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Emergent Literacy
Summer 2014

Oral Language and Word Study
First Grade, Emergent, Mid-year

Today's lesson is a Foundations and Shared Reading blend format. The lesson could be spaced out over two days or done in approximately 45 minutes.

Learning Objectives

- Students will be able to draw and label the beginning, middle, and end of the story Mack and Bugs.
- Students will be able to read base words and suffixes.
- Students will be able to retell a story with details.

Common Core State Standards

[CCSS.ELA-Literacy.L.1.1](#)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.SL.1.4](#)

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

[CCSS.ELA-Literacy.SL.1.5](#)

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

(Fluent Differentiation) [CCSS.ELA-Literacy.SL.1.1](#)

Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

Materials

- The Grouchy Ladybug, by Eric Carle (Laura Ingalls Wilder award winning book)
- Mack and Bugs story
- Foundations book
- Echo owl (puppet)
- Trick word cards
- Word of the Day cards
- Chart paper or Smartboard

- Large sound cards



- Standard sound magnet cards



Procedure

1. A student leader will point to the standard sound cards with Baby Echo and say the letter name, keyword, and sound starting with the vowels and challenging consonant sounds. Students repeat after the leader. The routine was modeled at the start of the year.
2. Leader reviews the trick words and word of the day cards by quickly reading them and students repeat.
3. Word Talk- Using the standard sound magnet cards on the board and suffix frames the teacher makes 3-4 words from previously taught Word of the Day Cards (jobs, shed, sock, chin). Model tapping a word and marking up. Students decode the words and practice with suffixes. Remind students to read the base word first for words with suffixes then the whole word.
4. Have a student mark up the word with a dry erase marker (identifying the base word, suffix, and digraphs if any exist). Have students mark up the other words and work together through mistakes.
5. (Move to desks) Story Time- Write on chart paper or display story "Mack and Bugs" on the SmartBoard.

Mack and Bugs

Mack is not a fan of bugs,
not one bit! If a bug gets on Mack's bed
Mack gets mad. Mack yells at the bug,
"Get off this bed you big, bad bug!"
If the bug does not go,
Mack yells for his dad.
If dad is not there, Mack runs.

6. Ask the students to read the title silently. Students should tap words when reading silently if necessary. Model tapping silently by whispering.

7. Read one or two sentences at a time. Select a student to come read the sentence(s) with the Baby Echo pointer. Be sure the student uses proper expression and phrasing. If not, model.
8. Have the whole class repeat the sentence(s) together.
9. After reading the story once broken up with phrasing read it all together with choral reading as you scoop the phrases with Baby Echo.
10. Ask- Who are the characters in this story? Where did the story take place or What is the setting in the story?
11. Have students make a movie in their heads. Tell them to close their eyes and picture "Mack and Bugs" in their head. Have a partner share time to describe what they see in their movies to one another discussing each sentence for a few minutes.
12. As a class, come back to put the story together. Ask for partner groups to model retelling parts with gestures. Have fun with acting here!
13. Discuss how the characters felt throughout the story. You can discuss any relevant student experiences.
- *Could split lesson here for two days or use next part to serve as a shared reading time**
14. (Move back to carpet) Connect to narrative book The Grouchy Ladybug. Explain that this is a narrative fiction, which means it is a make-believe story. Tell students that some books have stories that are pretend or make-believe and written to entertain us with a story. Show the students this book and a nonfiction (informational) ladybug book.
15. Read the narrative book (save nonfiction for tomorrow) looking at the covers, author, illustrator, and explain those terms.
16. Post reading questions, Who are the characters in this story? Where did the story take place? What happened first? Then what happened? What happened at the end?
17. Closure- Show nonfiction Ladybug book and explain that it will be used at the next shared reading where we will learn more about the differences between fiction and nonfiction.

Differentiation

Emergent Learners- Students will illustrate pages for "Mack and Bugs" following the movie they made. These students will practice retelling the story in detail in their own words. They can refer to picture notes if needed. Practice marking up some words featured in the story.

Early Learners- Students will illustrate pages for "Mack and Bugs" following the movie they made. These students will continue the story for 1-3 more pages. What else might happen now that Mack is running? Students will predict more to the story.

Fluent Learners- Students will illustrate pages for "Mack and Bugs" following the movie they made. These students will work together to each contribute a part and continue the story. The students will need to create a story that makes sense even though they are using multiple authors.

And/or these students will reflect about a time they were feeling "grouchy" after reading The Grouchy Ladybug, by Eric Carle.

Assessment

- Check the students "Mack and Bugs" books to see how they did with understanding the words on each page and creating illustrations to match.
- The Foundations program has dictation check-ups throughout the unit showing strengths and weaknesses which help me plan intervention topics. At the end of each unit there is a unit test of letter sounds, words, and writing sentences.

Home/School Connection

- Share the Youtube video The Grouchy Ladybug by email or Twitter to families and the students can watch the clip at home and discuss the parts of the story. Families could share grouchy stories with one another and hopefully laugh about silly ideas.
- School writing connection with students telling a grouchy story.