

First Grade Literacy Lesson

“Winter”
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Sec. 51

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Vocabulary: - snowdrifts - gleaming - snowsuit -prickles -fawn
- long johns - heaping - shivering - meadow -badger

Word Wall: - and - don't - go - like - see
- along - do - his - look - saw
- be - eat - her - made - the
- can - for - I - new - went
- did - fun - in - out - you
- *gave - *put - *ran - *very

I. Rationale: In this lesson my first graders will be learning a ton of new things, as well as touching up on a few things that they have learned in kindergarten or earlier in the year. First the students will be learning how to figure out words from clues I give them. This will make them think about words as well as using sounds and rhyme to find the word. Students will also be learning how to spell certain words that look a lot like the words on our word wall. The students will do somewhat of a guess and check to see if the word they are trying to spell looks right. Another activity is guess the covered word, and the students will be doing another guess and check type procedure to see if what words will fit correctly in a sentence I will give them. For our guided reading we will do an activity called “Which one am I,” and in this activity the students will be taking the main character out of the book and using describing words to describe the character. Here the students will learn to use adjectives to describe things. Another activity the students will be using adjectives in is called “Which Picture” where the students will describe pictures to the class. The students will also use “Sound Boxes” where they will determine how many sounds are in a given word. And

last, during our shared writing, the students will learn about verbs when they tell what activities they like to do in the snow.

These skills and concepts are important for the students to learn because it will improve their writing skills. Students will need to know what adjectives are so they can become more descriptive writers and tell in more detail what they would like to express. They will also need to use verbs in their writing since every sentence they write will have at least one verb in it.

The activities in this lesson reflect best practice, because they all deal with teaching reading as a process. While a teacher teaches reading as a process, they should use strategies to activate prior knowledge of which this lesson plan does when asking the students questions. The teacher should also help students make predictions; of which this lesson plan does with the guided and shared reading books by asking what the students think might happen next. And the teacher should provide structure help during reading. This lesson plan does this as well by helping the students with words but not just saying the work for them.

II. Illinois Learning Standards:

Working With Words:

- **Standard 1.B.1c:** Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).
- **Standard 1.A.1b:** Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.

Guided Reading:

- **Standard 1.A.1b:** Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.
- **Standard 1.B.1a:** Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.

Shared Reading:

- **Standard 1.A.1a:** Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.
- **Standard 1.B.1a:** Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.

Shared Writing:

- **Standard 3.A.1:** Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of high frequency words; and appropriate use of the eight parts of speech.
- **Standard 3.B.1a:** Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things, events).

III. Materials:

A.) Milbourne, Anna. Illustrated by Elena Temporin. The Snowy Day. Scholastic Inc., 2007. This book is about snow and how it forms in the sky when it

gets to be cold outside, and describes how it blankets the earth. It also shows and tells the several things you can do in the snow, like sledding and making footprints like a track. And what I thought was neat was that the book goes into how animals adapt to the weather, like birds, squirrels, and even fish in a frozen pond. It as well relates to children because it goes into their fear of having the snowmelt and only getting one day to play in it. But, it states that snow stays around for a while and there will be more than a few opportunities to explore the wonderful world of snow.

B.) This is an appropriate nonfiction guided reading text for children because it goes into information about the weather, animals, and activities that a child can do in the snow. The weather is not too detailed, but it tells how the snows falls and talks about snowflakes and how they each are shaped and look differently. It is also very educational for students to learn what some animals do during the wintertime, like fish that can still swim in water that looks frozen. It gives some basic facts and knowledge about the season of winter and keeps it fun and interesting to the students.

C.) Keats, Jack Ezra. The Snowy Day. New York: The Viking Press, 1962.

“One winter morning Peter woke up and looked out the window. Snow had fallen during the night. It covered everything as far as he could see. After breakfast he put on his snowsuit and ran outside. The snow was piled up very high along the street to make a path for walking. Crunch, crunch, crunch, his feet sank into the snow. He walked with his toes pointed out, like this: He walked with his toes pointed in, like that: Then he dragged his feet s-l-o-w-l-y to make tracks. And he found something sticking out of the snow that made a

new track. It was a stick – a stick that was just right for smacking a snow-covered tree. Down fell the snow – plop! – on top of Peter’s head. He thought it would be fun to join the big boys in their snowball fight, but he knew he wasn’t old enough – not yet. So he made a smiling snowman, and he made angels. He pretended he was a mountain-climber. He climbed up a great big tall heaping mountain of snow – and slid all the way down. He packed up a handful of snow – and another, and still another. He packed it round and firm and put the snowball into his pocket for tomorrow. Then he went into his warm house. He told his mother all about his adventures while she took off his wet socks. And he thought and thought and thought about them. Before he got into bed he looked in his pocket. His pocket was empty. The snowball wasn’t there. He felt very sad. While he slept, he dreamed the sun had melted all the snow away. But when he woke up his dream was gone. The snow was still everywhere. New snow was falling. After breakfast he called to his friend from across the hall, and they went out together into the deep, deep, snow.”

D.) “The Snowy Day” is an appropriate shared reading book, because it does not have a lot of words on each page to bombard the students with text and the pictures are fun and inviting to the students and it keeps their interests. It also takes the students on a journey into everything they can do on a snowy day like making snow angels and snowmen. If some children have never played in the snow before, they are introduced to activities they can try when they do get a chance to play in the snow. Another reason is because it has a lot of words on our word wall and it gives the students a chance to recognize them, get to know them more and hear them used in sentences.

E.) For this lesson plan, several materials will be needed. And these consist of a pocket chart for the high frequency word recognition and the “guess the covered word” activity. A word wall chart and note cards with all the words on the word wall written on them for the high frequency word recognition and of course the word wall. Sentence strips need to be made to match the sentences in the guess the covered word activity. Big sheets of paper, and markers of different colors for on the back activity, shared writing, and the groups for the “which one am I” activity. For the sound box activity, we will need markers and tagboards for each student. And last, the teacher will need to print off copies of the picture in the big book so the students can examine them in the “which picture” activity.

IV. Lesson Delivery & Assessment:

A.) Working With Words:

- 1) “Is everyone ready for the read Miss Negley’s mind game? All right, get out a piece of paper and number it from one to five. For each number, I will give you a clue that will lead you closer to the word I am thinking of. The first clue is the word is on our word wall. The second clue is it rhymes with pan, like a cooking pan. The third clue is that it is only three letters long. The fourth clue is it ends with an “n” sound. And the last clue is that it starts with the sound of “r”. Can anyone read my mind? Ran, that is correct! I cannot believe you guys can read my mind!”
- 2) “Boys and girls, I have noticed that a lot of you are having trouble spelling words that are similar to the words on our word wall, especially ones similar to new and look so we are going to learn a way to help some of

you. I want all of you to take out a piece of paper and write down the words look and new like I have here. If you need to know how to spell blew, like the wind blew, you can take the first letter off of new and add “bl”, you can also do the same for look, take off the “l” and put on “bl”, like I did here, and see which spelling looks correct. So class, which one looks correct? That is right; adding the “bl” to the word new is the correct spelling for blew. Also, if you need to spell hook, you can take off the first letter in new and look and add the letter “h” and again see which one looks right. And we come to find that adding the letter “h” to look spells hook correctly.”

- 3) “Alright students, we will now turn to our pocket chart where I have set up some sentences from our read aloud book. In each sentence there is a covered word that you will need to guess and figure out. Once we have guessed a few words, I will uncover the first letter and we will guess again, until we know what the covered word is. Our first sentence is, ‘I’ll have to stay with _____.’ What do you think this word is? Okay, mom. Maybe grandma or grandpa. Well let’s uncover the first letter and see what it is. It’s the letter “B”; do any of these words starts with the letter “B”? No, so what words start with “B” that might be this word? Maybe Ben, Boys, Brothers. Well let’s see, the word is Badger! Our next sentence is ‘The _____ were very deep.’ What do you think this word could be? Apples, maybe rows, possibly weeds. The first letter of our covered word is “S”. Do any of these words start with “S”? No, so what words start with “S” that could be this word? Sand, snacks, or snakes.

Perhaps, but lets find out. The word is snowdrifts! Do these words sound familiar? Do you recognize them from our book that we read together?

Yes, both of these words are from our book! Good job boys and girls!”

- 4) “Okay class, today we are going to do an activity to help us spell rhyming words. Who can tell me what this word is that I am pointing to? Went, that is right. We are going to learn how to spell other words that rhyme with went. I am going to say three different sentence and I want you to listen closely to the words I am saying and see if you can pick out the word that rhymes with went. We will also get into groups with this activity, and write own each word on a big piece of paper. ‘This weekend I sent a letter to my family in Chicago.’ What word in my sentence rhymes with went? ‘This weekend I sent a letter to my family in Chicago.’ Sent? Does everyone agree with sent? Lets see, do sent and went rhyme? Yes, they do, good job everyone! The next sentence is, ‘Sam spent too much money on shoes.’ ‘Sam spent too much money on shoes.’ What word rhymes with went? Spent that is correct, you guys are so good, lets do one more and listen carefully, this will be a hard one. ‘Kent is coming to collect the rent.’ What about this sentence? What word rhymes here? Rent, good job rent does rhyme with went, but do you hear another word that may rhyme with went? Listen carefully, ‘Kent is coming to collect the rent.’ Kent, that is perfect! There were two words in that sentence that rhymed with went!”

B.) Guided Reading:

- 1) “Today students we are going to do a lot of fun activities with our new guided reading book. This book is called “The Snowy Day,” and we are

first going to look through the pictures to help us see what the book is going to be about. We will then do an activity called “Which One Am I” where you will describe the characters in the story in groups and then share your ideas in front of the class. And this is important because it will help you write adjectives to describe things in our next writing assignment because it is a really fun activity to work on in groups.”

- 2) “What kind of weather do we get when it is cold outside? Snow? How many people think we get snow? That is right, when it gets to be cold outside instead of raining it snows. Have any of you ever seen or played in the snow before? What do you like to do in the snow? Throw snowballs, make snow angels, and make snowmen. That is all very exciting and I like to do those things too. And because we are getting into the cold season of winter, we are going to read some books that teach us about winter and all the fun activities we can do.”
- 3) “Today students, we are going to read “The Snowy Day” written by Anna Milbourne and illustrated by Elena Temporin. And just by looking at the cover, we see a snowman, three children, and some animals all running around in the snow. And in this book it talks about winter and all the fun activities that you can do when it snows outside. It also talks about some animals like fish and squirrels and how they live through the winter.”
- 4) “Okay, is everyone ready? Before we start reading this book we are going to look at the pictures and see what the book might be about. What do you see on the first page? We see children in coats and hats while on the second page we see that it is starting to snow. In the next page we see

children playing in the snow and making footprints while building a snowman and making snow angels. Then we see some animals on the next couple of pages. And then we see the snow start to melt. But on the last page we see children looking out their window at more snow. Just by looking at the pictures what do you think this story is going to be about? Snow! That's right it is about snow and how children play in it."

- 5) "Boys and girls, today as we are listening and reading this story, I want you to listen for one fact about winter, it can be about snowflakes, animals or even an activity or activities that you have done when it snows outside. Who can tell me and remember what a fact is? You got it; it is a piece of information that is real and truthful. So, lets start the book and you try and listen for one of these things."
- 6) "Sarah, I can see you are having trouble with this word so lets look at it together and try to figure it out. First lets look at the picture, to help us out. What is going on in this picture? Three people are pushing a really big snowball, and you read that it is getting bigger and bigger. Now, lets think about what words would make sense in this sentence. Read the sentence a couple times and put words in there that might make sense and deal with something getting bigger and bigger. I can see you are still having trouble so let's see what the word sounds like, it starts with an "h". What sound does "h" make? And it ends with a "y" what sound does a "y" make? Good, so sound out the word and see if you can get it. Great Sarah, the word is heavy! And it makes sense in the sentence doesn't it. Okay, now for this word, lets look at the picture again, what are the children doing?"

And by looking at the picture, try to think about what word would make sense in this sentence. 'Give him shiny pebble eyes and a what for a nose?' what are the students giving the snowman for a nose? Okay, now sound out the word, it starts with a "c" and ends with a "t." Correct Sarah good job on sounding the word out, and yes the word is carrot! This word can be a little tricky, but you can figure it out. Look at the picture again, what do you see? Fish and frogs swimming and sleeping. Now, read the rest of the sentence and figure out what word would make sense. 'And what in the mud of the bottom of the pond, two frogs are sleeping the winter away.' What word would make sense here and what are the frogs under? Yes, they are under mud. So now sound out the word it starts with a "b" and ends in a "d." Good job, I knew you could do it, and yes the word is buried, the frogs were buried under the mud."

- 7) "Can you guys tell me what the first part of the book is about? That's right, it's about snow and what the snow looks like and how it falls. Did anyone of you know that no two snowflakes look the same? And what kind of activities do the students do in the book? Have any of you ever made a snowman? What did you use for the eyes and nose on your snowman? After the activities, what else did the book tell us about? That is right about animals! And what did you learn about animals in the winter? Now, I want you to look at this sentence right here, 'The surface of the pond has frozen to a sheet of gleaming ice.' Does anyone know what the word gleaming means? It means very shiny or bright. Does the frozen pond look shiny or gleaming to you? And at the end of the day,

what is happening to the snow? It is melting. And when the children go to bed for the night what happens? Good, more snow falls and they have another day to play.”

8) “Boys and girls today we are going to do an activity that involves our book, “The Snowy Day.” Here we are going to describe the children in the book. I will split you up into groups and come around and give you a big piece of paper and you will write down three words on it that you think describe the children and their characteristics. For example, you can write down happy, sad, forgetful, whatever you think describes the children. After we are finished with our project, we will present our ideas to the class. Okay, which group would like to go first? Group three how about you? You have down that the children were happy, playful, and energetic. Does everyone know what energetic means? It means someone has a lot of energy. Good word guys! Do you think these words describe the children in the book? Yes, I think so too. And last, group six lets see what you have. You have shy, funny, and nice. Class what do you think? I agree, funny and nice may be words that describe them but maybe not shy. Good job class, you did a fantastic job picking words!”

9) “Can any tell me what we learned today from this book? That snowflakes have six points and that they each look different. The snow falls to the ground silently so no one can hear it and leaves a blanket of white all around. Yes, that is true, what else did you learn? When you roll a snowball in the snow, it gets bigger. Fish under water can still swim even though the water looks frozen. And that snow can last for a long time and

will not melt over night. That is right we learned all of these things and a lot about the season of winter all from just one book!”

10) “For one of my assessment activity, I will grade the “Which One Am I” activity, on primarily a participation grade, but as well as a getting words correct grade. I will look to see if your group has at least three describing words written down on your big piece of paper. And for the rest of the class I will examine you to see if you agree on the groups describing words. I will also ask the group to tell me and the class why you choose those words, this way you can learn from each other and get other ideas from each others thoughts and explanations. I will also be grading on how well you work with your groups and how many ideas you contribute to your group. This assessment I will make worth ten points.”

C.) Shared Reading of a Big Book:

1) “Okay students, today we are going to do several activities with our big book “The Snowy Day.” Our first activity is called “Sound Boxes” where you will tell me how many sounds make up a word that comes from our big book. The next activity is called “Which Picture” where you will come up with three sentences that describe a picture in your groups and the other groups will try to guess which picture you are describing. And these activities are important because you will be learning how to use adjectives to help you describe certain things, and you will be learning how many sounds make up a word. We will also do a packet chart activity where you will determine what words in our big book are on our word wall!”

- 2) “Okay class today we are going to do an activity called “Sound Boxes” that deal with words from our big book, “The Snowy Day.” First I will pass out markers and a tagboard to each of you. I will ask you to keep all your markers facing down until I say. I will then show you a word from our big book and have you sound the word out. I will want you to stretch the word out and see how many sounds make up that word. When you think you know how many sounds make up that word, I want you to put your markers on the tagboard, like this. Then we will pronounce that word as a class together and see how many sounds make up that word. Are you ready? Your first word is just. Just go to the store. Just. How many sounds do you hear? Four! That is correct. The “j,” “u,” “s,” and “t” all make their own sound. And your last word is slid. Peter slid down the mountain, slid. How many sounds do you hear in this word? Sound it out carefully, slid. That’s right, four sounds again make up the word slid! Good job!”
- 3) “Who remembers reading this book? Can you tell me what it was about? You are right, it is about a little boy named Peter who goes out on a snowy day and finds many adventures. Does he make snow angels? Yes, and does he play in a snowball fight? No, why not? Right, because he is not old enough yet. And what happened to Peter’s snowball after he took it inside? It melted didn’t it, and why is that? Because it was warm inside his house, good job students, that is correct.”
- 4) “This time class when we read this book, I want you to listen for the object that Peter finds in the snow and what he does with that object. I want you

to be able to tell me what the object is and be able to tell me what he does with it and what happens as a result.”

- 5) “Okay boys and girls, we are going to begin reading our big book again. Have any of you woke up in the morning and found snow on the ground? And did you go out outside and play in it? What is Peter doing in this picture? Did you make tracks in the snow like Peter did on this page? Have any of you ever had snow fall on your head? Did that hurt? Have any of you ever built and snowman or made snow angels? Do you remember what happened when he took his snowball inside? Have any of you taken a snowball inside and it melted? And have any of you been afraid that all the snow might melt over night but it didn’t? So in a way you and Peter have a ton in common!”
- 6) “Okay students, did any one figure out what the object was that Peter found in the snow? Can anyone tell me what it was and what he did with it? And what happened as a result from Peter hitting the tree with the stick? Some snow feel on his head did it? Yeah and does anyone remember what it was that Peter put on in this morning after breakfast to go out in the snow? Right, it was a snowsuit. Do any of you know what a snowsuit is? It is a big covering that you wear out in the snow that protects you from the cold. Do any of you have or wear snowsuits? Now, we are going to jump back to the middle of the book and read a sentence. ‘He climbed up a great big tall heaping mountain of snow – and slid all the way down.’ Boys and girls do you know what the word heaping means? It

means to pile something up or make something big. So Peter piled up and big heaping mountain of snow and than he slid down it.”

7) “Boys and girls we are now to going to a fun game with our pocket chart.

We are going to look through every page of our big book and see how many words from our word wall show up. I will then put those words in our pocket chart and we will see how many words from the book are on our word wall.”

8) “Okay students we are going to do another fun activity that again deals with our big book called “Which Picture.” First I will split you guys up into groups of four or five. I will then place pictures up on the board for you to look at. In your groups you will come up to the board and I will give you three sentences that describe one of these pictures. It will be up to your group to take these sentences and pick which picture I am explaining. Whichever group figures out the correct picture I am explaining will get to pick the next picture and you will write three sentences about it and have the class choose your picture. Okay, take a look at these pictures and I will give you three sentences. The first sentence is, there is yellow in this picture. The second is, the boy is thinking. And the third sentence is there are bubbles in this picture. Can anyone guess which picture I’m looking at? Good job, it’s the picture of Peter in the bathtub. Now, your group gets to pick a picture and write three sentences about it.”

9) “Can anyone tell me what we learned from reading this book again today?

Did we pay more attention to what happened when Peter hit the stick and

the tree? And what happened because he hit the tree? That is right, the snow plopped right onto his head. And what happened when Peter took his snowball inside? It melted didn't it? Yes, it did, and why is that? Because his house is warm that is right. Anything else? Yes, sometimes we are too little to play in snowball fights with other kids aren't we? All of these things we learned today, you can use in the future when you play in the snow because you know that snow can fall on your head, and that snow will melt if you take it inside a warm place. Good job, we learned a lot from reading this book again!"

10) "For the assessment part of this book, I will grade on the activity "Which Picture." I will grade on how well you describe your picture with at least three sentences and how many descriptive words you use. I will not have a set limit for this, but at least one in each sentence would be acceptable. I will also grade on how well you come up with your sentences in your groups and how well you work together and agree upon those sentences. This assessment will be worth ten points as well."

D.) Shared Writing:

1) For the shared writing, I will do all of the actual writing while the students help me spell words that I ask them to that I think are appropriate and that I think they can spell. Our topic will be the fun activities the students do outside in the snow during the winter. Here the students will go over the activities they like to do like building snowmen or making snow angels. I will make a large list on big paper written in big text. This way the

students can help me spell and read along with me after an activity has already written.

- 2) The strategy I will teach during the shared writing is using verbs. Because of our topic, listing activities we do in the snow, we will use several verbs to describe what we are doing. For example if students build snowmen, then the verb in that sentence will be build. And if students like to play in snowball fights, then the verb in that sentence will be play. Even though the students cannot write completely on their own yet and may not know and understand what verbs mean or are, they are still being introduced to them and it is a great way to help them with meaning in their writing.
- 3) The students, whoever is talking at the time, will first state their idea for the shared writing text, and will repeat it to me as I write it down on our big piece of paper. I will then reread the text again and point to each word as I read. Then, I will ask the students, the entire class, to reread it along with me as I point to the words one at a time. This way the shared writing text is being stated at least four different times and it allows the students to read along with me from left to right and points out that each word has its own meaning.

"Which One Am I" Assessment

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|---------------------------------|---|---|---|---|
| 1.) Three describing words: | 3 | 2 | 1 | 0 |
| 2.) Presenting the words: | 3 | 2 | 1 | 0 |
| 3.) Working in groups: | 2 | 1 | 0 | |
| 4.) Ideas contributed: | 1 | 0 | | |
| 5.) Getting some words correct. | 1 | 0 | | |

"Which Picture" Assessment

- | | | | | | | |
|-------------------------------|---|---|---|---|---|---|
| 1.) At least three sentences: | 3 | 2 | 1 | 0 | | |
| 2.) Descriptive words used: | 5 | 4 | 3 | 2 | 1 | 0 |
| 3.) Communication in groups: | 2 | 1 | 0 | | | |