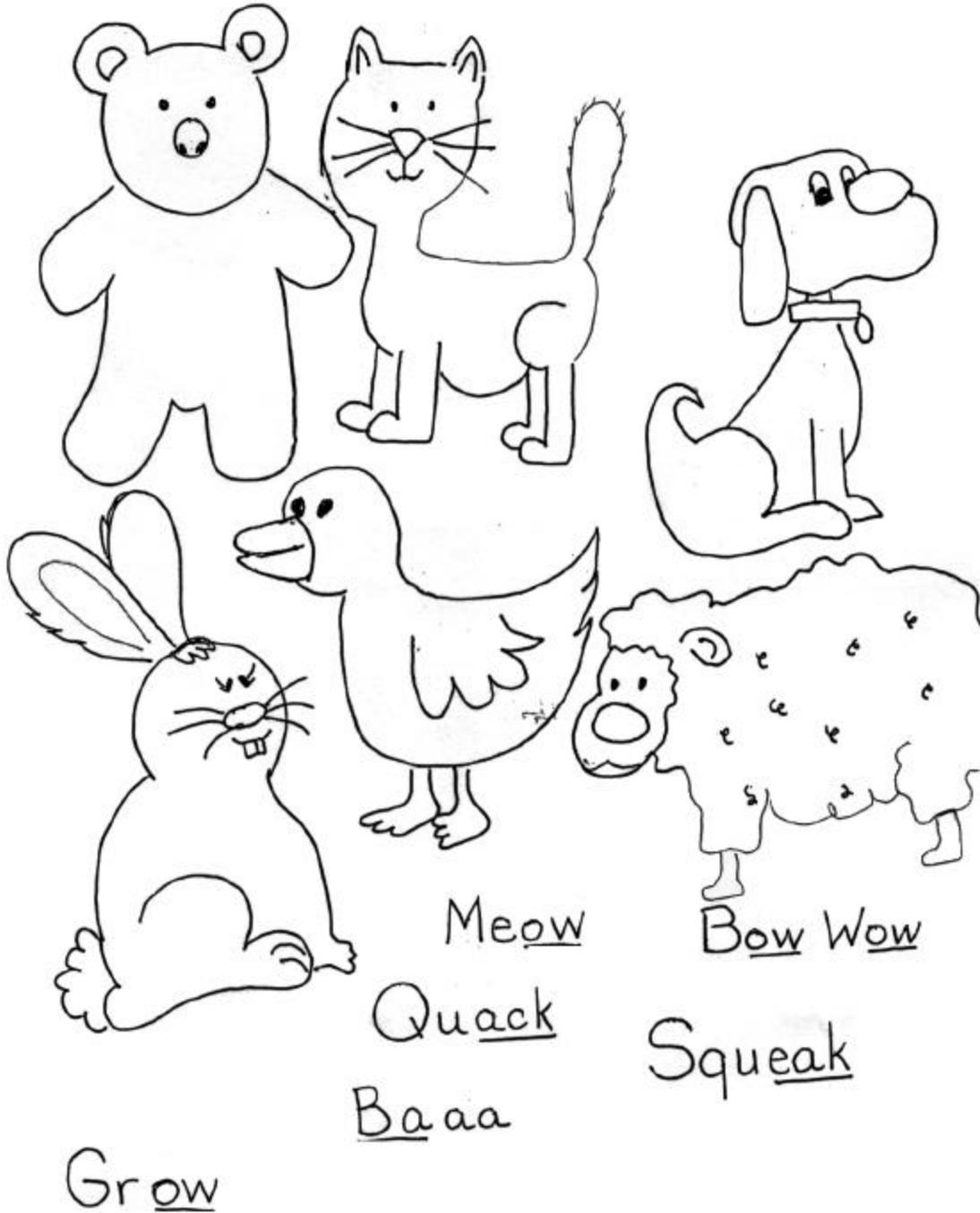
None

## VII. HANDOUTS/STUDENT WORKSHEETS

Appendices A – H

## VIII. BIBLIOGRAPHY

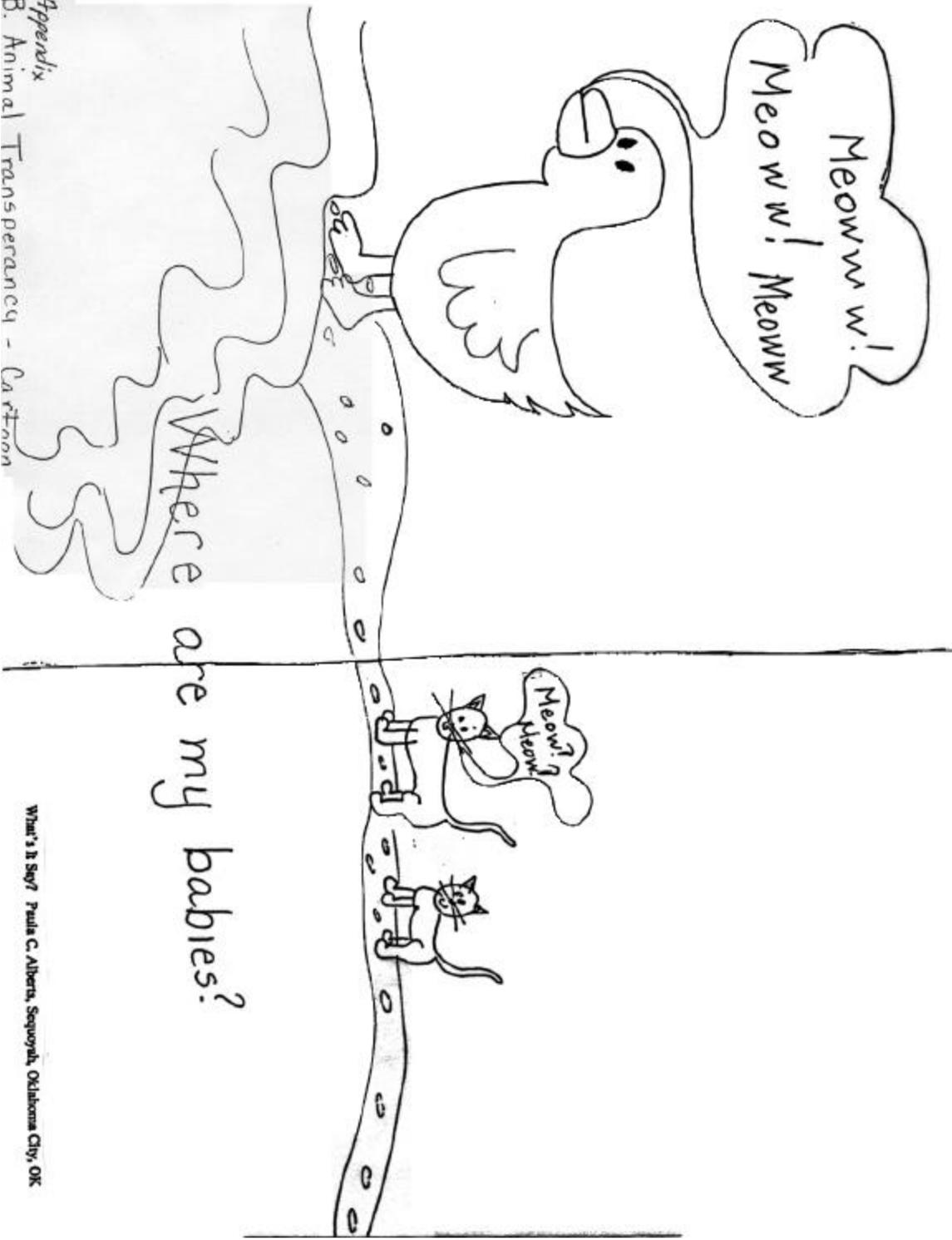
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Appendix  
A. Animal Patterns

What's It Say? Paula C. Alberts, Sequoyah, Oklahoma City, OK

Appendix  
B. Animal Transparency - Cartoon



What's It Say? Paula C. Alberts, Sequoyah, Oklahoma City, OK

## Appendix C

# The Animals Stare At Me

Mrs. Alberts' Class

I say all the noises the animals make,  
And say them all day beginning when I wake.  
I moo like an alligator and I squeak like a cat,  
I roar like a duck and I meow like a dog,  
I hiss like a bee and chirp like a rabbit,  
I make all their sounds very carefully,  
I wonder why the animals stare at me?

This is a poem borrowed from the style of Jack Prelutsky in  
"I Know All The Sounds The Animals Make".

Word Cookies  
 magnetic letters  
 washable magic markers

<p>Cookies</p> 		
		

Appendix D  
 metal cookie sheet

## APPENDIX E

### WORDS WE KNOW

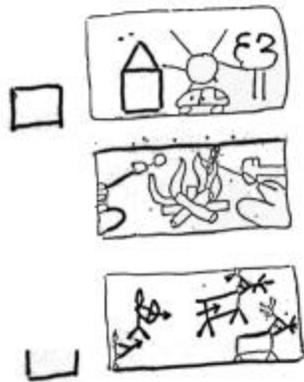
This is a class list of words that children recognize in their own environment. Some words were listed by all the children, but they only appear once on this list.

- |           |                        |
|-----------|------------------------|
| 1. Love   | 21. TV                 |
| 2. Play   | 22. Bed                |
| 3. Time   | 23. Barbie             |
| 4. Book   | 24. Coca Cola          |
| 5. Red    | 25. Winnie - the- Pooh |
| 6. Stop   | 26. Ziploc             |
| 7. Sprite | 27. north              |
| 8. On     | 28. MOM                |
| 9. Off    | 29. DAD                |
-

Which one's an



archeologist?  CHECK THE BOX



What did the archeologist find in this cave?

Appendix  
F. Student Test

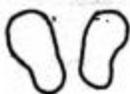
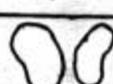
What's It Say? Paula C. Alberts, Sequoyah, Oklahoma City, OK

APPENDIX G

WORD WALK

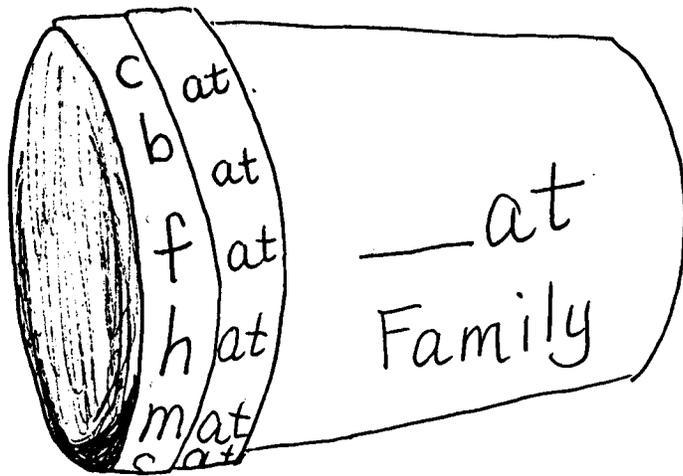
for pictures

sentence strips

	 step close	 step close
		
		
		

Appendix

# Spelling Word Families



## Appendix I

### Background Information For Language Development

- a. Archeologists can learn about cultures from the writing people leave behind.
- b. Writing hadn't been invented in the Ice Age, but the people who lived in the caves still had a way to leave messages for each other. They drew. They painted pictures on the walls.
- c. In the caves all around the world there are ancient wall paintings. They are pictures that tell stories about hunting wild animals.
- d. Mesopotamia was a European country. It's an ancient civilization.
- e. It is known as the "cradle of civilization". These people began to write down the stories of human lives called history.
- f. We call their kind of writing cuneiform. It was wedge shaped.
- g. Cuneiform is described as a thin, triangular, wedge shaped kind of writing.
- h. Later, another ancient civilization, the Egyptians started writing with hieroglyphics. (Pictures)
- i. It was a kind of picture writing, too. Carved into stone to last for all time. It used animals and familiar objects such as; a staff, falcons, and snakes to tell stories.
- j. Hieroglyphics told the stories of the Great Rulers.
- k. Rameses II was the first ruler to have his scribes write stories about him and his life.
- l. Writing as we know it began with the Greeks. Their alphabet had an A that was called Alpha, B was Beta and so on until you came to Z, or Zeta. They invented some of our letter symbols. They didn't look anything like the letters we use today.
- m. 600 B.C. is the earliest date of the Latin alphabet used by the Roman scribes. It is almost identical to the alphabet you learn in school today.
- n. In 597 A.D. St. Augustine brought Old English (German language) was brought to Britain (England) when the church came to convert the Anglo Saxons to Christianity. Gradually a blend of Anglo Saxon, German, and Latin gave birth to the language of the common people.
- o. 1066 A.D. The next conquerors spoke French. Middle English was born. It was filled with many French words.
- p. 1500 A.D. With the invention of printing many Latin and Greek words were added to the Middle English creating Modern English.

This is a brief summary and lists only the major influences on the English language thus giving a background for the various root words from European countries in our dictionaries. Through the years other alphabets, to meet special needs, have been invented.

For example; Braille, Sign Language and Morse Code.

## Appendix J

This is an assessment to measure the comprehension of the broad concepts of this unit. It asks students to choose an Ice Age picture the archeologists found, identify the main shape of cuneiform, draw hieroglyphics, identify Spanish counting, and explain two ways of communicating.

### They Wrote First! Development of Writing

1. Show children a picture of a policeman, an archeologist, and a cook or chef. Ask, which one found the picture writing of the Ice Age people?
2. Cuneiform is a kind of writing from Mesopotamia. Which geometric shape is it most like? Point to it.
3. When I count, uno, dos, tres, what language am I speaking?  
Is it French, Spanish, or English?
4. If I want to let my mom know where I will be, how could I do that?  
How can someone special let their mom know where they will be?  
(verbal response)
5. Draw some hieroglyphics.