Lesson 1: Arthur's Reading Race
Comprehension Skills/Strategies: Check for Understanding, Back up and Reread, Recognize Literary Elements (characters)
Accuracy: Chunk letters and sounds together (review short vowel patterns and word families), Spelling Words – flag, fin, ran, has, fill, sat, list, sit, bag, win, picnic, plastic, rabbit, fabric, napkin
Fluency: Cross Checking, H.F. Words – already, eight, police, prove, sign
Expand Vocabulary: Voracious Reading, Robust Words – dangerous, style, ignore, passion, challenge, underestimate, proficient, heed
Grammar: Sentences, Conventions (editing marks)
Writing: Responding to prompts, Power Starters
Time in class will also be used to continue baseline assessment

	Comprehension	Accuracy	Fluency	Expand Vocabulary	Writing & Grammar
Lesson Objectives	TSW check for understanding during reading TSW use back up and reread strategy to ensure understanding TSW identify characters and their traits	TSW chunk letters and sounds together TSW read and write words following short vowel patterns TSW spell words with short vowel patterns	TSW read accurately TSW use cross checking strategy to ensure that the words look & sound right and make sense TSW correctly read high frequency words	TSW read and use new words TSW engage in voracious reading to identify new words	TSW review Steve Dunn editing marks (organge square, green light, red light, blue dot say) TSW identify and write complete senteces TSW
Day 1 Tuesday September 3	**9:10–9:40** AR time in the Computer Lab 9:40-9:55 • Introduce CAFÉ – distribute menus • Discuss Check for Understanding & Back Up & Reread • Model strategies – read aloud <u>Arthur's Reading Race</u> • Add story to AR logbooks	**9:55–10:05** • Introduce CVC pattern using "villainous vowels and consonant cops" • Have students practice reading short a and I words.	**10:05–11:15** Baseline Writing Assessment (Does not count towards first marking period grades)		
Day 2 Wednesday September 4	**9:10–9:20** • Review Check for Understanding • Distribute Check for Understanding bookmarks • Partner read <u>Arthur's Reading Race</u> – students must use bookmarks to stop and discuss after every page	**9:20–9:30** • Use magnetic letter tiles to generate words for short a and i word families • Introduce & model concept of combining CVC patterns to create 2 syllable short vowel words	**9:30–9:35** • Read Aloud – <u>Arthurs Underwear</u> • Model cross checking strategy • Use tool kit to highlight difficult words, model back up and reread • Add story to AR logbooks	**9:35–9:40** • WOD: dangerous, style • Model & explain word of the day procedures o After defining WOD, students may write a sentence using the word and place in jar to earn a treat	**9:40–10:10** • White board sample sentences/not sentences • Introduce writing prompts & power starters • Model how generate power starter • Prompt – "How would you feel if you forgot to wear your pants to school? (arrange cards) **10:10–11:15** • Baseline Writing Test

Day 3 Thursday September 5	**9:10–9:20** • Review check for understanding & back up & reread • Independent read <u>Arthur's Reading Race</u> • Quiz review	**9:20–9:30** • Short vowel phonics quiz	**9:30–9:35** • Students cut out books, put words in ABC order & staple • Introduce & code words in H.F. booklet	**9:35–9:40** • WOD: ignore, passion • Introduce Voracious Reading – Using <u>Arthur's Underwear</u> model use of toolkit to write new words & post in room	**9:40–10:10** • Play "Is It A Sentence?" • Introduce conventions rubric – students grade samples • Students use word cards to generate power starters • Prompt – "How do you feel about reading?" **10:10–11:15** • Student Grouping Assessment
Day 4 Friday September 6	**9:10–10:10** Bully Meeting **10:10–10:30** • <u>Arthur's Reading Race</u> quiz	**10:30–10:35** • Introduce spelling words	• Review conventions rubric • Arthur writing prompt (complete together) • Student Grouping Assessment	**10:35–11:00** **11:00–11:15**	

Day 5 Monday September 9	**9:10–9:20**
	• Characters Anchor Chart
	9:20–9:35
	• Daily 5 – Read To Self Anchor Chart/Good Fit Books
		9:35–9:45
		• Play Roll & Spell Out Loud
		9:45–10:00
		• Daily 5 – Read To Self
		  o Review Anchor Chart
		  o Build Stamina
			10:00–10:10
			• High Frequency Quiz
			10:10–10:25
			• Daily 5 – Read To Self
			  o Review Anchor Chart
			  o Build Stamina
				10:25–10:30
				• WOD: challenge, underestimate
				• Introduce dictionary – model how to look up interesting words
				10:30–10:45
				• Daily 5 – Read To Self
				  o Review Anchor Chart
				  o Build Stamina
					10:45–11:00
					• Sentence Sort Worksheet
					• Students use word cards to generate power starters
					• Prompt – "Do you think Arthur will believe D.W. in the future?"
					11:00–11:15
					• Daily 5 – Read To Self
					  o Review Anchor Chart
					  o Build Stamina

Day 6 Tuesday September 10	**9:10–9:40**
	AR time in the Computer Lab
	9:40–9:55
	• Character Scoot Game
	9:55–10:10
	• Daily 5 – Read To Self
	  o Review Anchor Chart
	  o Build Stamina
		10:10–10:20
		• Spelling Fix-Up Worksheet
		10:20–10:35
		• Daily 5 – Read To Self
		  o Review Anchor Chart
		  o Build Stamina
			10:35–10:40
			• Introduce "Give Me Five"
			• Add hands to toolkits
			10:40–10:55
			• Daily 5 – Read To Self
			  o Review Anchor Chart
			  o Build Stamina
				10:55–11:00
				• WOD: proficient, heed
				• Dictionary WOD
					11:00–11:15
					• Grammar Quiz

Day 7 Wednesday September 11	**9:10–9:20**
	• Draw a character activity
	9:20–9:35
	• Daily 5 – Read To Self
	  o Review Anchor Chart
	  o Build Stamina
		9:35–9:45
		• White Board Spelling Sentences
		9:45–10:00
		• Daily 5 – Read To Self
		  o Review Anchor Chart
		  o Build Stamina
			10:00–10:05
			• Read Aloud – <u>Arthur Writes A Story</u>
			  o Model use of "Give Me 5"
			10:05–10:20
			• Daily 5 – Read To Self
			  o Review Anchor Chart
			  o Build Stamina
				10:20–10:25
				• WOD: dangerous, style, ignore, passion
				• Dictionary WOD
				10:25–10:40
				• Daily 5 – Read To Self
				  o Review Anchor Chart
				  o Build Stamina
					10:40–11:00
					• Review conventions rubric
					• Generate power starters using cards
					• Prompt – "Would you rather write a real or a made up story? Why?"
					11:00–11:15
					• Daily 5 – Read To Self

					o Review Anchor Chart o Build Stamina

Day 8
Thursday
September 12
	9:10-9:20
	• Characters Quiz
	9:20-9:35
	• Daily 5 – Read To Self
	  o Review Anchor Chart
	  o Build Stamina
		9:35-9:45
		• Spelling Test
		9:45-10:00
		• Daily 5 – Read To Self
		  o Review Anchor Chart
		  o Build Stamina
			10:00-10:05
			• "I Have, Who Has?" Dolch words
			10:05-10:20
			• Daily 5 – Read To Self
			  o Review Anchor Chart
			  o Build Stamina
				10:20-10:25
				• WOD: challenge, underestimate, proficient, heed
				• Dictionary WOD
				10:25-10:40
				• Daily 5 – Read To Self
				  o Review Anchor Chart
				  o Build Stamina
					10:40-11:00
					• Review conventions rubric
					• Generate power starters using cards
					• Prompt – "What do you think Arthur will be when he grows up? How do you know?"
					11:00-11:15
					• Daily 5 – Read To Self
					  o Review Anchor Chart
					  o Build Stamina

Day 9
Friday
September 13
Lesson 1 Homework Packets Due Today
	9:10-10:10
	Bully Meeting
	10:10-10:20
	• Spelling test fix-up
			10:20-10:30
			• Introduce Fluent Friday Activities
			  o Poetry Performances
			  o Timed reading
				10:30-10:40
				Robust Vocabulary Quiz
					10:40-11:15
					• Create a character
					• Prompt – "What traits does your character have?"

Day 10	X	X	X	X	X