

Companion Lessons for the DVD

“New Light on Literacy: Early Reading Intervention for English Language Learners”

*Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin
Created with funds provided by The Meadows Foundation*



THE UNIVERSITY OF TEXAS AT AUSTIN

Companion Lessons for the DVD “New Light on Literacy:
Early Reading Intervention for English Language Learners”

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GENERAL PROCEDURES FOR EXPLICIT INSTRUCTION

The following are the general procedures used in the lessons in the video:

Grouping Arrangements:

- Students are placed in groups of 3-5 children, based on assessment.
- Students with most educational needs are placed in the smallest group.
- Students are seated close to the teacher so s/he can easily monitor all students during instruction.

Multiple Opportunities for Practice:

- The teacher sets a pace that maximizes student attentiveness and minimizes student errors.
- Students are actively engaged during the lesson through unison oral response.
- The teacher provides multiple opportunities for practice with sufficient wait time and signals for unison response.
- Lessons comprise 5-8 short activities that provide for practice on a number of skills/strategies in each lesson.

Teaching to Mastery:

- Students practice in unison until all students master the new skill individually.
- The teacher monitors progress through individual mastery assessment of each skill taught during the lesson.
- The teacher determines the specific cause of a student's error and corrects it immediately using an error correction cycle.
- The teacher models the skill correctly.
- The teacher leads all of the students in practicing the skill correctly.
- All students practice the skill in unison.
- The teacher assesses mastery individually.

Teaching Procedures:

- The teacher models new skills and activities.
- The students practice with the teacher. The teacher provides immediate feedback.
- The students practice as a group in unison. The teacher monitors and provides feedback.
- The teacher recognizes all correct responses and corrects errors immediately.
- The students demonstrate their understanding of the skill/strategy through individual practice.
- Phonological awareness, phonics, vocabulary, fluency, and reading comprehension are taught throughout the curriculum.

This provides students ongoing opportunities to apply their developing understanding of these components to increasingly challenging texts.

Adapted from Carnine, Douglas W., Silbert, Jerry, & Kameenui, Edward J. (1997). *Direct Instruction Reading*, Third Edition. Upper Saddle River, New Jersey: Merrill.



FALL OF GRADE ONE

English Lessons

I. Letter Sound Review

II. Sound Position: Initial /f/

III. Blending Words

IV. Stretch and Write

V. Reading



FALL OF GRADE ONE

I. Letter Sound Review

Objective: Students will correctly say the sounds of letters.

Procedure:

1. Teacher points to letters; students hold continuous sounds until next letter is touched and repeat stop sounds until next letter is touched.
2. Individual practice with 4 letters.

Now we will review the letter sounds that you have learned. Say each sound as I point to it. Remember to continue saying the sound until I point to the next letter. Ready.

Point to each letter, varying the time for each letter.

If an error is made, use the error correction cycle:

1. *Stop when an error is made.*
2. *Model correctly saying the sound. **Listen, /b/.***
3. *Lead. **Everyone say it with me, /b/.***
4. *Test. **Now by yourselves.***
5. *Back up 4 items (or to the beginning if fewer than 4 words) and repeat the line.*
6. *Continue to review other letters, pointing to the missed letter several times to provide additional practice.*

Individual practice with 3-4 letter sounds.

A f R g O

F r M G m

s F o a S



FALL OF GRADE ONE

II. Sound Position: Initial /f/

Objective: Students will identify words that begin with the /f/ sound by showing a thumbs up.

Procedure:

1. Teacher says word.
2. Students show a thumbs up if the word has the /f/ sound in the initial position and a thumbs down if the /f/ sound is not in the initial position.
3. Independent practice with 2-3 words.

I am going to say a word. You listen to hear whether it begins with /f/. What sound will you listen for?

Students: /f/

Right—you listen for /f/. After I say a word, you give me a thumbs up if the word begins with the sound /f/. Demonstrate a thumbs up. What will you do if you hear /f/ at the beginning of a word?

Students: Put our thumbs up.

Show me how you put your thumbs up. *Monitor and correct.*

If you do not hear the /f/ sound, give me a thumbs down. *Demonstrate a thumbs down.*

What will you do if you do not hear /f/ at the beginning of a word?

Students: Put our thumbs down.

Show me your thumbs down. *Monitor and correct.*

Great job. Everyone put your hands flat on the table, like this. *Demonstrate palms flat on the table.* **Ready. Listen, the word is fish.**

Do you hear /f/ at the beginning of fish? *Monitor and correct. To scaffold, stretch the /f/ in fish.*

Students: thumbs up

Yes, you hear /f/ at the beginning of fish. The next word is ____.

To scaffold, stretch the first sound in the word. Ask the students to say the word after you.



Continue the process with the following words: first, call, foot, sun, desk.

If a mistake is made, use the error correction cycle:

1. *Stop when an error is made.*
2. *Model. **My turn. Call does not start with /f/ so I put my thumb down.** Say the word and demonstrate thumbs down.*
3. *Lead. **Do it with me. The word is call. Do you hear /f/ at the beginning of call?** Teacher and students show thumbs down to indicate that the word does not begin with /f/.*
4. *Test. **Now, by yourselves, do you hear /f/ at the beginning of call?** Teacher says the word and students show thumbs down.*
5. *Back up 4 items (or to the beginning if fewer than 4 words) and repeat all of the words with students responding in unison.*
6. *Individual turns on the missed word.*

Provide individual practice with 1 or 2 words per student.



FALL OF GRADE ONE

III. Blending Words

Use a puppet to speak words in a stretched form.

Objective: Students will correctly blend sounds and say words.

Procedure:

1. Using a puppet, teacher says a word slowly without stopping between sounds.
2. Students blend the sounds and say the words.
3. Individual practice with 3 words.

Remember that when we blend words, we put the sounds together and say the word fast. Listen. I can stretch the word *man*, /mmm/aaa/nnn/. Then I can blend the sounds together and say it, *man*.

Who can tell me what blending means?

Students: putting the sounds together and saying the word

Introduce Harry the puppet as your student.

When Harry says a word, he says it slowly. You have to tell him the word he said. I'll do the first one.

Act like Harry is your student.

I'm going to give Harry a word to say. He is going to say it slowly.

Pretend to whisper a word to Harry.

The word is /sss/aaa/t/. Move Harry's mouth as if he is stretching the word. Pause. What word did Harry say? Pause. *Sat*.

Do that one with me. Listen again as Harry stretches the word. Then you tell me what word you heard.

Listen. The word is /sss/aaa/t/. Move Harry's mouth as if he is stretching the word. Pause. What word did Harry say? Pause.

Students: *Sat*.

Right, he said *sat*. Here's another one. The word is /fff/aaa/nnn/. Move Harry's mouth as if he is stretching the word.

What did Harry say? Pause.

Students: *fan*.

Good job of blending the sounds together and saying the word.

Continue the process with the following words: shoe, stop, pole, ask, dump.

Provide individual practice with 3 words per student.



FALL OF GRADE ONE

IV. Stretch and Write

Objective: Students will correctly stretch and spell words.

Procedure:

1. Students stretch word.
2. Teacher stretches word as students write letters that represent each sound in the word.

Remember that when you stretch something, you pull it and make it longer. *Demonstrate with a rubber band. When we stretch words, we say the sounds slowly.*

For example, to stretch the word *sun*, we stretch each sound in the word /sss/uuu/nnn/. Be sure to emphasize stretching sounds and not chopping them. Stretch the rubber band as you stretch the word.

Stretch it with me.

Teacher and Students: /sss/uuu/nnn/

To scaffold, hold up right fist, palm facing inward and raise one finger for each sound in the word.

Good. Who can tell me what stretching means?

Students: To pull something and make it longer.

Yes. When you stretch something, you pull it and make it longer.

You are going to stretch words and write the sounds you hear in the order that you hear them. Let's do the first one together.

My turn to do the first word. The word is *am*. I *am* a teacher. I'll stretch *am* /aaa/mmm/

I said each sound slowly.

Now I will write the letters for each sound I hear in *am*.

*Demonstrate writing **am** as you stretch the word.*

Your turn. The word is *am*. I *am* a teacher. Stretch *am*.

Students: /aaa/mmm/

To scaffold, hold up right fist, palm facing inward and raise one finger for each sound in the word.

Now, I will stretch *am* while you write the word. Write each letter as you hear its sound.

Stretch the word slowly so students can write each letter as you say it. Monitor and correct as needed.

Continue the process with the following words—fan, rat, fast.



FALL OF GRADE ONE

V. Reading

Objective: Students will read connected text, sounding out decodable words and reading high-frequency words fast. Students will read from their student book.

Procedure:

1. Teacher models reading the sentence
 - a. sound out each decodable word, then read it fast.
 - b. read each high-frequency word fast.
 - c. read the whole sentence fast.
2. Teacher guides students in reading the sentence in the same way, tapping to set the pace.
3. Individual turns reading the sentence fast.

You are going to read a sentence. You will read the high-frequency words fast and you will sound out the other words and then read them fast. Then you will read the sentence fast. I'll go first. *The high-frequency words are on and the.*

Model reading the sentence, pointing to each word, reading the high-frequency words fast and sounding out the decodable words.

The /rrr/aaa/t/ rat /sss/aaa/t/ sat on the /mmm/aaa/t/ mat. The rat sat on the mat.

Now read the sentence with me.

Teacher and Students: **The /rrr/aaa/t/ rat /sss/aaa/t/ sat on the /mmm/aaa/t/ mat.**
Students point to each letter as it is read on their page.

Read it fast.

Teacher and Students: **The rat sat on the mat.**

Read the sentence. You will read the high-frequency words fast, and you will sound out the other words and then read them fast.

Students: The /rrr/aaa/t/ rat /sss/aaa/t/ sat on the /mmm/aaa/t/ mat.

If students misidentify a sound, scaffold using the following error correction cycle:

1. Stop when an error is made.
2. Say the correct sound.
3. Students sound the word again.
4. Return to the beginning of the sentence and reread it.



If students misread a high-frequency word, scaffold using the following error correction cycle:

- 1. Stop when an error is made.*
- 2. Read the word correctly.*
- 3. Students read the word again.*
- 4. Return to the beginning of the sentence and reread it.*

Read the sentence fast.

Students: The rat sat on the mat.

Individual turns reading the sentence fast.



WINTER OF GRADE ONE

English Lessons

I. Sound Position: Initial and Final /l/

II. Stretch and Blend

III. Stretch and Write

IV. Decoding Words

V. Reading



WINTER OF GRADE ONE

I. Sound Position: Initial and Final //

Objective: Students will locate // at the beginning or end of words.

Procedure:

1. Teacher says word.
2. Students show a thumbs up if the word has the target sound in the initial position.
3. Independent practice identifying target sound at beginning of 2 words.
4. Students show a thumbs up if the word has the target sound in the final position.
5. Independent practice identifying target sound at end of 2 words.

I'll say a word that has the // sound. If you hear the // sound at the beginning of the word, show a thumbs up. If you do not hear the // sound at the beginning, show a thumbs down.

My turn. The word is *lip*. Do you hear // at the beginning of *lip*?

I hear the // sound at the beginning of *lip*, so I show a thumbs up. *Demonstrate thumbs up.*

Do it with me. The word is *lip*. Do you hear // at the beginning *lip*?

Students: thumbs up

Stretch the // in lip to scaffold. Ask the students to say the word after you.

Very good. Now try one on your own. The word is *wait*. Do you hear // at the beginning of *wait*?

Students: thumbs down

That's right, you do not hear // at the beginning of *wait*.

Continue the process with the following words—lion, fish, life, whale.

Independent practice with 2 words.

Now we will listen for the // sound at the end of words. If you hear the // at the end of the word, show a thumbs up. If you do not hear the // sound at the end, show a thumbs down.

Let's do the first one together. The word is *whale*. Do you hear // at the end of *whale*?

Teacher and Students: **thumbs up**

That's right. Now try one on your own. The word is *make*. Do you hear // at the end of *make*?

Students: Thumbs down



Stretch make to scaffold, emphasizing the final sound. Ask the students to say the word after you.

That's right. You do not hear // at the end of *make*.

Continue the process with the following words—pencil, sofa, uncle, laugh.

Independent practice with 2 words.



WINTER OF GRADE ONE

II. Stretch and Blend

Objective: Students will correctly stretch words and then blend the sounds to say the words.

Procedure:

1. Teacher introduces vocabulary.
2. Teacher says a word.
3. Students stretch the word, saying each sound slowly.
4. Students blend the sounds to say the word.
5. Individual practice with 2 words.

Before we begin our next activity, I want to make sure that you understand all of the words we will stretch. The first word is *cash*. What is the word?

Students: Cash

Who knows what *cash* means?

Students: *Accept student responses.*

***Cash* is money, like dollar bills. For example, I pay for my lunch with *cash*. The next word is *draft*. What is the word?**

Students: Draft

Who knows what *draft* means?

Students: *Accept student responses.*

***Draft* is the air that blows through the windows and doors when they are closed. For example, even with the door closed, there is a *draft* in my house.**

The last word is *shops*. What is the word?

Students: Shops

Who knows what *shops* means?

Students: *Accept student responses.*

***Shops* are stores. For example, I went to three *shops* before I found the shoes I wanted to buy. You will hear these words in our next activity.**



Now we are ready to stretch words and then say them fast. The first word is *plant*. The green *plant* has many leaves. Stretch *plant*.

To scaffold, ask the child to make a right fist, palm facing inward. Stretch the word with the child and raise one finger for each sound in the word.

Continue with the following words: cash, draft, shops, stopped.

Individual practice with 2 words.

Use each word in a sentence to clarify meaning before the students stretch the word.

My dad uses cash to pay for gas.

The old house has a draft that makes it cold.

We went to lots of shops and bought some new clothes.

The man stopped when he saw the red light.



WINTER OF GRADE ONE

III. Stretch and Write

Objective: Students will correctly stretch and write words.

Procedure:

1. Teacher introduces vocabulary words.
2. Students stretch a word in their heads and write the letters that represent each sound in the word.

Before we begin our next activity, I want to make sure that you understand all of the words we will write. The first word is *pack*. What is the word?

Students: Pack

Who knows what *pack* means?

Students: *Accept student responses.*

***Pack* means to put something inside something else. For example, I *pack* the groceries in a bag to take them home. The next word is *sharp*. What is the word?**

Students: Sharp.

Who knows what *sharp* means?

Students: *Accept student responses.*

***Sharp* means that something can cut you. For example, a knife is *sharp* and can cut you.**

Good job learning new words. Now we are going to write some words. First, you will say the words slowly in your head, and then you will write the letter for each sound you hear in the correct order. I will give you time to think before you write.

The first word is *pack*. I pack my suitcase when I go on a trip. Say *pack* slowly in your head. *Pause.*

Now, write the sounds you hear in *pack* in the correct order. Remember that /k/ is spelled with ck at the end of words.

To scaffold, stretch the word with the student if the student does not hear all of the sounds in the word. If the student writes the word incorrectly, point to each letter as it is sounded and indicate the error.

What word did you write?

Students: pack



Repeat the process with the following words: belt, help, that, sharp.

Use each word in a sentence to clarify meaning before the students say the word slowly in their heads.

I use a belt on my pants.

My mom helps me with my homework.

I like that one.

The sharp knife cut the bread.



WINTER OF GRADE ONE

IV. Decoding Words

Objective: Students will correctly sound out words and then read them fast.

Procedure:

1. Students point to words on their student sheet.
2. Teacher taps once for each sound in the word.
3. Students sound each letter and then read the word fast.
4. Individual practice with all words.

Now you are going to read some words on your own. You will sound each letter as I tap. Then you will read the word fast. *The first word is grab.*

Put your finger under the letter that makes the /g/ sound. When I tap, say the sound. Ready. Tap.

Pause 2 seconds between each tap.

Students: /g/

Tap

Students: /rrr/

Tap

Students: /aaa/

Tap

Students: /b/

Read the word.

Students: grab

Continue with the following words: fast, spins, stamps, wish.

Provide individual practice with all words.



WINTER OF GRADE ONE V. Reading

Objective: Students will read connected text with accuracy and fluency.

Fluency Goal: 2 minutes and 15 seconds.

Sinbad the Pig, Chapter 2, Sinbad and Anna,

Collections for Young Scholars Minibook 4, Open Court Publishing Company, 1995.

Procedure:

1. Students look through story and make predictions.
2. Students read story in unison while teacher taps to set the pace.
3. Teacher reviews missed words—students sound out decodable words and read high-frequency words fast.
4. Students take individual turns reading one page each as teacher times group reading.

Look through the pictures. What do you think is going to happen?

Students: *Accept student responses.*

Let's read and see what happens. We are going to read this story fast the first time. I will give you time to think for each word so you can sound it in your head. The title of the story is "Sinbad and Anna." Point to the first word. Tap.

Teacher taps once for each word, pausing about 3 seconds between each word. Students read the whole text in unison. Teacher notes any words missed for review.

Good reading. Let's review some of the words from the story. Sound out each letter as I point to it and then read the word fast. Review any words missed during the unison reading.

Now you will take turns reading one page of the story. I will time your reading for our fluency goal. Call on one student to begin. Start timer when s/he begins to read.

Excellent reading. Let's talk about our predictions. What really happened in the story? Discuss students' predictions.



SPRING OF GRADE ONE

English Lessons

I. Sounding Out—Review

I. Adding Suffixes

III. Dictation

IV. Reading

V. Reading Comprehension—Sequence Events



SPRING OF GRADE ONE

I. Sounding Out—Review

Objective: Students will decode one-syllable words and multisyllabic words and then read the words fast.

Procedure:

1. Students will sound each letter in the one-syllable words.
2. Students will read the one-syllable words fast.
3. Students will sound each letter in the syllables of multisyllabic words.
4. Students will read the multisyllabic words in syllables.
5. Students will read the multisyllabic words fast.
6. Individual practice reading 2 words fast.

You are going to read some big words. Remember that when a word has more than one part, sound each part and then go back and read the whole word. Point to the first word. *Students will read from their papers.*

Students: /sss/t/aaa/nnn/d/

Read the word.

Students: stand

Next word. It has two parts. Sound the first part.

Students: /p/rrr/ooo/b/

Read the part.

Students: prob

Sound the next part.

Students: /lll/eee/mmm/

Read the part.

Students: lem

Read the word in parts.

Students: prob lem



Read the word.

Students: problem

Excellent. Next word.

Continue the process with the following words: must, rest, animals, salad. Salad is almost regular. Students may need support in saying the word correctly after decoding.

Individual practice reading 2 words fast.



SPRING OF GRADE ONE

II. Adding Suffixes

Materials: white board and markers—write the following words on the white board:
step, help, fill, fit, rent, stop, stand, rest

Objective: Students will read words to which the suffix -ing has been added.

Procedure:

1. Students read the root words fast, sounding out only if necessary.
2. Teacher adds the suffix -ing to each word, underlining the root word.
3. Students read root word and then read the root word with the suffix.
4. Individual practice with 3 root words with -ing suffix added.

Read these words fast. *Point to the first word on the white board. Students read the words fast. If an error is made, ask students to sound out the word.*

Watch as I add -ing to the end of these words. *Write -ing at the end of each word. Look at this word. Point to stepping. I added another p to the end of the word before I added -ing. When you read the word, it has one /p/ sound.*

When you read big words, you can read parts of the words and then put the parts together. Let's read the words in parts. *Underline the root word.*

Read the underlined part.

Students: stand

Read whole word.

Students: standing

Very good. Next word. Read the underlined part.

Students: step

Read the whole word.

Students: stepping

To scaffold, remind students that there is one /p/ sound in stepping.

Continue this process with the remaining words.



SPRING OF GRADE ONE III. Dictation

Materials: paper, pencil for students

Objective: Students will write the letters that represent the sounds said by the teacher.

Procedure:

1. Teacher says a sound.
2. Students write the letter or letters that represent the sound.
3. Teacher provides immediate feedback.

I am going to say sounds, and you will write the letter or letters that say the sound. Write as quickly and as neatly as you can. Ready? First sound /sh/. Write the letter or letters that say /sh/.

Monitor and correct as needed.

Continue this process with the following sounds: /ir/, /ch/, /ur/, /r/, /e/, /wh/, /th/, /z/, /er/, /i/.

If necessary, remind students there is more than one way to spell the /er/ sound. In this activity, students are asked to write it three ways.



SPRING OF GRADE ONE IV. READING

Objective: Students will read the story accurately and fluently.

Fluency Goal: 3 seconds per word

The Stand, Step-by-Step Practice Story #19, Open Court Publishing Company, 1995.

Procedure:

1. Students look through story and make predictions.
2. Teacher introduces new vocabulary words—salad and wants.
3. Students read story in unison while teacher taps to set the pace.
4. Teacher reviews missed words—students sound out decodable words and read high-frequency words fast. Then students read the words fast.
5. Students take individual turns reading one page each.
6. Teacher times group reading.

Look through the pictures. What do you think is going to happen?

Students: *Accept student responses.*

Let's read and see what happens. We are going to read this story fast the first time. I will give you time to think for each word so you can sound it in your head. The title of the story is "The Stand." Point to the first word. Tap.

Teacher taps once for each word, pausing about 3 seconds between each word. Students read the whole text in unison. Teacher notes any words missed for review.

Good reading. Let's review some of the words from the story. Sound out each letter as I point to it and then read the word fast. Review any words missed during the unison reading.

Now you will take turns reading one page of the story. I will time your reading for our fluency goal. Call on one student to begin. Start timer when s/he begins to read.

Teacher: Excellent reading. Let's talk about our predictions. What really happened in the story? Discuss students' predictions.



SPRING OF GRADE ONE

V. Reading Comprehension—Sequence Events

Objective: Students will correctly sequence events from “The Stand”

Summary: Tess opens a stand to help solve problems. She helps a dinosaur get a snack. She helps a giraffe with a sore neck. She helps a kangaroo get a pocket. She helps a duck paddle in a pond. Then, Tess is tired so she takes a rest.

The Stand, Step-by-Step Practice Story #19, Open Court Publishing Company, 1995.

Procedure:

1. Teacher writes “The Stand” on a chart tablet or white board.
2. Teacher asks individual students to tell the events in the story in the order that they occurred.
3. Teacher numbers and records student responses on the chart tablet or white board.
4. Teacher refers to the story if an error is made and asks students to reread the relevant pages.
5. Teacher reads the list of events.

We are going to review what happened in the story we just read. We are going to put the events in order as they happened in the story. What was the first thing that happened in the story? *Pause. To scaffold ask, How did the story begin? What did Tess do?*

Student: Tess has a stand.

Yes. That is the first thing that happened in the story. Tess has a stand. I’ll write that next to number one.

What happened next? *Pause. To scaffold ask, What does Tess want to do?*

Student: Tess helps animals with problems.

I’ll write that on the chart paper next to number two.

Continue with this process, using the following questions as scaffolds if needed.

Event three—What does T. Rex want? How does Tess help him?

Event four—What is wrong with the giraffe? How does Tess help him?



Event five—What does the kangaroo need? How does Tess help her?

Event six—What is wrong with the duck? How does Tess help her?

Event seven—What is wrong with Tess at the end of the story? What does Tess do?

Let's review the events of the story. Listen as I read.

Read the sentences from the chart tablet/white board.



VOCABULARY & COMPREHENSION

English Lesson



VOCABULARY & COMPREHENSION

Story Retell

Torres, L. (1999) *Saturday Sancocho*. New York: Farrar, Straus and Giroux.

This book will take four days to read aloud and discuss.

Procedure:

1. Teacher prepares word cards by writing the word on one side and the definition and example sentence on the other side.
2. Teacher introduces three vocabulary words.
3. Teacher reads a portion of the story book aloud.
4. Students retell the events that took place in the story.
5. Teacher rereads the portion of story book as students listen for new vocabulary words.
6. Students demonstrate understanding of new vocabulary words by using them in sentences.

Day 1

*Passage for Day 1—Begin reading “Every Saturday Maria Lili looked forward to making...”
Stop reading... “plantains for four pounds of thick cassava.”*

Vocabulary words for Day 1

simmering (verb) cooking slowly
aroma (noun) the smell of something
prepare (verb) make, put together

Introduce Vocabulary

Procedure:

1. Teacher says the word.
2. Students say the word.
3. Teacher shows the word card.
4. Teacher defines the word.
5. Teacher uses the word in a sentence.

Today we are going to read a story about a little girl who visits her grandparents. We are going to learn three new words.

The first word is *simmering*. Say the word.

Students: simmering

Show the word card.

Simmering means to cook something slowly. I help my mom stir the soup when it is bubbling and *simmering* on the stove.

Continue the process with the following sentences.

Aroma is another word for the smell of something. I like the *aroma* of flowers because they smell sweet.

Prepare means to put together or make. I *prepare* dinner by making chicken enchiladas.

Listening Comprehension

Procedure:

1. Teacher introduces story and activates students' background knowledge.
2. Teacher reads aloud a portion of the story book from "Every Saturday, Maria Lili looked forward to making . . ." to ". . . plantains for four pounds of thick cassava."
3. Students retell events with teacher support.

The title of today's story is *Saturday Sancocho*. It was written by Leyla Torres. She is the author of the book. The story is about a little girl named Maria Lili who visits her abuela Mama Ana and her abuelo Papa Angelino on Saturdays to make a delicious chicken sancocho.

Have you ever eaten sancocho? *Sancocho is similar to a stew. Use the book and cover illustrations to name some of the ingredients in sancocho.*

In the book, the little girl and her grandmother go to the market. Have you ever been to a market? *Show book illustrations of the market.*

Read the portion of the story book with appropriate pacing, enunciation, and intonation.

Select one student to retell three events in the story. Show the illustrations to scaffold the retelling. Encourage the student to use the new vocabulary words in the retelling.

Does anyone have anything to add?

*Additional prompts: Why did Maria Lili and Mama Ana go to the market?
How did Mama Ana get the green plantains?*

Vocabulary Review

Procedure:

1. Teacher reviews vocabulary words and displays the words on the table.
2. Teacher rereads the portion of the story book.
3. Students show a thumbs up when they hear a vocabulary word.
4. Teacher reviews definition and uses the word in a sentence.
5. Students use new vocabulary word in a sentence.

Let's review our new vocabulary words. The first word is *simmering*. Say the word.

Students: simmering

Show the word card.

***Simmering* means to cook something slowly. I help my mom stir the soup when it is bubbling and *simmering* on the stove.**

Continue the process with the remaining words.

We are going to play a game. I will read the story again. This time, you will listen for the three new vocabulary words. When you hear one of the words, show a thumbs up.

Read the portion of the story book. As you read the first vocabulary word, look to see that students are showing a thumbs up. If they do not show a thumbs up, stop and tell the students to listen carefully. Read the sentence again. If the students still have difficulty, tell them the word, read the sentence and model showing a thumbs up as the word is read.

When students show a thumbs up, stop reading. Hold up the word card.

What word did you hear?

Students: simmering

That's right. *Simmering* is one of our vocabulary words. What does *simmering* mean?

Students: cooking slowly

To scaffold, reread the sentence with the word from the book or reread the definition.

When something is on the stove and it is bubbling, we say it is *simmering*. Now I will use *simmering* in a different sentence.

I like to stir the rice when it is *simmering*. What do you like to stir when it is *simmering*? *To scaffold, ask about foods the students like to help cook. Students can create their own sentences or use the teacher's sentence as a model.*

Student: I like to stir ___ when it is simmering. *Correct responses as needed.*

Continue this process with the remaining words using the following:

***Aroma* is another word for the smell of something. I like the *aroma* of flowers because they smell sweet. What do you like to smell?**

Student: I like the aroma of ___.

***Prepare* means to put together or make. I *prepare* dinner by making chicken enchiladas. What kinds of foods can you *prepare*?**

Student: I can prepare ___.

Summary

Today we read part of *Saturday Sancocho*. Tomorrow we will read some more of the story. Remember to listen for the words *simmering*, *aroma*, and *prepared* when you hear stories or listen to adults talking.

Day 2

Passage for Day 2—Begin reading “At first Don Mateo was not in the mood...” Stop reading... “equally between two baskets.”

Review Vocabulary words from Day 1.

Let's review the vocabulary words we learned yesterday.

The first word is *simmering*. Say the word

Students: simmering

Show the word card.

***Simmering* means to cook something slowly.**

Continue the process with the following sentences.

***Aroma* is another word for the smell of something. Maria Lili likes the *aroma* of the chicken sancocho *simmering* on the stove.**

***Prepare* means to put together or make. Mama Ana needed more ingredients to *prepare* the sancocho, so she and Maria Lili went to the market.**

Vocabulary words for Day 2

couple (noun) two of something

exchange (verb) trade, give one thing for another

divide (verb) put into groups

Introduce Vocabulary

Procedure:

1. Teacher says the word.
2. Students say the word.
3. Teacher shows the word card.
4. Teacher defines the word.
5. Teacher uses the word in a sentence.

Today we are going to continue reading about Maria Lili and Mama Ana. We are going to learn three new words.

The first word is *couple*. Say the word.

Students: couple

Show the word card.

***Couple* means two of something. If I have two apples, I have a *couple* of apples.**

Continue the process with the following sentences.

***Exchange* means to trade one thing for another. I can *exchange* books with my friends.**

***Divide* means to put things into groups. I *divide* the candy into three groups.**

Listening Comprehension

Procedure:

1. Teacher introduces story and activates students' background knowledge.
2. Teacher reads aloud a portion of the story book from "At first Don Mateo was not in the mood . . ." to ". . . equally between two baskets."
3. Students retell events with teacher support.

Review story events from the previous day. Activate students' background knowledge.

Why did Mama Ana and Maria Lili go to the market? *Show book illustrations.*

What are some of the ingredients they got at the market? *Show book illustrations of the market.*

Read the portion of the story book with appropriate pacing, enunciation, and intonation.

Select one student to retell three events in the story. Show the illustrations to scaffold the retelling. Encourage the student to use the new vocabulary words in the retelling.

Does anyone have anything to add?

Additional prompt: What other ingredient do they still need for the chicken sancocho?

Vocabulary Review

Procedure:

1. Teacher reviews vocabulary words and displays the words on the table.
2. Teacher rereads the portion of the story book.
3. Students show a thumbs up when they hear a vocabulary word.
4. Teacher reviews definition and uses the word in a sentence.
5. Students use new vocabulary word in a sentence.

Let's review our new vocabulary words. The first word is *couple*. Say the word.

Students: couple

Show the word card.

***Couple* means two of something. If I have two apples, I have a *couple* of apples.**

Continue the process with the following sentences.

***Exchange* means to trade one thing for another. I can *exchange* books with my friends.**

***Divide* means to put things into groups. The teacher *divides* the papers into three groups.**

We are going to play a game. I will read the story again. This time, you will listen for the three new vocabulary words. When you hear one of the words, show a thumbs up.

Read the portion of the story book. As you read the first vocabulary word, look to see that students are showing a thumbs up. If they do not show a thumbs up, stop and tell the students to listen carefully. Read the sentence again. If the students still have difficulty, tell them the word, read the sentence and model showing a thumbs up as the word is read.

When students show a thumbs up, stop reading. Hold up the word card.

What word did you hear?

Students: couple

That's right. *Couple* is one of our vocabulary words. What does *couple* mean?

Students: two of something

To scaffold, reread the sentence with the word from the book or reread the definition.

When you have two of the same thing, you have a *couple*. I have a *couple* of pencils. That means I have two pencils.

Do you have a *couple* or two of something? *Students can create their own sentences or use the teacher's sentence as a model.*

Student: I have a couple of _____. Correct responses as needed.

Continue this process with the remaining words using the following:

***Exchange* means to trade one thing for another. I *exchange* books with my friends. What do you *exchange* with your friends?**

Student: I exchange _____ with my friends.

***Divide* means to put things into groups. I *divide* the candy into three groups. What can you *divide* into groups?**

Student: I divide the _____ into groups.

Summary

Today we read part of *Saturday Sancocho*. Tomorrow we will read some more of the story. Remember to listen for the words couple, exchange, and divide when you hear stories or listen to adults talking.

Day 3

Passage for Day 3—Begin reading “Mama Ana offered one of the baskets...” Stop reading... “Maria Lili had something more important to do.”

Review Vocabulary words from Day 2.

Let’s review the vocabulary words we learned yesterday. *Say the word and ask students to repeat it before reading the definition.*

Couple means two of something. Mama Ana gave Don Mateo a *couple* of eggs.

Exchange means to trade one thing for another. Maria, Lili, and Mama Ana went to the market to *exchange* eggs for the ingredients to make sancocho.

Divide means to put things into groups. Mama Ana *divided* the vegetables into two groups and put them in two baskets.

Vocabulary words for Day 3

stew (noun) a thick soup

admire (verb) to think something is special, good, or beautiful

delicious (adjective) enjoyable to eat, yummy tasting

Introduce Vocabulary

Today we are going to finish reading about Maria Lili and Mama Ana. We are going to learn three new words.

Introduce the words using the established procedure.

Stew is like a thick soup. My mom makes a *stew* with carrots and potatoes.

Admire means to think something is special, good, or beautiful. I *admire* my friend’s new shoes.

Delicious means that something is enjoyable to eat and that it tastes yummy. I think vanilla ice cream is *delicious*.

Listening Comprehension

Read aloud a portion of the story book from “Mama Ana offered one of the baskets . . .” to “. . . Maria Lili had something more important to do.”

Review story events from the previous day. Activate students’ background knowledge.

What ingredient do Mama Ana and Maria Lili still need for the chicken saccocho? *Show book illustrations.*

Read the portion of the story book with appropriate pacing, enunciation, and intonation.

Select one student to retell three events in the story. Show the illustrations to scaffold the retelling. Encourage the student to use the new vocabulary words in the retelling.

Does anyone have anything to add?

Additional prompt: How did Maria Lili get the spinning top? How did Maria Lili help prepare the chicken sancocho?

Vocabulary Review

Let's review our new vocabulary words.

Review the vocabulary words using the established procedure.

We are ready to play our game. I will read the story again. This time, you will listen for the three new vocabulary words. When you hear one of the words, show a thumbs up.

Play the game using the established procedure.

To scaffold, reread the sentence with the word from the book or reread the definition.

Stew is like a thick soup. My mom makes a stew with carrots and potatoes. Have you ever had a stew? What was in it? I had a stew with ____. *Students can create their own sentences or use the teacher's sentence as a model.*

Student: I had a stew with _____. *Correct responses as needed.*

Admire means to think something is special, good, or beautiful. I admire my friend's new shoes. What do you admire?

Student: I admire _____.

Delicious means that something is enjoyable to eat and that it tastes yummy. I think vanilla ice cream is delicious. What do you think is delicious?

Student: I think _____ is/are delicious.

Summarize the lesson

Today we finished reading *Saturday Sancocho*. Tomorrow we reread the whole story. Remember to listen for the words *stew*, *admire*, and *delicious* when you hear stories or listen to adults talking.

Day 4

Review Vocabulary

Select five vocabulary words from the story to review that were challenging for students. Review the words using the established procedure.

Listening Comprehension

Now I will read and retell the story of *Saturday Sancocho*. Then, I will ask you questions about the story. Listen carefully for the words (list words) as I read. Orally retell the entire story with the students. Intersperse reading actual text with oral retell, especially sections or sentences containing the review words. Use the vocabulary taught in the previous lessons as you retell. Read with appropriate pacing, enunciation, and intonation.

Ask students the following questions. Encourage students to use the vocabulary words they have learned in their responses. Use the illustrations to support the students' responses.

How did Mama Ana and Maria Lili get all of the ingredients for the chicken sancocho?

What were some of the ingredients they needed for the chicken sancocho?

How did they prepare the chicken sancocho?

What was your favorite part of the story? Why?

Review the words again if time permits.

Summarize the lesson.

Today we finished reading *Saturday Sancocho*. You did a great job remembering the vocabulary words from the story.



FALL OF GRADE ONE

Spanish Lessons

I. Discriminación de sonidos

II. Leyendo sílabas

III. Leyendo palabras por sílabas

IV. Estirando y escribiendo palabras

V. Lectura



FALL OF GRADE ONE

I. Discriminación de sonidos

Objective: Students will identify the /s/ at the end of words.

Procedure:

1. Teacher says a word.
2. Students show thumbs up if it has the target sound at the end.
3. Students show thumbs down if it does not have the target sound at the end.

Hoy vamos a trabajar con el sonido /s/. Voy a decir unas palabras y ustedes me dirán si terminan con el sonido /s/. Si la palabra termina con el sonido /s/, apunten su pulgar hacia arriba. *Demonstrate a thumbs-up.*

¿Qué van a hacer cuando escuchen el sonido /s/ al final de la palabra?

Students hold their thumbs up.

Ahora, si no escuchan el sonido /s/ al final de la palabra, apunten su pulgar hacia abajo.

Demonstrate a thumbs-down. **¿Qué van a hacer si no escuchan el sonido /s/ al final de la palabra?**

Students hold their thumbs down.

¡Muy bien! Me toca a mí hacer la primera. La primera palabra es *mono*. ¿Escuchan el sonido /s/ al final de *mono*? No. Entonces apuntamos el pulgar hacia abajo. *Demonstrate.*

Háganlo conmigo. La palabra es *mono*. ¿Escuchamos /s/ al final de *mono*?

Teacher and students hold their thumbs down. Monitor.

Muy bien. Ahora ustedes. La palabra es *lunes*. ¿Escuchan /s/ al final de *lunes*?

Students should point thumbs up. Monitor.

To scaffold, use the following error correction cycle:

1. *Stop when an error is made.*
2. *Model the correct response. Mi turno. Lunesss. Show thumbs up. ¿Escuchan /s/ al final de lunes?*
3. *Lead students. Escuchemos. Lunesss. ¿Oímos /s/ al final de lunes? Students and teacher show thumbs up.*
4. *Test. Ahora ustedes solos. ¿Oyen /s/ al final de lunes?*
5. *Return to the beginning of the list and begin again.*

Continue with words: comer, lentes, mes, dulce, sala.

Individual practice with 2 words.



FALL OF GRADE ONE

II. Leyendo sílabas

Objective: Students will correctly read syllables sound by sound and then fast.

Syllables—ma, la, se, pa, ne, me, le, sa, pe, na

Procedure:

1. Teacher displays each syllable.
2. Students sound each letter, then read the syllable fast.
3. Individual practice with 4 syllables.

Vamos a leer sílabas. Digan los sonidos que forman las sílabas y luego léanlas rápido.

Display *ma*.

Digan los sonidos. *Point to each letter as it is sounded.*

Students: /mmm/aaa/

Lean la sílaba.

Students: ma

If students pause between sounds, use the following error correction cycle

1. *Stop when an error is made.*
2. **Model. Mi turno. No paren entre sonidos. Escuchen. Diré los sonidos sin parar.** *Point to each letter as it is sounded. Do not stop between sounds.*
3. **Lead. Digamos los sonidos sin parar.** *Teacher and students say the sounds without stopping as teacher points to each letter.*
4. **Test. Ahora ustedes, digan los sonidos.** *Students say the sounds without stopping as teacher points to each letter.*
5. *Back up 4 items (or to the beginning if fewer than 4 syllables) and repeat all syllables with students responding in unison.*
6. *Individual turns on the missed syllable.*



If students make a sound error, use the following error correction cycle:

1. *Stop.*
2. *Model. Say the correct sound when an error is made.*
3. *Lead. Point to the missed letter, **¿qué sonido es?** Students and teacher respond in unison.*
4. *Test. **Digan los sonidos.** Point to each letter in the syllable for students to sound out.*
5. *Back up 4 items (or to the beginning if fewer than 4 syllables) and repeat all syllables with students responding in unison.*
6. *Individual turns on the missed syllables.*

If students say the syllable incorrectly after sounding it correctly, use the following error correction cycle:

1. *Stop. Say the syllable correctly. **La sílaba es** __.*
2. *Model. **Mi turno** /mmm/aaa/ **¿qué sílaba? Ma.***
3. *Lead. **Digamos los sonidos.** Students and teacher sound each letter.*
4. *Test. **¿Qué sílaba?** Students say syllable.*
5. *Back up 4 items (or to the beginning if fewer than 4 syllables) and repeat all syllables with students responding in unison.*
6. *Individual turns on the missed syllables.*

Continue the process with the following syllables: la, se, pa, ne, me, le, sa, pe, na.

Individual turns with 4 syllables.



FALL OF GRADE ONE

III. Leyendo palabras por sílabas

Materials: word cards of the following words with the syllables underlined: sale, pala, papá, lana, dame.

Objective: Students will correctly decode words by reading syllables.

Procedure:

1. Teacher reads each syllable and then reads the word fast. Teacher slides finger under each syllable as it is read.
2. Students practice reading by syllables with teacher.
3. Students read each word by syllables and then fast.
4. Individual turns with one word.

Vamos a usar las sílabas que leímos en la actividad anterior para leer palabras. Las palabras se forman con una o más sílabas. Mi turno. *Hold the word card so that you can slide your finger under each syllable easily.*



Leo la sílaba sa. *Slide finger under syllable.*

Leo la sílaba le. *Slide finger under syllable.*

Leo la palabra Sale. *Slide finger under each syllable.*

Leo la palabra rápido Sale. *Slide finger under each syllable, read it faster.*

Háganlo conmigo. Leamos la sílaba. *Continue to slide finger under each syllable as it is read.*

Teacher and students: **sa**

Leamos la sílaba.

Teacher and students: **le**

Leamos la palabra.

Teacher and students: **sale**



Muy bien. Ahora ustedes solos. Lean la sílaba.

Students: sa

Lean la sílaba.

Students: le

Lean la palabra.

Students: sale

Léanla rápido.

Students: sale

To scaffold, sound each letter in the syllable.

Continue the process with the following words: pala, papá, lana, dame.

Individual turns with 1 word.



FALL OF GRADE ONE

IV. Estirando y escribiendo palabras

Objective: Students will stretch and spell words (lana, dame, sala) correctly.

Procedure:

1. Teacher models saying words slowly without stopping between sounds.
2. Teacher models writing the letters that represent each sound from left to right on a white board.
3. Students stretch and then write words correctly.

Vamos a escribir palabras. Ustedes van primero a estirar y luego a escribir las palabras que yo diga.

Mi turno. Estiro lana, /lll/aaa/nnn/aaa/. To scaffold, make a right fist and raise one finger for each sound in the word.

Ahora escribo cada sonido en el orden en que lo oigo. Demonstrate writing a letter for each sound in the word.

¿Qué palabra escribí?

Students: lana

Háganlo conmigo. Estiremos lana. To scaffold, make a right fist and raise one finger for each sound in the word.

Teacher and students: /lll/aaa/nnn/aaa/.

Escriban lana. Escriban cada sonido en el orden en que lo oyen. Monitor and scaffold as needed. Scaffold by raising a finger for each sound only if students need it for support.

¿Qué palabra escribieron?

Students: lana

Muy bien. Ahora ustedes solos. Estiren dame.

Students: /d/aaa/mmm/eee/

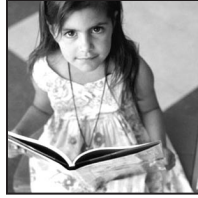
Escriban dame. Escriban cada sonido en el orden en que lo oyen.

Monitor and scaffold as needed.

¿Qué palabra escribieron?

Students: dame

Continue the process with the following word: sala.



FALL OF GRADE ONE

V. Lectura

Objective: Students will read connected text, sounding out decodable words and reading high-frequency words fast. Students will read from their student book.

Text from the decodable book “La lana”: Una corderita no tiene lana y le da pena. Su papá sale y recoge lana del suelo y se la da a la corderita.

¡Papá, dame la lana!

Me da pena.

Papá sale con la pala.

Le da la lana.

High-frequency word in the text: *con*

Procedure:

1. Teacher models reading the sentence
 - a. sound out each decodable word, then read it fast.
 - b. read each high-frequency word fast.
 - c. read the whole sentence fast.
2. Teacher guides students in reading the sentence in the same way, tapping to set the pace.
3. Individual turns reading the sentence fast.

Van a leer el cuento “La lana.” Van a leer las palabras frecuentes rápido. Van a decir los sonidos de las otras palabras sonido por sonido y luego van a leer la palabra rápido. Me toca a mí.

Model reading the sentence, sounding out each word and then reading it fast.

/P/aaa/p/ááá/ papá /d/aaa/mmm/eee/ dame /lll/aaa/ la /lll/aaa/nnn/aaa/ lana. Papá, dame la lana.

Háganlo conmigo. Digan cada sonido y no paren entre sonidos.

Teacher and Students: **/P/aaa/p/ááá/**

¿Qué palabra es?

Students: papá



Siguiente palabra. Digamos los sonidos.

Teacher and Students: /d/aaa/mmm/eee/

¿Qué palabra es?

Students: dame

Continue this process with the remaining words in the sentence, scaffolding as needed.

Leamos la oración.

Teacher and Students: **Papá, dame la lana.**

Continue this process with the remaining sentences.

If students misidentify a sound, scaffold using the following error correction cycle:

1. *Stop when an error is made.*
2. *Say the correct sound.*
3. *Students sound the word again. **Digan los sonidos.***
4. *Return to the beginning of the sentence and reread it. **Regresen al principio de la oración.***

If students misread a high-frequency word, scaffold using the following error correction cycle:

1. *Stop when an error is made.*
2. *Read the word correctly. **La palabra es con.***
3. *Students read the word again. **¿Qué palabra es?***
4. *Return to the beginning of the sentence and reread it. **Regresen al principio de la oración.***

Ahora ustedes solos. Tap for each sound in decodable words and once for high-frequency words.

Students: /P/aaa/p/ááá/ papá /d/aaa/mmm/eee/ dame /lll/aaa/ la /lll/aaa/nnn/aaaa/ lana.

Ahora lean la oración.

Papá, dame la lana.

Individual turns with one page.



WINTER OF GRADE ONE

Spanish Lessons

I. Introducción a los sonidos

II. ¿Cuál es la sílaba?

III. Palabras multisilábicas

IV. Lectura

V. Lectura de comprensión



WINTER OF GRADE ONE

I. Introducción a los sonidos

Objective: Students will correctly say the sounds of letters.

Procedure:

1. Teacher reviews /k/ spelled *c* and /s/ spelled *ce*.
2. Teacher points to letters, students hold continuous sounds until next letter is touched and repeat stop sounds until next letter is touched.
3. Individual practice with 4 letters.

Ya sabemos que la letra *c* tiene dos sonidos. Hold up *c* letter card.

¿Cuál es el sonido?

Students: /k/

Muy bien. Hold up *ce* letter card.

¿Cuál es el sonido?

Students: /sss/

Excelente. Cuando la *c* va acompañada de la *e* la sílaba se lee /sss/eee/.

Digan los sonidos de las letras.

*To scaffold, remind students that when *c* is followed by *e*, it says /s/, not /k/.*

Individual practice with 4 letters, including *ce*.

S v ce a

u rr s T

D ll ce s



WINTER OF GRADE ONE

II. ¿Cuál es la sílaba?

Objective: Students will correctly read syllables with r and l blends.

Procedure:

1. Print *l* syllables on a white board.
2. Students read the syllables together and then individually.
3. Add *f* to the beginning of each syllable.
4. Students read the syllables together and then individually.
5. Continue process with each step.

Vamos a jugar un juego que se llama ¿Cuál es la sílaba? *Write the syllables in the box on a white board for the students to read.*

Prepárense. Point to the first syllable.

Léanla.

Students: li

Scaffold as needed. Sound missed syllables and then read them fast.

Continue with the other syllables on the white board.

Individual turns reading all syllables.

Voy a agregar una *f* para formar otra sílaba. Add *f* to the beginning of each syllable.

Prepárense. Lean. *Point to each syllable.*

Students: fli, fla, flo, flu, fle

Individual practice with each syllable.

Ahora voy a cambiar la *f* por una *c*. Erase *f* and add *c* to the beginning of each syllable.

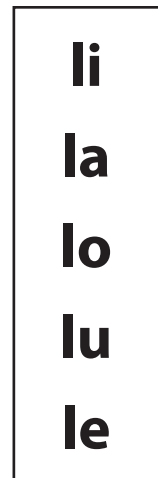
cli, cla, clo, clu, cle

Continue the process with each syllable in the box.

Ahora voy a cambiar la *c* por una *b*. Erase *c* and add *b* to the beginning of each syllable.

bli, bla, blo, blu, ble

Continue the process with each syllable in the box.





WINTER OF GRADE ONE

III. Palabras multisilábicas

Objective: Students will correctly read words with 3 syllables.

Words are listed on the student sheet.

Procedure:

1. Students read each syllable, then read the word fast.
2. Students read each word fast.

Primero van a leer palabras sílaba por sílaba y luego van a leerlas rápido. Prepárense.

Lean.

Students: ca

Lean.

Students: mi

Lean.

Students: no

Lean la palabra.

Students: camino

To scaffold, ask students to reread the missed syllable sound by sound, then read the syllable. Then go back and reread the whole word by syllables and then fast.

Continue process with the following words: verano, amigo, nadamos, salida, pasear, música, perrito.

Ahora van a leer las palabras rápido. Prepárense. Lean.

Provide individual practice with all words.



WINTER OF GRADE ONE IV. Lectura

Danny, SRA/McGraw-Hill (2000). **Leamos español, Libro descifrable, Nivel K, Libro 2.**

Procedure:

1. Teacher reads the title “Danny.” Teacher reviews each page with students and asks for predictions about what they think will happen.
2. Teacher records the predictions on a white board.
3. First reading—unison. Students read the whole story together. Teacher taps the pace, no more than 3 seconds per word.
4. Teacher records missed words and reviews after first reading. All students sound each missed word and then read it fast.
5. Second reading—individual turns. Students read one page of the story.
6. Check predictions using white board.

Van a leer rápido el cuento “Danny.”

Primero vamos a leer el cuento y luego vamos a comparar sus predicciones con lo que sucedió en el cuento.

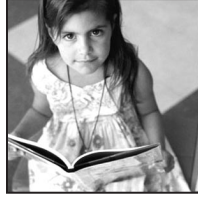
Prepárense. Lean.

*Tap once for each word, pausing no more than 3 seconds between taps.
Record missed words for review.*

Esta vez cada uno leerá una página.

Ahora vamos a comparar las predicciones con lo que sucedió en el cuento.

Read each prediction and discuss how it relates to what happened in the story.



WINTER OF GRADE ONE

V. Lectura de comprensión

Objective: The students will correctly complete sentences about the story “Danny” using the following words: verano, camina, nada.

Procedure:

1. Teacher reviews words with students.
2. Teacher and students read first sentence, filling in the blank with each word to find the one that completes the sentence correctly.
3. Students write the correct word in the blank.
4. Continue until all sentences are completed.

En la lectura “Danny” leímos que sólo el niño puede ver a Danny. ¿Qué tipo de amigo es Danny?

Students: invisible, imaginario

Sí, es un amigo imaginario. Sólo el niño ve a Danny. Ahora vamos a completar unas oraciones pensando en el cuento.

Primero, leeremos las palabras que están en el recuadro. Señalen la primera palabra en el recuadro. Piensen.
Pause 2 seconds. Lean.

Students: verano

Continue with remaining words (camina, nada).

A la primera oración le falta una palabra. Vamos a buscar la palabra que falta. Mi turno. Escuchen. “Van al mar cada ____.” Voy a leer la oración con cada palabra del recuadro para ver que palabra corresponde. “Van al mar cada verano, camina, nada.” Read the sentence with each word. ¿Qué palabra completa la oración correctamente?

Students: verano

Van al mar cada verano. Repitan la oración.

Students: Van al mar cada verano.

Escriban *verano* en el espacio de la primera oración.

Monitor and scaffold as needed.

La siguiente oración la leeremos todos juntos. Prepárense.

Teacher and Students: **Danny no toma ____.**



Vamos a leer la oración con cada palabra que sobra en el recuadro para ver cuál completa la oración correctamente.

Teacher and Students: **Danny no toma *camina*. Danny no toma *nada*.**
¿Qué palabra completa la oración correctamente?

Students: nada
Danny no toma nada. Escriban *nada* en el espacio.

Monitor and scaffold.

Lean la oración.

Students: Danny no toma nada.

Continuemos con la siguiente oración.

Continue the process with final sentence—Mi amigo Danny no camina.

Ahora van a leer todas las oraciones.

Van al mar cada *verano*.

Danny no toma *nada*.

Mi amigo Danny no *camina*.



SPRING OF GRADE ONE

Spanish Lessons

I. Desarrollo de fluidez

II. Discriminación de vocales

III. Palabras multisilábicas con diptongos

IV. Lectura

V. Recuento de eventos



SPRING OF GRADE ONE

I. Desarrollo de fluidez

Objective: Students will read the story from the previous day fluently and accurately.

Fluency goal: First reading—a little more than 1 second per word.

Second reading—a little less than 1 second per word.

Procedure:

1. Teacher reads title and first page, modeling fluent and accurate reading.
2. First reading—students take turns reading 1 page each as teacher times the group reading of the story.
3. Teacher records any missed words on a white board and reviews them with students, sounding each word and then reading it fast.
4. Second reading—students read 1 page each (different from 1st reading) as teacher times group reading of the story.

Voy a leer las primeras páginas del libro. Escuchen. *Teacher reads title and first page accurately with expression.*

Ahora cada uno leerá una página del libro. Prepárense. Comiencen. *Note any words missed on a white board.*

Vamos a repasar unas palabras. *Students sound each letter and then read the word fast.*

Muy bien. Vamos a leer el libro de nuevo. Cada uno leerá una página. Prepárense. Comiencen.
Point to different first reader.

Start timer when student begins reading.

Continue timing until all pages have been read.

If students do not meet fluency goal, read the story one more time.



SPRING OF GRADE ONE

II. Discriminación de vocales

Materials: Students will need 1 set of vowel cards.

Objective: Students will correctly identify the medial vowel sound in words.

Procedure:

1. Teacher passes out vowel cards to students. Students arrange them on the table so that each card is visible to the student and the teacher in the following order: a, e, i, o, u.
2. Teacher reviews the sound of each vowel.
3. Students point to the vowel letter card that represents the medial vowel sound in words said by the teacher.

Primero vamos a repasar los sonidos de las vocales. Señalen la primera letra. ¿Cuál es el sonido?

Students: /aaa/

Siguiente letra. ¿Cuál es el sonido?

Continue the process with the remaining vowels.

Quiero que escuchen el sonido de en medio en las palabras que diga. Prepárense. La palabra es *sol*. Pause. *Sol*.

Señalen la vocal que oyen en medio.

Monitor and scaffold as needed. If students have difficulty hearing the middle sound, stretch the sound in the word /sloo/ll/.

Continue the process with the following words: más, tres, luz, con, río, sus, flan, mes.

Provide individual turns with 3-4 words, including río.



SPRING OF GRADE ONE

III. Palabras multisilábicas con diptongos

Objective: Students will correctly read multisyllabic words with diphthongs.

Procedure:

1. Students read the words from a student sheet.
2. Students read each word by syllables, and then read the word fast.
3. Teacher taps once for each syllable.
4. Individual turns with 3-5 words.

Van a leer cada palabra sílaba por sílaba y luego van a leerlas rápido. Señalen la primera palabra. Prepárense. *Tap.*

Students: fies

Tap.

Students: ta

Tap.

Students: fiesta

To scaffold, ask students to reread the missed syllable sound by sound, then read the syllable. Then go back and reread the whole word by syllables and then fast.

Continue the process with the remaining words on the student sheet
(via—jan, sien—te, bue—nas, bien, cien—tos, ai—re, via—jar, bue—no).

Individual practice with 3 words.



SPRING OF GRADE ONE IV. Lectura

El maíz, SRA/McGraw-Hill (2000). **Leamos español, Libro descifrado, Nivel I, Libro 24.**

Procedure:

1. Teacher reads the title “El maíz.” Teacher looks at each page with the students and asks for predictions about what they think will happen.
2. Teacher records students’ predictions on a white board.
3. Teacher times the reading. First reading—1 minute, 55 seconds. Second reading—1 minute, 45 seconds.
4. First reading—individual turns. Students read 1 page each, with the teacher tapping the pace, no more than 1 second per word.
5. Teacher records missed words and reviews after first reading. All students sound each missed word and then read it fast.
6. Second reading—individual turns. Students read a different page of the story a little faster than first reading.
7. Teacher checks predictions using white board.



SPRING OF GRADE ONE

V. Recuento de eventos

Objective: Students will retell the story “El maíz” in the correct sequence.

Procedure:

1. Teacher asks students to retell the story, prompting for the sequence.
2. Teacher records student responses on a white board.
3. Teacher reviews the sequence of events on the white board.

Vamos a repasar lo que pasó en el cuento de “El maíz.” ¿Quiénes son los personajes en el cuento?

Students: María, Oscar, sus padres y sus parientes

¿Qué pasó primero en el cuento?

Continue the process until the major events in the story have been listed.

Lean conmigo el resumen de eventos. *Read the list of events on the white board.*

Resumen del cuento “El maíz”

Personajes: María, Oscar, sus padres y sus parientes

Eventos:

1. *La familia de Oscar y María viajaron por avión al país de su madre.*
2. *Fueron a la finca de sus parientes.*
3. *Vieron cómo cosecharon el maíz sin máquinas.*
4. *Celebraron una fiesta.*
5. *María y su padre bailaron.*
6. *Toda la familia comió todo tipo de maíz.*



VOCABULARIO DE COMPRENSION

Spanish Lesson



VOCABULARIO DE COMPRENSION

Recuento de la historia

Torres, L. (1999) El sancocho del sábado. New York: Farrar, Straus and Giroux.

This book will take four days to read aloud and discuss.

Story Book Reading Procedure:

1. Teacher prepares word cards by writing the word on one side and the definition and example sentence on the other side.
2. Teacher introduces three vocabulary words.
3. Teacher reads a portion of the story book aloud.
4. Students retell the events that took place in the story.
5. Teacher rereads the portion of story book as students listen for new vocabulary words.
6. Students demonstrate understanding of new vocabulary words by using them in sentences.

Day 1

Passage for Day 1—Begin reading “Todos los sábados por la tarde. . .” Stop reading “. . . cuatro libras de yuca gruesa.”

Vocabulary words for Day 1

aroma-olor

de puesto en puesto-de un lugar a otro

docena-un grupo de doce cosas

Introduce Vocabulary

Procedure:

1. Teacher says the word.
2. Students say the word.
3. Teacher shows the word card.
4. Teacher defines the word.
5. Teacher uses the word in a sentence.

Hoy vamos a leer la historia de una niña que visita a sus abuelos. Vamos a aprender tres nuevas palabras.

La primera palabra es *aroma*. Digan la palabra.

Students: aroma

Show the word card.

***Aroma* es una palabra que significa el olor de algo. A mí me gusta el aroma de las flores porque huelen dulce.**

Continue the process with the following sentences.

***De puesto en puesto* es ir de un lugar a otro en un mercado. Juan fue de puesto en puesto buscando frutas sabrosas en el mercado.**

***Docena* es un grupo de doce cosas. Tengo una *docena* de lápices. Tengo doce lápices.**

Listening Comprehension

Procedure:

1. Teacher introduces story and activates students' background knowledge.
2. Teacher reads aloud a portion of the story book from “*Todos los sábados por la tarde . . .*” to “. . . *cuatro libras de yuca gruesa.*”
3. Students retell events with teacher support.

La historia de hoy es *El sancocho del sábado*. Fue escrito por Leyla Torres. Ella es la autora del libro. La historia es acerca de una pequeña niña llamada María Lili que visitaba a su abuela Mamá Ana y a su abuelo Papá Angelino los sábados para hacer un delicioso sancocho de pollo.

¿Ustedes han comido sancocho? Sancocho es como un caldo. *Use the book and cover illustrations to name some of the ingredients in sancocho.*

En el libro, la pequeña niña y su abuela fueron al mercado. ¿Ustedes han ido al mercado? *Show book illustrations of the market.*

Read the portion of the storybook with appropriate pacing, enunciation and intonation. Select one student to retell three events in the story. Show the illustrations to scaffold the retelling. Encourage the student to use the new vocabulary words in the retelling.

¿Alguien tiene algo que añadir?

*Additional prompts: ¿Por qué María Lili y su Mamá Ana fueron al mercado?
¿Cómo obtuvo Mamá Ana los plátanos?*

Vocabulary Review

Procedure:

1. Teacher reviews vocabulary words and displays the words on the table.
2. Teacher rereads the portion of the story book.
3. Students show a thumbs up when they hear a vocabulary word.
4. Teacher reviews definition and uses the word in a sentence.
5. Students use new vocabulary word in a sentence.

Vamos a repasar nuestro nuevo vocabulario. La primera palabra es aroma. Digan la palabra.

Students: aroma

Show the word card.

Aroma es una palabra que significa el olor de algo. A mí me gusta el aroma de las flores porque huelen dulce.
Continue the process with the remaining words.

Vamos a jugar un juego. Voy a leer otra vez la historia. Esta vez ustedes escucharán las tres nuevas palabras del vocabulario. Cuando escuchen una de las palabras, apunten su dedo gordo hacia arriba.

Read the portion of the storybook. As you read the first vocabulary word, look to see that students are showing a thumbs up. If they do not show a thumbs up, stop and tell the students to listen carefully. Read the sentence again. If the students still have difficulty, tell them the word, read the sentence and, model showing a thumbs up as the word is read.

When students show a thumbs up, stop reading. Hold up the word card.

¿Qué palabra escucharon?

Students: aroma

Correcto. *Aroma es una palabra de nuestro vocabulario, ¿Qué significa aroma?*

Students: un olor

To scaffold, reread the sentence with the word from the book or reread the definition.

Cuando algo tiene un olor decimos que tiene un *aroma*. Ahora usaremos *aroma* en una oración diferente.

A mí me gusta oler el *aroma* de arroz con pollo. ¿A ustedes qué aromas les gusta oler? *To scaffold, ask about foods the students like to help cook. Students can create their own sentences or use the teacher's sentence as a model.*

Student: A mí me gusta oler el aroma de _____. *Correct responses as needed.*

Continue this process with the remaining words using the following:

De puesto en puesto es ir de un lugar a otro en un mercado. Juan fue de puesto en puesto buscando frutas sabrosas en el mercado. Si ustedes fueran al mercado, ¿qué les gustaría buscar de puesto en puesto?

Student: Cuando voy de puesto en puesto me gusta buscar _____.

Docena es un grupo de doce cosas. Tengo una docena de lápices. Tengo doce lápices. ¿Ustedes tienen una docena de algo?

Student: Tengo una docena de ____.

Summary

Hoy leímos parte de *El sancocho del sábado*. Mañana leeremos más sobre la historia. Recuerden estar atentos para escuchar las palabras *aroma*, *de puesto en puesto* y *docena* cuando escuchen otras historias o a los adultos hablar.

Day 2

Passage for Day 2—Begin reading “Cuando llegaron a donde don Mateo. . .” Stop reading “Repartamos las verduras en los dos canastos.”

Review Vocabulary words from Day 1.

Vamos a repasar las palabras del vocabulario de ayer.

La primera palabra es *aroma*. Digan la palabra.

Students: aroma

Show the word card.

Aroma es una palabra que significa el olor de algo. A María Lili le gusta oler el *aroma* del cilantro cuando Mamá Ana prepara el sancocho de pollo.

Continue the process with the following sentences.

De puesto en puesto es ir de un lugar a otro en el mercado. María Lili y Mamá Ana fueron de puesto en puesto a buscar pollo y verduras.

Docena es un grupo de doce cosas. Todo lo que había en la casa fue una docena de huevos.

Vocabulary words for Day 2

trueque-un cambio de una cosa por otra

convencer-persuadir, hacer que una persona cambie de opinión

escuálidas-chicas y malas

Introduce Vocabulary

Procedure:

1. Teacher says the word.
2. Students say the word.
3. Teacher shows the word card.
4. Teacher defines the word.
5. Teacher uses the word in a sentence.

Hoy vamos a continuar leyendo acerca de María Lili y Mamá Ana. Vamos a aprender tres nuevas palabras.

La primera palabra es *trueque*. Digan la palabra.

Students: trueque

Show the word card.

***Trueque* significa cambiar una cosa por otra. Hice un *trueque* con mi hermano para cambiar mi pelota de fútbol por su pelota de béisbol.**

Continue the process with the following sentences.

***Convencer* significa persuadir, hacer que una persona cambie de opinión. Mamá Ana quiere *convencer* a Don Mateo de cambiarle seis mazorcas de maíz por dos libras de yuca.**

***Escuálidas* significa cosas que son chicas y malas. Las manzanas del mercado estaban *escuálidas*.**

Listening Comprehension

Procedure:

1. Teacher introduces story and activates students' background knowledge.
2. Teacher reads aloud a portion of the story book from "*Cuando llegaron a donde don Mateo. . .*" to "*Repartamos las verduras en los dos canastas.*"
3. Students retell events with teacher support.

Review story events from the previous day. Activate students' background knowledge.

¿Por qué Mamá Ana y María Lili fueron al mercado? *Show book illustrations.*

¿Cuáles fueron algunos de los ingredientes que trajeron del mercado? *Show book illustrations of the market.*

Read the portion of the story book with appropriate pacing, enunciation, and intonation.

Select one student to retell three events in the story. Show the illustrations to scaffold the retelling. Encourage the student to use the new vocabulary words in the retelling.

¿Alguien quiere añadir algo?

Additional prompt: ¿Cuál otro ingrediente necesitaban para el sancocho de pollo?

Vocabulary Review

Procedure:

1. Teacher reviews vocabulary words and displays the words on the table.
2. Teacher rereads the portion of the story book.
3. Students show a thumbs up when they hear a vocabulary word.
4. Teacher reviews definition and uses the word in a sentence.
5. Students use new vocabulary word in a sentence.

Vamos a repasar las palabras del vocabulario.

La primera palabra es *trueque*. Digan la palabra.

Students: trueque

Show the word card.

***Trueque* significa cambiar una cosa por otra. Hice un trueque con mi hermano para cambiar mi pelota de fútbol por su pelota de béisbol.**

Continue the process with the following sentences.

***Convencer* significa persuadir, hacer que una persona cambie de opinión. Mamá Ana *convenció* a Don Mateo de cambiarle seis mazorcas de maíz por dos libras de yuca.**

***Escuálidas* significa cosas que son chicas y malas. Las manzanas del mercado estaban *escuálidas*.**

Vamos a jugar un juego. Voy a leer otra vez la historia. Esta vez ustedes escucharán las tres nuevas palabras del vocabulario. Cuando escuchen una de las palabras, apunten su pulgar hacia arriba.

Read the portion of the story book. As you read the first vocabulary word, look to see that students are showing a thumbs up. If they do not show a thumbs up, stop and tell the students to listen carefully. Read the sentence again. If the students still have difficulty, tell them the word, read the sentence, and model showing a thumbs up as the word is read.

When students show a thumbs up, stop reading. Hold up the word card.

¿Qué palabra escucharon?

Students: trueque

Correcto. *Trueque* es una palabra de nuestro vocabulario, ¿Qué significa *trueque*?

Students: un cambio de una cosa por otra entre dos personas

To scaffold, reread the sentence with the word from the book or reread the definition.

Cuando dos personas hacen un cambio de una cosa por otra es un trueque. Hice un trueque con mi hermano para cambiar mi pelota de fútbol por su pelota de béisbol.

¿Ustedes han hecho un *trueque*? *Students can create their own sentences or use the teacher's sentence as a model.*

Student: He hecho un trueque de _____. *Correct responses as needed.*

Continue this process with the remaining words using the following:

***Convencer* significa persuadir, hacer que una persona cambie de opinión. Mamá Ana *convenció* a Don Mateo de cambiarle seis mazorcas de maíz por dos libras de yuca.**

¿De qué has convencido tú a tus amigos?

Student: He convencido a mis amigos de _____.

Escuálidas significa cosas que son chicas y malas. Las manzanas del mercado estaban escuálidas. ¿Qué otras frutas parecían escuálidas en la historia?

Student: Los (as) _____ se veían escuálidos (as).

Summary

Hoy leímos parte de *El sancocho del sábado*. Mañana leeremos más sobre la historia. Recuerden estar atentos para escuchar las palabras *trueque*, *convencer* y *escuálidas* cuando escuchen otras historias o a los adultos hablar.

Day 3

Passage for Day 3—Begin reading “Mamá Ana le ofreció una de las canastas” Stop reading “María Lili tenía algo más importante que hacer.”

Review Vocabulary words from Day 2.

Vamos a repasar las palabras del vocabulario.

Say the word and ask students to repeat it before reading the definition.

Trueque significa cambiar una cosa por otra. Mamá Ana hizo muchos trueques para conseguir los ingredientes.

Convencer significa persuadir, hacer que una persona cambie de opinión. Mamá Ana convenció a Don Mateo de cambiarle seis mazorcas de maíz por dos libras de yuca.

Escuálidas significa cosas que son chicas y malas. Las manzanas del mercado estaban escuálidas.

Vocabulary words for Day 3

flacuchento - flaco y débil

insistió - dijo muchas veces o con certitud, hasta que la otra persona acepte

lagrimear - llorar, mojarse los ojos

Introduce Vocabulary

Procedure:

1. Teacher says the word.
2. Students say the word.
3. Teacher shows the word card.
4. Teacher defines the word.
5. Teacher uses the word in a sentence.

Hoy vamos a continuar leyendo acerca de María Lili y Mamá Ana. Vamos a aprender tres nuevas palabras.

Introduce the new words using the established procedure.

Flacuchento es similar a flaco y débil. El pájaro que se cayó del nido era *flacuchento*.

Insistió es decir muchas veces o con certitud, hasta que la otra persona acepte. Mi mamá *insistió* en que me bañe cada noche.

Lagrimear es llorar o mojarse los ojos. *Lagrimeo* cuando mi mamá me regaña.

Listening Comprehension

Procedure:

1. Teacher introduces story and activates students' background knowledge.
2. Teacher reads aloud a portion of the story book from "Mamá Ana le ofreció una de las canastas..." to "María Lili tenía algo más importante que hacer."
3. Students retell events with teacher support.

Review story events from the previous day. Activate students' background knowledge.

¿Qué ingredientes les hacían falta a Mamá Ana y María Lili para cocinar el sancocho? *Show book illustrations.*

¿Cuáles fueron algunos de los ingredientes que trajeron del mercado? *Show book illustrations of the market.*

Read the portion of the story book with appropriate pacing, enunciation, and intonation.

Select one student to retell three events in the story. Show the illustrations to scaffold the retelling. Encourage the student to use the new vocabulary words in the retelling.

¿Alguien quiere añadir algo?

Additional prompts: ¿Cómo ayudó María Lili a preparar el sancocho? ¿Qué hizo María Lili con el trompo?

Vocabulary Review

Procedure:

1. Teacher reviews vocabulary words and displays the words on the table.
2. Teacher rereads the portion of the story book.
3. Students show a thumbs up when they hear a vocabulary word.
4. Teacher reviews definition and uses the word in a sentence.
5. Students use new vocabulary word in a sentence.

Vamos a repasar las palabras del vocabulario.

Review the vocabulary words using the established procedure.

Estamos listos para jugar nuestro juego. Voy a leer otra vez la historia. Esta vez ustedes escucharán las tres nuevas palabras del vocabulario. Cuando escuchen una de las palabras, apunten su dedo gordo hacia arriba.

Play the game using the established procedure.

To scaffold, reread the sentence with the word from the book or reread the definition.

Flacuchento es similar a flaco y débil. El pájaro que se cayó del nido era flacuchento. ¿Han visto ustedes algo flacuchento? ¿Cómo era? Yo he visto a un _____ flacuchento. *Students can create their own sentences or use the teacher's sentence as a model.*

Students: Yo he visto a un _____ flacuchento. *Correct responses as needed.*

Insistió es decir muchas veces o con certitud, hasta que la otra persona acepte. Mi mamá insiste en que me bañe cada noche. ¿En qué insiste tu mamá?

Students: Mi mamá insiste en _____. *Correct responses as needed.*

Lagrimear es llorar o mojarse los ojos. Lagrimeo cuando mi mamá me regaña. ¿A tí qué te hace lagrimear?

Students: Yo lagrimeo cuando _____. *Correct responses as needed.*

Summary

Hoy terminamos de leer *El sancocho del sábado*. Mañana leeremos toda la historia. Recuerden estar atentos para escuchar las palabras *flacuchento*, *insistió* y *lagrimear* cuando escuchen otras historias o a los adultos hablar.

Day 4

Review Vocabulary

Select five vocabulary words from the story that were challenging for students to review. Review the words using the established procedure.

Listening Comprehension

Ahora les voy a volver a leer la historia de *El sancocho del sábado*. Después, les voy a hacer unas preguntas acerca de la historia. Escuchen y pongan atención a las palabras del vocabulario mientras leo. *Orally retell the entire story with the students. Intersperse reading actual text with oral retell, especially sections or sentences containing the review words. Use the vocabulary taught in the previous lessons as you retell. Read with appropriate pacing, enunciation, and intonation. Ask students the following questions. Encourage students to use the vocabulary words they have learned in their responses. Use the illustrations to support the students' responses.*

¿Cómo obtuvieron Mamá Ana y María Lili todos los ingredientes para preparar el sancocho de pollo?

¿Cuáles son algunos de los ingredientes que se necesitan para cocinar el sancocho de pollo?

¿Cómo prepararon el sancocho de pollo?

¿Cuál es tu parte favorita de la historia? ¿Por qué?

Review the words again if time permits.

Summarize the Lesson

Hoy terminamos de leer *El sancocho del sábado*. Hicieron un excelente trabajo al recordar las palabras del vocabulario de la historia.