

# Lesson 11

## WEEK AT A GLANCE

### LESSON ACADEMIC LANGUAGE

narrative nonfiction, abbreviations, interview questions, compare, contrast, nonfiction, facts, compound words

This lesson provides instructional discussions to build these words.

### Phonemic Awareness

- Phoneme Blending and Segmentation

### Phonics

- *r*-Controlled Vowel /*ör*/for, ore
- Compound Words

### Spelling

or, for, form, more, store, sort, long, bring, your, head

### High-Frequency Words

animals, cold, fish, from, their, under, very



### Reading

- "Sid Scores" by Deanne W. Kells DECODABLE STORY
- "Land of Ice" by Norbert Wu NONFICTION
- "My Father's Feet" POETRY

### Fluency

- Prosody/Phrasing  
*(Assessed beginning in Theme 5)*

### Comprehension

-  Focus Skill: Compare and Contrast
-  Focus Strategy: Monitor Comprehension: Make Inferences

### Robust Vocabulary


nuzzled, pranced, raging, adapt, intriguing, inhabit


### Grammar

- Special Names and Titles for People

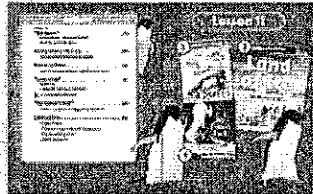
### Writing

- Form: Interview Questions
- Trait: Organization

 = Focus Skill

 = Focus Strategy

 = Tested Skill



### Introduce Lesson 11: Student Edition pp. 168–169

Read aloud the Contents for Lesson 11. Tell children that in this lesson they will be:

- reading a nonfiction selection.
- writing interview questions.
- decoding *and* spelling words that have *r*-controlled vowel /*ör*/for, ore.

1st Grade

# Lesson 12

## WEEK AT A GLANCE

### LESSON ACADEMIC LANGUAGE

*folktale, setting, riddle, myth, consonant blend, nouns*

This lesson provides instructional discussions to build these words.

### Phonemic Awareness

- Phoneme Blending and Segmentation

### T Phonics

- Digraph /sh/sh
- Initial Blends with l, s, r

### T Spelling

*shop, shot, shut, rush, wish, fish, for, more, from, very*

### T High-Frequency Words

*came, could, gold, happy, made, night, saw, were*



### Reading

- "Fox and His Big Wish" by Sandra Widener DECODABLE STORY
- "King Midas and His Gold" by Patricia and Fredrick McKissack MYTH
- "Gold and Money" NONFICTION ARTICLE

### Fluency

- Prosody/Expression  
*(Assessed beginning in Theme 5)*

### T Comprehension

-  Focus Skill: Setting
-  Focus Strategy: Ask Questions

### T Robust Vocabulary

*reward, handsomely, cruel, greedy, consequences, regret*

### T Grammar

- Special Names of Places

### Writing

- Form: Riddles
- Trait: Conventions



= Focus Skill



= Focus Strategy



= Tested Skill



### Introduce Lesson 12: Student Edition pp. 208–209

Read aloud the Contents for Lesson 12. Tell children that in this lesson they will be:

- **reading** a myth.
- **writing** riddles.
- **decoding and spelling** words that have digraph /sh/sh.

# Lesson 13

1st Grade

## WEEK AT A GLANCE

### LESSON ACADEMIC LANGUAGE

nonfiction, sequence, signpost words, concrete poem, alliteration, root word, syllable

This lesson provides instructional discussions to build these words.

### Phonemic Awareness

- Phoneme Deletion

### T Phonics

- Digraph /ch/ch, Trigraph /ch/tch
- Inflection -es

### T Spelling

chip, chin, inch, such, catch, match, wish, shop, saw, were

### T High-Frequency Words

air, fly, friends, grew, need, play, rain, watch

### Reading

- "Rich Gets Big" by Sandra Widener  
DECODABLE STORY
- "A Butterfly Grows" by Stephen Swinburne  
NONFICTION
- "Caterpillars" by Aileen Fisher POETRY

### Fluency

- Prosody/Intonation  
(Assessed beginning in Theme 5)

### T Comprehension

- Focus Skill: Sequence
- Focus Strategy: Use Graphic Organizers

### T Robust Vocabulary

astounding, continue, doubt, transform, examine, devour

### T Grammar

- Names of Days and Months

### Writing

- Form: Sequence Story
- Trait: Organization



= Focus Skill



= Focus Strategy



= Tested Skill



### Introduce Lesson 13: Student Edition pp. 14–15

Read aloud the Contents for Lesson 13. Tell children that in this lesson they will be:

- reading a nonfiction selection.
- writing a sequence story.
- decoding and spelling words that have digraph /ch/ch and trigraph /ch/tch.

1st Grade

# Lesson 14

## WEEK AT A GLANCE

### LESSON ACADEMIC LANGUAGE

*fable, e-mail, author's purpose, point of view, realistic fiction, summarize, root word, syllable*

This lesson provides instructional discussions to build these words.

### Phonemic Awareness

- Phoneme Blending and Deletion

### T Phonics

- *r*-Controlled Vowel /är/ar
- Inflections -s, -ed, -ing

### T Spelling

*far, farm, arm, art, part, park, chin, such, fly, watch*

### T High-Frequency Words

*again, feel, house, know, loud, Mrs., put, say*

### Reading

- "Ann's Trip to the Stars" by Karen Sandoval  
DECODABLE STORY
- "Mark's Big Day" by Monica Greenfield  
REALISTIC FICTION
- "Putting on a Play" NONFICTION

### Fluency

- Prosody/Intonation  
(Assessed beginning in Theme 5)

### T Comprehension

- Focus Skill: Author's Purpose/Point of View
- Focus Strategy: Summarize

### T Robust Vocabulary

*approached, energetic, pace, blunder, reassure, excel*

### T Grammar

- Names of Holidays

### Writing

- Form: E-mail
- Trait: Conventions



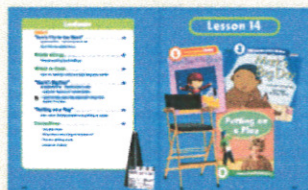
= Focus Skill



= Focus Strategy



= Tested Skill



### Introduce Lesson 14: Student Edition pp. 52–53

Read aloud the Contents for Lesson 14. Tell children that in this lesson they will be:

- **reading** a realistic fiction selection.
- **writing** e-mails.
- **decoding and spelling** words that have *r*-controlled vowel /är/ar.

1st Grade

# Lesson 15

## WEEK AT A GLANCE

### LESSON ACADEMIC LANGUAGE

*segment, realistic fiction, sequence, predicate, subject, personal narrative, fiction, non-fiction, biography*

This lesson provides instructional discussions to build these words.

### Phonemic Awareness

- Phoneme Segmentation and Deletion

### T Phonics

- Digraphs /kw/qu, /hw/wh
- Inflections -ed, -ing

### T Spelling

*quit, quick, quiz, whiz, which, when, arm, part, house, put*

### T High-Frequency Words

*about, books, family, name, people, read, work, writing*

### Reading

- "A Quiz for Brent" by Karen Sandoval DECODABLE STORY
- "Tomás Rivera" by Jane Medina BIOGRAPHY
- "I Can" by Mari Evans POETRY

### Fluency

- Reading Rate  
*(Assessed beginning in Theme 5)*

### T Comprehension

- Focus Skill: Sequence
- Focus Strategy: Ask Questions

### T Robust Vocabulary

*cozily, interrupted, triumphantly, accomplishment, ambition, admire*

### T Grammar

- Using *I and Me*

### Writing

- Form: Personal Narrative
- Trait: Voice



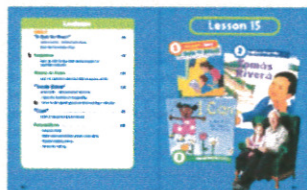
= Focus Skill



= Focus Strategy



= Tested Skill



### Introduce Lesson 15: Student Edition pp. 92–93

Read aloud the Contents for Lesson 15. Tell children that in this lesson they will be:

- **reading** a biography.
- **writing** personal narratives.
- **decoding and spelling** words that have digraphs /kw/qu, /hw/wh.