



Weeks 3 - 32 Integrated Language Arts Lesson Objectives: Weekly

Academic Week 3 (Sections A-G)

(See the Daily Template on page 124 or at www.spalding.org/GuideForms/FirstGrade)

Spelling: The student will ...

~60 minutes/day

Systematic Phonics (SP)

1. Say and write phonograms er, ir, ur, wor, ear, ng, ea, or (Introduce M/CK/C: Day 1-er's; Day 2-ng, ea, or).
2. Read (say) 30 of 46 phonograms: er, ir, ur, wor, ear, ng, ea, or, vowels, c, g, s, t, and others that they have difficulty pronouncing (OPR Steps 1-2: Days 1-4). ►
3. Demonstrate correct sitting position and pencil grip (Days 1-4).
4. Identify top and base lines and midpoint (Days 1-4).
5. Explain general handwriting rules (Days 1-4).
6. Say and write 20 of 46 phonograms: er, ir, ur, wor, ear, ng, ea, or, and others that they cannot say and write automatically (WPR Step 2: Days 1-4).
7. Say and write capital letters that begin at 2 on the clock on 5/8" lined paper (M/CK/C: Day 1-WRTR 55-56).
8. Say and write capital letters that begin with a line on 5/8" lined paper (M/CK/C: Day 2).
9. Name upper and lower case letters (Days 4-5). ►

High-Frequency Vocabulary (HFV)

1. Say, write, and blend me-at on 5/8" lined paper folded in half vertically (M/CK/C: Day 1: me-at; Day 2: a-see; Day 3: run-mow; Day 4: man-head; Day 5: top-at (WRTR 61-65, 254-256). ►
2. Read (segment) and blend S/V words me-at for spelling (from words written on the board: Days 1-5: WRTR 254-256).
3. Read me-at for reading (C).
4. Explain the pronunciation, spelling, marking, and rule of me, a, she, the (r, t) (C: Days 1-4-WRTR 221). ►
5. Define syllable and explain that every syllable must have a vowel. ►
6. Explain that a syllable that ends in one or more consonants is a closed syllable type; vowels usually say the first sound when followed by consonants, e.g., and, at, on (closed syllables-M/CK/C: Days 2-4-WRTR 225). ►
7. Identify and explain five jobs for the silent final e (M/CK/C: Days 2-5-WRTR 59-60, 221). ►

Writing: The student will ...

~30 minutes/day

Sentence Construction with Vocabulary Development (SCV)

1. Compose oral/written declarative sentences that demonstrate usage and meaning of unfamiliar words in HFV objective 1 (M/CK/C: Days 1-4). ►
2. Explain that a noun names a person, place, or thing; read the following sections A-G nouns written on the board and explain why these words are nouns, e.g., man, head, top; read the sentence written on the board, identify the noun, and explain why it is a noun, e.g., "The man jogs." Compose written sentences that use the nouns man, head, top (M/CK/C: Days 2-4-Delivering 62). ►

Tips

Spelling

- Phonemic awareness training is now incorporated in spelling dictation (see HFV objective 1).
- Continue to sort phonograms into two piles to practice no more than 30 for OPR and 20 for WPR at one time.
- For SP objective 9, use Spalding Alphabet Strips.
- For HFV objective 4, use Primary Rule Page 1 poster Part 2.
- For HFV objective 6, to prepare for teaching four syllable types, emphasize the first one as closed syllable that has one or more consonants following a vowel sound (see WRTR 225).
- For HFV objective 7, use Primary Rule Page 1 poster Part 3; introduce the silent final e's.

Writing

- For SCV objectives, the parts of speech and language skills are in italics; the week's spelling words are underlined.



Spalding Lessons First Grade

Roman Wölfel



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