

Classroom Supplement and Lesson Plans

GRADE 1

Teacher's Manual

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Incorporating the Methods of
The Blended Sound-Sight Program of Learning
by Anna Ingham, C.M.
Teaching Writing: Structure and Style
by Andrew Pudewa

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HOW TO USE

The *Classroom Supplement and Lesson Plans* are designed to help you create lesson plans to teach Structure and Style in your classroom. This book is organized as follows:

- The introduction contains the foundational material to prepare you to use Structure and Style in the classroom along with an introduction to primary level writing.
- The **Pacing Chart** provides the summary of the year's lessons.
- The lesson plans include a year of lesson plans referencing the student handouts, making it easy for you to incorporate Structure and Style in your classroom.
- The **Appendices** contain additional articles for you to reference to learn more about Structure and Style and to manage specific areas of lesson planning or teaching.
- **Blackline masters** of the student books required for this course are provided with this Teacher's Manual. See page 21 for how to prepare student notebooks. Binders and preprinted student materials are also available. See page 7 for details.

Quick Start Guide

step

1. Teacher Training

Attend a two-day *Teaching Writing: Structure and Style* seminar, or watch the DVD series. While it is not necessary to watch all fourteen hours before you begin, it is recommended.



Familiarize yourself with the *Teaching Writing: Structure and Style Seminar and Practicum Workbook*. Pay special attention to pages that give an overview of Structure and Style.

step

2.

Preparation

Read through the introduction of this Teacher's Manual. Follow the instructions to prepare your classroom to facilitate teaching writing. Examine the pacing chart and lesson plans. Adjust them as needed to fit your schedule.



Prepare student materials as described on page 21.

During your first week of class, acquire a baseline writing sample from each of your students. This will help you gauge

the effectiveness of this method and will provide an artifact to verify progress to students, parents, and administrators. For your convenience there is a Baseline Writing Sheet included in the *Student Writing Portfolio*.

step

3.

Teaching

Begin formal instruction using the lesson plans provided in this document. Continue through the lessons following the suggested course in the pacing chart.



Continue to merge the *Classroom Supplement* ideas with your yearlong plan. Be intentional. Establish a schedule. Commit to consistency.

Support

Join our classroom teacher's online support group. (Go to IEWSchools.com/forum and look for Full-Time Schoolteachers and Administrators.) Connect with your mentor or other classroom teachers who are implementing Structure and Style methods for support and encouragement.

TEACHING MATERIALS

Core Materials

Teaching Writing: Structure and Style

This seminar is the place to start. The DVD training can be watched (or re-watched) to prepare lessons, clarify ideas, or imitate instructional methods. The *Seminar and Practicum Workbook* contains the models and teaching methods for each structural unit.

IEWSchools.com/TWSS2-D

Classroom Supplement and Lesson Plans *(This is the resource you are now reading.)*

Specifically designed for the teachers who interact with their students five days a week, this supplement provides a one-year pacing guide and sample lesson plans to help the teacher utilize this program for the first time. Includes blackline masters of student notebook materials. ***IEWSchools.com/CS-P1***

Helpful Teaching Tools

Flip Chart

The flip chart is a non-consumable set of full-color posters illustrating the poetry, models, and source texts used in this course.

IEWSchools.com/SWP-P1-F

Student Writing Portfolio Grade 1

To save time copying, order these printed pads along with the binder with ready-made tabs. (The blackline masters of this product are included in the *Classroom Supplement and Lesson Plans Grade 1*.)

- Binder: ***IEWSchools.com/SWP-P-B***
- Printed pads: ***IEWSchools.com/SWP-P1-P***
- Replacement blackline masters:

IEWSchools.com/SWP-P1-BL

Tools for Young Writers

This tri-folder comes with a set of stickers for students to use to build a writing tools folder containing grammar reminders and handy word lists.

IEWSchools.com/SWP-P-TL

Printing with Letter Stories

Instructions and handouts for remedial printing lessons. This program uses letter stories to effectively teach the sound and the shape of letters.

IEWSchools.com/PLS-BL

IEW Teachers Support (Chat) Group

This *free* online chat support group is designed to meet the needs of traditional five-day-a-week classroom teachers. At ***IEWSchools.com/forum*** click on the link for Full-Time Schoolteachers and Administrators.

Mentoring from the IEW Classroom Consultant

This is your means of continued support throughout your first year. In addition to our IEW Teachers support group (see above), mentoring provides extra email and phone support. This can be renewed annually if needed.

IEWSchools.com/CCM

PACING CHART: CLASSROOM SUPPLEMENT GRADE 1

WK	UNIT	POEM / THEME	STORY	PRINTING / WRITING	LANGUAGE ACQUISITION			
					TOOLS STICKER	PHONICS	GRAMMAR/MECHANICS	WORD BANKS
1	PreW	Bed in Summer <i>End of Summer</i>		Printing: c, o, a; d, g, u; i, l, k	Nouns	rhymes, <i>ight, ite, ay, ee, ou/ue, ing</i>	nouns synonyms antonyms	summer fun colors
2	PreW	What Is Pink? <i>End of Summer</i>	The Bear and the Two Travelers	Printing: b, r, e; p, m, n; t, h, y, words	Verbs	<i>ink, ough, long/short vowels, Magic e, ow = ō , ch, ar, No Job e, sounds of y, or, ear/ere, ou/ow!, wh</i>	verbs, <i>to be</i> verbs, question mark, question words	see flowers birds fruit eat
3	Pre-W Story Elements	September <i>Back to School</i>	The Ant and the Grasshopper	Printing: y, f, s, qu, v, w, x, j, z, words	Adjectives Possessives	<i>all</i> (babysitters), <i>ur</i> , compound words, <i>er, oa</i>	adjectives, plural, possessives, apostrophes, homophones	big grasshopper adj. little walk
4	Pre-W Story Elements	The Clock <i>Back to School</i>	The Traveler and His Dog	Printing: guidelines and capital letters (twins): Cc, Oo, Ss, Uu, Vv, Ww, Pp, Yy, Xx, Zz.	Contractions Pronouns	Poker e, <i>ch= k </i> , Open e, <i>ea, to/too/two</i> , Do Family Jingle, <i>oi, there's</i>	proper nouns, capitalization rules, contractions, pronouns	good bad
5	Pre-W Story Elements	The Little Man Who Wasn't There <i>Inside or Out</i>	choice from Literature List	Printing: Bb, Hh, Ii, Jj, Kk, Ff, Ll, Mm, Qu/qu, Tt, Aa, Dd, Ee, Gg, Nn, Rr	Capitals	<i>wasn't, he'd, air, ai, Jail again, sh</i>	capitalization rules, prepositions	run
6	Pre-W Story Elements	The Cupboard <i>Inside or Out</i>	Old Mother Hubbard	Copy work Class Journal 4-Point Check	End Marks Adverbs	<i>ey= ē , very, tle, th, Decorative e, oo in good, she's, I'm</i>	be verbs adverbs, -ly adverbs	fun ø fun
7	Pre-W Story Elements	The Duel <i>Inside or Out</i>	The Duel	Copy work Class Journal 4-Point Check	4-Point Check	<i>ink, open o, Silent letters, su=sh, ur, are</i>		kinds of fabric old fight happy/sad
8	Unit 1 Story Elements	Autumn Leaves <i>Autumn</i>	The Fox and the Grapes	The Fox and the Grapes	Unit 1	<i>au/aw, -ing, they're, wh/w, ir, o■</i>	quotation marks	said saw tired
9	Unit 2	The Squirrel <i>Autumn</i>		Squirrels	Unit 2 Dec: similes	<i>ll, ss, ff, where's, goes, treetop</i>	similes, title rule	big (additions) walk (additions)
10	Unit 2	Trees <i>Autumn</i>	The Olive Tree and the Fig Tree	Seeds Become Trees	DU: -ly adverb	No Job e and se Jingle, Jail <i>the, poplar, ore, oo-ew</i> Jingle, <i>straight</i>	capitalization and punctuation in poetry, articles, DU: -ly adverb	eat like/love
11	Unit 2	How Much Wood <i>Autumn</i>	There Once Was a Fisherman	The Woodchuck		tongue twisters, <i>i■</i> , Jail: <i>would, could, should, warm</i>		dig strong animals (compound) good (additions) little (additions)
12	Unit 2	Thanksgiving Day <i>Autumn</i>	A Sad Thanksgiving Party	Celebrating the Harvest		<i>ei/eigh, oe, grandfather, ough, arr/err</i>	prepositions, more on punctuation	cold hot
13	Unit 2	The Little Elf <i>Winter</i>	choice from Literature List	Fantasy Fun	DU: who-which	Jail: <i>you, once, eye, -ed, ef, el, em, en, es, ex, didn't</i>	who-which clause	slightly
14	Unit 3	Every Little Elf <i>Winter</i>	The Shoemaker and the Elves	The Shoemaker and the Elves	Unit 3	<i>s/z, -ing suffix spelling rules</i>	purpose of paragraph	made thought
15	Unit 3	The Snowman <i>Winter</i>	The Snowman	The Snowman		Jail: <i>warm</i>		pretty sat help
16	Unit 3	Mr. Snowman <i>Winter</i>	The Snow Maiden	The Snow Maiden	DU: strong verb	Jail: <i>they, don't</i>	abbreviations: Mr.	go/went tired asked jumped fall/fell

WK	UNIT	POEM/ THEME	STORY	PRINTING/ WRITING	LANGUAGE ACQUISITION			
					TOOLS STICKER	PHONICS	GRAMMAR/ MECHANICS	WORD BANKS
17	Unit 3	The Snowbird <i>Winter</i>	Home for Winter	Home for Winter		snowbird, crumbs, ie/ ei, i before e rule	antecedents, comparative and superlative adjectives	worried fly/flew
18	Unit 4	If I Had a Dollar <i>Fun at the Circus</i>	choice from Literature List	An Afternoon at the Circus	Unit 4 topic/clincher rule	Jail dollar, laugh, we'd, third sound of u: put		have interesting performers _____
19	Unit 4	The Funny Man <i>Fun at the Circus</i>	choice from Literature List	Clowns	DU: <i>because</i> clause	he's, wor = wer		funny important
20	Unit 4	Holding Hands <i>Fun at the Circus</i>	choice from Literature List	An Elephant's Trunk	Dec: alliteration	ph, alliteration		big (additions) strong lift amazing
21	Unit 5	Mice <i>Fun at the Circus</i>	choice from Literature List	Mouse and Elephant	Unit 5	plurals, Jail touch, haven't, shouldn't		yelled carry hard work
22	Unit 5	Five Little Monkeys <i>Fun at the Circus</i>	choice from Literature List	Monkey and Balloons	DU: quality adjective	or = er		playful the ___ balloons take
23	Unit 5	A Flea and a Fly in a Flue <i>Fun at the Circus</i>	choice from Literature List	Flea Circus		homonyms and homophones, more tongue twisters		circus acts the ___ fleas look get/got
24	Unit 5	The Lady and the Crocodile <i>Fun at the Circus</i>	choice from Literature List	Crocodile Travel				the ___ crocodile move learn smart
25	Unit 7	The Wind <i>Spring</i>	The Wind and the Sun	Things We Know	Unit 7		semicolon, hyphen, em dash	Things We Know
26	Unit 7	A Kite <i>Spring</i>	The Kite Book (excerpt)	My Favorite Toys	DU: <i>www.asia</i>	silent letters: <i>often</i>	clauses	My Favorite Toys
27	Unit 7	Robin in the Rain <i>Spring</i>	Robin in the Rain	Signs of Spring				Signs of Spring nice weather
28	Unit 2	The Little Seed <i>Spring</i>	(Johnny Appleseed)	How to Grow a Plant Apple Seed Cycle pictures	Composition Checklist			
29	Unit 3	The Secret <i>Spring</i>	Saved by a Lark	Saved by a Lark		<i>shan't, I'll</i>		dangerous
30	Unit 4	The Little Turtle <i>Spring</i>	The Ant and the Chrysalis	Snapping Turtles Butterfly Cycle pictures			irregular verbs' past tense	eat (additions)
31	Unit 5	At the Seaside <i>Summer Again</i>		Seaside Adventure				beach activities
32	Unit 7	Bed in Summer <i>Summer Again</i>		Summer				summer activities summer vacations

INTRODUCTION TO UNIT 1

NOTE MAKING AND OUTLINES

This phase continues with modeling but transitions students into actual writing (copying). During this phase the structural units are explored orally while the teacher models writing. Students write or copy depending upon their ability.

Units 1 and 2 lay the foundation for the entire program. Unit 1 emphasizes language acquisition and word discrimination. Words are weighed, evaluated, and placed in a usable format called a Key Word Outline (KWO). By completing this unit, students also learn the value of well-chosen words. Unit 1 is illustrated on the *Flip Chart*, page 13.

Teaching Writing: Structure and Style

To prepare to teach note making and outlines, watch the Unit 1 session of *Teaching Writing: Structure and Style*, and review the related pages of the *Seminar and Practicum Workbook*.

Goals of Unit 1: Students will

- Choose two to three key words from each sentence, which the teacher will write on the outline.
- Retell a source text using a key word outline.
- Expand vocabulary by adding to classroom word banks.

Teaching Procedure

1. Read and discuss.

- Initially, every lesson involves board demonstration and group participation.
- Read the entire passage to the class from the *Flip Chart* or handout. Invite students to read chorally with you.
- After reading the source text, ask questions for content understanding. The source texts are not intended to be read independently, but are chosen to enrich your students' vocabulary. A child's listening vocabulary is much larger than his reading vocabulary.
- If you wish to use content from your curriculum, simply switch the source text. The lesson plan and outlining procedure remain the same; only the text needs to change. Since the teacher is doing the reading, the reading level of the source text can be at your students' listening level. The key is to use short sentences.


1 Note Making and Outlines

Name _____
Date _____

I. _____
1. _____
2. _____
3. _____
4. _____
5. _____

3 words max!

- Read.
- Look up.
- Speak.

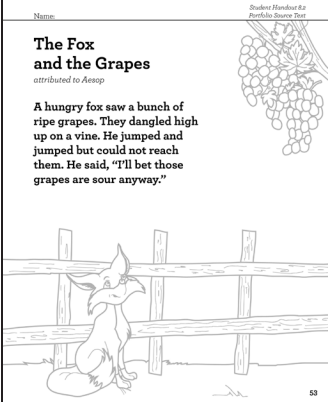


13

Name _____

The Fox and the Grapes
attributed to Aesop

A hungry fox saw a bunch of ripe grapes. They dangled high up on a vine. He jumped and jumped but could not reach them. He said, "I'll bet those grapes are sour anyway."



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The Fox and the Grapes

- I. _____
1. _____
2. _____
3. _____

Sample Outline

The Fox and the Grapes

- I. fox, bunch, grapes
1. dangled, high, vine
2. jumped, __x, ø reach
3. "bet, sour, anyway"

2. Key Word Outline

- Create a key word outline template on the board or on large poster paper. Count the number of sentences in the source, and prepare that many lines for the outline.
- Chorally read or recite one sentence at a time choosing two or three key words or synonyms from each sentence. Chorally reading/reciting and then discussing keeps the students actively engaged in the process. Students help to determine which words in each sentence are the key words.
- As the class chooses two to three key words or synonyms from the sentence, the teacher records the words on the outline template. In this simple outline format, one note (consisting of two or three words) is taken from each sentence in the paragraph.
- The first line uses a Roman numeral, while the remaining lines use Arabic numerals. Later, the Roman numeral will indicate topic. It is important to keep the outline format the same as that taught in *Teaching Writing: Structure and Style*. Continuity from year to year is vital for success.

3. Test outline by retelling.

- Once the outline is complete, the teacher guides the students to retell the information from the KWO (oral). The goal is not repeating verbatim or memorizing the source text. Students are encouraged to use their own words, sentences, and ideas.
- To help students recreate the sentence, point to the key words needed. Once students get the idea, the teacher can stop pointing.
- If students struggle to create a sentence, the outline should be changed at this time to assist students with sentence construction.

4. Copy Work

- Student handouts provide copy work related to the poetry or source text. Not all students will be able to finish in the time allotted.

Reminders

- Continue to model the writing process:
 - Read source text.
 - Discuss meaning.
 - Chorally read or recite, and choose key words.
 - Teacher records outline.
 - Students retell from outline.
- At this level, all of the work is modeled orally with the teacher writing on the board or large poster paper.
- Student handouts provide copy work to practice handwriting. Students may also illustrate the source text.
- Feel free to introduce Unit 2 to advanced students, so they can move ahead while the rest practice Unit 1.
- There are three strands to our methodology: structure, style, and you. You are integral for success.

Grade 1: Unit 1

Week 8

Phase 2: Working with Words

Assignment: Copy Work

Theme: Autumn

Objectives. Student will be able to

- participate in choral reading and reciting
- practice handwriting and copy work
- recognize prepositions, verbs, adverbs, and adjectives
- create a key word outline
- identify story elements
- retell content from the outline

	DAILY LESSONS	Flip Charts and Student Handouts
Day 1	<p>Poetry Introduce “Autumn Leaves.” Read and discuss poem. Explore unfamiliar words. Demonstrate <i>fluttering</i> and <i>whirling</i>. Assign SH 8.1.</p> <p>Phonics Listen for rhymes in the poem: <i>brown/down, ground/around, heap/asleep</i>. Review <i>ow</i> and <i>ou</i>. Recite Clown Jingle. Review <i>ow</i> says [ɔ].</p> <p>Gram. Class journal: autumn play.</p> <p>Writing Introduce “The Fox and the Grapes” (FC p. 12). Chorally read. Discuss story elements. Create class KWO template. Assign coloring (SH 8.2).</p>	<p>Flip Chart p. 11: Autumn Leaves SH 8.1 Poetry Take-Home Page Flip Chart p. 9: 4-Point Check Flip Chart p. 12: The Fox and the Grapes SH 8.2: The Fox and the Grapes*</p>
Day 2	<p>Poetry “Autumn Leaves.” Read with expression. Story or Statement?</p> <p>Phonics Babysitters: <i>au, aw, al</i>. Add to Sound City. Silent letters: <i>autumn, -ing, they’re</i>.</p> <p>Gram. Quotation marks. Work Bank: said. Class journal.</p> <p>Writing Read source text. Distribute KWO template. (SH 8.3). Create KWO. Students copy. Save story and KWO in Tools folder. Unit 1 Sticker to <i>Tools</i>.</p>	<p>Flip Chart p. 11: Autumn Leaves Flip Chart p. 9: 4-Point Check Flip Chart p. 13: Unit 1 SH 8.3 Key Word Outline* Tools: Unit 1 Sticker</p>
Day 3	<p>Poetry “Autumn Leaves.” Discuss imagery and personification. Read and memorize.</p> <p>Phonics <i>wh</i> and <i>w</i>. Visit Digraph Delivery in Sound City.</p> <p>Gram. Review prepositions; find in poem. Review verbs. Word Bank: saw. Class journal.</p> <p>Writing Use KWO to retell paragraph as class and to a partner. Assign copy work (SH 8.4).</p>	<p>Flip Chart p. 11: Autumn Leaves Flip Chart p. 13: Unit 1 SH 8.4 Copy Work</p>
Day 4	<p>Poetry “Autumn Leaves.” Read and memorize. Act out the poem.</p> <p>Phonics o-consonant-consonant: <i>old</i>. Create list of words that follow this pattern.</p> <p>Gram. Review -ly adverbs. Brainstorm. Copy -ly adverbs onto SH 8.3.</p> <p>Writing Again, use KWO (SH 8.3) to retell content of paragraph. Assign copy work (SH 8.5).</p>	<p>Flip Chart p. 11: Autumn Leaves Flip Chart p. 9: 4-Point Check SH 8.5 Copy Work</p>
Day 5	<p>Poetry “Autumn Leaves.” Recite as class and individually. Celebrate those who have memorized it. Assign SH 8.7. File behind Poetry Portfolio Pages tab.</p> <p>Phonics <i>ea/ee</i> in <i>heap/asleep</i>. Decorative <i>e: leaves</i>. Visit E Street. Review <i>oo</i> in <i>foot</i>.</p> <p>Gram. Review prepositions; find in poem. Review verbs and adjectives. Word Bank: <i>tired</i>. Class journal.</p> <p>Writing Retell “Fox and Grapes” from KWO. Illustrate. Assemble and submit.</p>	<p>Flip Chart p. 11: Autumn Leaves SH 8.7 Poetry Portfolio Page*</p>

The handouts marked with an * should be placed in the students’ Student Writing Portfolio when completed.

See the Detailed Lesson Plans on the following pages for additional details for teaching these lessons.

Additional Lesson Extensions

- PE:** Seasons of the Leaf. Act out the seasons. Spring is growth (pop up), summer is catching rain (stretch out), autumn is falling (drop to the ground), and winter is sleeping (head lies on hands together next to one ear with eyes closed).
- Science:** Explore why leaves change colors, e.g., *Why Do Leaves Change Color?* by Betsy Maestro.
- Math:** Create a calendar. Label when each season starts. Identify and discuss the equinoxes and solstices.
- Social Studies:** Climate according to hemisphere and time of year.
- Art:** Leaf Tracing. Invite students to collect leaves. Place a leaf under a sheet of paper, and rub a crayon over the entire surface of the leaf. Use fall colors: red, yellow, brown. Cut out drawings, and paste onto another sheet of paper to create a fall leaf collage. If desired, identify and label the leaves. If leaves are not available, draw a tree in the center of a piece of paper, filling the page. Fold it in half (top to bottom), and invite students to color half as summer, half as autumn.
- Literature:** *Red Leaf, Yellow Leaf* by Lois Ehlert, *The Bee Tree* by Patricia Polacco, *A Tree is Nice* by Janice May Udry, *The Cherry Tree* by Ruskin Bond, *The Giving Tree* by Shel Silverstein.

Autumn Leaves

Author Unknown

Autumn leaves are a'falling,
Red and yellow and brown.
Autumn leaves are a'falling,
See them fluttering down.

Autumn leaves from the treetops
Flutter down to the ground.
When the wind blows his trumpet,
See them whirling around.

Autumn leaves when they're tired,
Settle down in a heap.
At the foot of the old tree,
Soon they'll all fall asleep.

The Fox and the Grapes

A hungry fox saw a bunch of ripe grapes.
They dangled high up on a vine. He jumped
and jumped but could not reach them. He said,
"I'll bet those grapes are sour anyway."

Week 8: Day 1

Poetry

- Read and discuss “Autumn Leaves” (*Flip Chart, page 11*).
- This poem can be sung. Put the first line of the poem into your browser to search for a video of the song.
- Explore unfamiliar words, such as *fluttering* and *whirling*. If desired, compare the falling of leaf-shaped pieces of paper when a fan is blowing and not blowing. Compare to wads of paper.
- Assign coloring of **Student Handout 8.1**.

Phonics

- Listen for rhymes: *brown/down, ground/around, heap/asleep*.
- Review *ow* and *ou*. Recite the *ow* Clown Jingle.
- Review *ow* says |ō| at the end of words.
- Visit Sound City, and do knock-knocks.

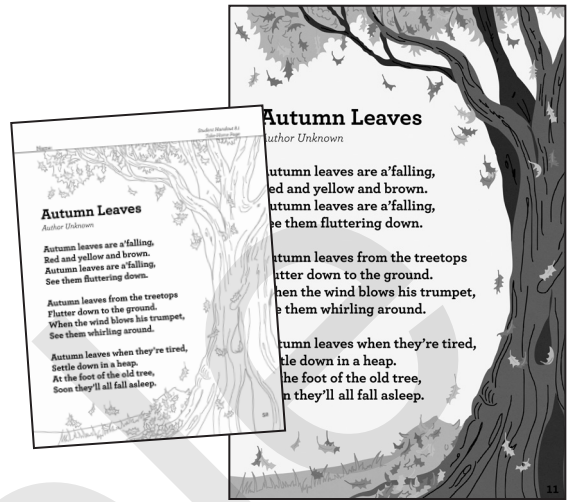
Grammar/Mechanics

- Continue the class journal.
- Have students help you compose sentences about how to play in autumn leaves (or another fall activity).
- As you write, stress capitalization, spacing, and end marks.

Writing and Story Elements

Note: For a demonstration lesson, view the Student Demonstration Lesson: Level P on Disc 10 in the second edition of Teaching Writing: Structure and Style Video Seminar. Note that the demonstration combined Units 1 and 2. This week the assignment is oral. The paragraph will be written next week.

- Discuss the harvest and how different foods are harvested at different times. Discuss favorite fruits. Ask students if they like grapes.
- Display “The Fox and the Grapes” (*Flip Chart, page 12*). Chorally read the paragraph, defining unfamiliar words such as *dangled*, *bunch*, and *sour*.
- Ask: Does this paragraph tell a story or just give a statement? Discuss story elements.
 - Discuss the characters and setting of the story by asking questions: *who, what, when, and where*.
 - Discuss the problem: He was hungry.
 - Discuss the climax and resolution. How did the fox solve his problem?
 - Discuss the moral or message.
- Reread the story, and help students count the sentences (4). Create a **blank key word outline** (KWO) template on a large piece of paper for the story. Be sure to start with a Roman numeral I, and then use Arabic numerals from 1 to 3.
- Build anticipation by telling students that “we will do something very important with the lines tomorrow.”
- Distribute “The Fox and the Grapes” source text and coloring page (**Student Handout 8.2**), and invite students to color the picture.
- Have students save “The Fox and the Grapes” source text in their *Tools* folder.



The Fox and the Grapes

I. _____

1. _____

2. _____

3. _____

Week 8: Day 2

Poetry

- Read or sing “Autumn Leaves” with expression (*Flip Chart, page 11*).
- Ask: Does this poem tell a story or just give a statement? (statement)
- Invite students to read the poem with you (choral reading).

Phonics

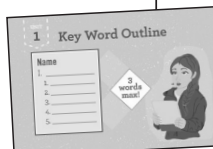
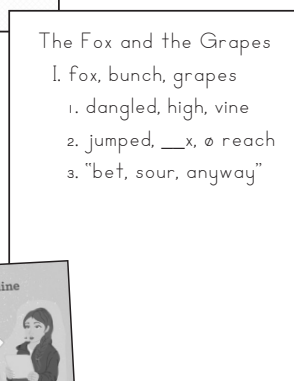
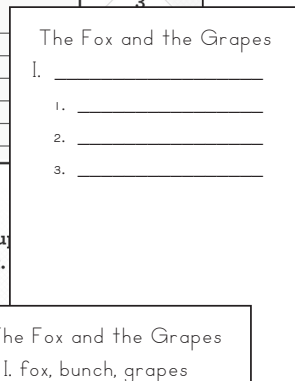
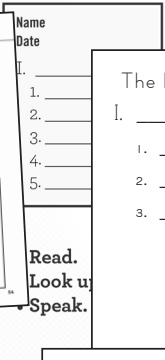
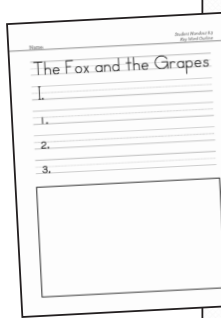
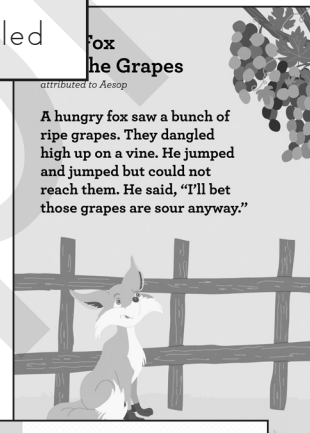
- Review the Babysitters (letters that make a say its third sound).
- If you have not already included *au* and *aw* in Sound City, add them now for *autumn* and *saw*.
- Add autumn to the Silent Letter Library for the silent *n*.
- Review *-ing*. Compare *fall/falling*. Play with adding *-ing* to other verbs.
- Review contractions. Add *they’re* to the list, and discuss what it stands for.

Grammar/Mechanics

- Revisit “The Fox and the Grapes” paragraph using *Flip Chart, page 12*. Point out the quotation marks, and ask what they are for. Quotation marks can be referred to as 6’s and 9’s to indicate how they curl around what is said. Quotation marks need not be used at the primary level.
- Review verbs (Wk. 2, Day 2). Brainstorm alternatives for the verb *said* as it applies to the story. Create a **Word Bank**.
- Add to class journal. Write a conversation between two students reaching an agreement on what fruit is best. Use quotation marks and alternatives for *said*. Add to Word Bank.

Writing

- Chorally reread “The Fox and the Grapes” (*Flip Chart, page 12*).
- Distribute the KWO template (*Student Handout 8.3*), and compare it to the class outline template.
- Introduce Unit 1 using the Unit 1 poster (*Flip Chart, page 13*).
- Reread the text, looking for three key words per line. Have students circle the key words, limiting to three. Since symbols and numbers are free, teach symbols to substitute for the words they can replace.
- While the teacher writes the key word outline on a large sheet of paper, students copy the key words onto their outline template. Teach students to put a comma between each key word.
- Have students save “The Fox and the Grapes” source text and their outline in their *Tools* folder. Save the class outline for tomorrow and another exercise in Week 9.
- Have students add the **Unit 1 Sticker** to their *Tools* folder.



INTRODUCTION TO UNIT 3

RETELLING NARRATIVE STORIES

Unit 3 teaches students to pull specific information from a story and place that information into paragraphs which become summaries.

Keep the Story Sequence Chart (*Flip Chart*, page 26, and illustrated at right) on display for the rest of the year. It is not only useful for creating written stories; it is handy for discussing any story you read with your students.

The chart illustrates a three-paragraph story. The pictures on the flip chart are to reference the three parts of the story. For Writing from Pictures, see Unit 5, page 203.

Teaching Writing: Structure and Style

To prepare to teach retelling narrative stories, watch the Unit 3 session of *Teaching Writing: Structure and Style*, and review the related pages of the *Seminar and Practicum Workbook*.

Goals: Students will

- Identify the story sequence in a narrative story.
- Create outlines orally based on the Story Sequence Chart.
- Summarize stories from outlines and internalize the components of a well-constructed story.
- Know that each paragraph has a purpose.

Unit 3: “Story Sequence Chart” Structural Model:

The Story Sequence Chart illustrates the questions asked to create an outline for a three-paragraph story. Each paragraph has a specific purpose. At the primary level, the outline may be created one paragraph at a time over the period of three days or all in one sitting.

I. Characters and Setting

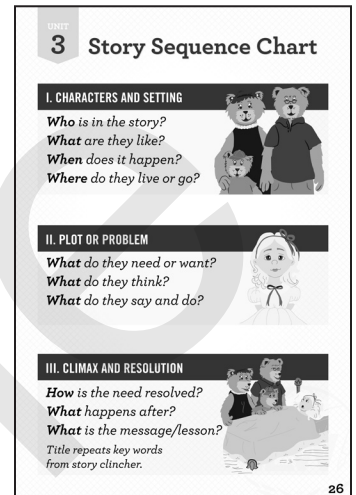
1. Who is in the story, or who is the story about?
2. What are they like?
3. What is their situation?
4. When does this story happen?
5. Where do they live or go?

II. Plot or Problem

1. What do the characters want or need?
2. What do they think?
3. What do they say?
4. What do they do?

III. Climax and Resolution

1. How is the problem solved?
2. What happens after the problem was solved?
3. What lesson is learned? (moral, message, epilogue)



Preparation

Follow the Unit 3 Story Sequence Chart to make your own outline before teaching the lesson to your students. Then you will be able to ask better questions to help them create a good outline for writing. For your convenience, sample outlines are provided with each story provided in these lessons. However, it is still wise to create your own to grasp the process.

Notice that the questions may be asked and answered in any order as long as they remain within the section. Jot down the questions you asked your brain next to the words outlined. Do this for each line in the outline. Your students may not give the same answers, but you can still follow the same questions.

Abbreviated Story Sequence Model:

Primary level students who would like to write out their stories may combine the entire chart into a single paragraph as follows:

- I. Who is in the story, and what are they like?
 1. What is their condition?
 2. When does it happen?
 3. Where do they live or go?
 4. What is the problem? (What do they need or want?)
 5. What do they say or do?
 6. Climax? How is the problem solved?
 7. What is learned? (message, moral, epilogue)

This abbreviated model still follows the flow of the Story Sequence Chart without the added burden of three paragraphs. As students are able to write down their own words, encourage them to retell the stories they read following the Story Sequence Chart. Although outlining will become a required step in the elementary grades, in the primary grades the Story Sequence Chart alone can serve as an outline for a story.

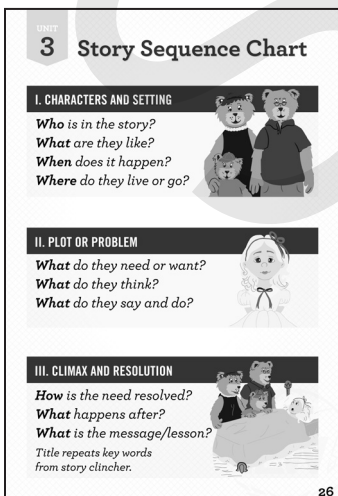
Teaching Procedure:

1. Read and discuss.

- Read the story together, and discuss it in terms of the Story Sequence Chart.
- Display the Unit 3 model, the Story Sequence Chart, at all times during this unit.

2. Key Word Outline

- Create a three-paragraph key word outline, *not* choosing words from each sentence, but choosing words that communicate the story sequence: characters and setting, problem and plot, climax and solution.
- The outline is created over a three-day period.
- Be sure to flesh out the narrative by asking questions following the Story Sequence Chart. Paragraphs should be approximately equal in length. Below is an example using the story “Goldilocks and the Three Bears.”



- After creating the outline, have the students brainstorm alternative ways to describe the characters, possible personalities, and ways to express their ideas in writing, suggesting synonyms for various nouns and verbs in the story. Accept and encourage embellishment or variations on the plot and additional characters and actions. This is fiction!

Story Sequence Chart	Sample Story Outline
I. Characters and Setting Who is in the story? What are they like? When does it happen? Where do they live or go?	I. three, bears (mama, papa, baby) 1. nice, bear, family 2. cottage, forest 3. morning, breakfast 4. porridge, hot, walk
II. Plot or Problem What do they need or want? What do they think? What do they say and do?	II. Goldilocks, comes by 1. sees, house, curious 2. goes in, eats 3. sits, breaks, chair 4. tired, bed, sleep
III. Climax and Resolution How is the need resolved? What happens after? What is learned?	III. bears, home, door, open 1. food, gone, chair, broken 2. upstairs, goldilocks! 3. she, flees 4. lock, doors? don't give into curiosity

3. Test outline by retelling.

- As a class, students test the outline each day by verbalizing complete sentences from the key words.
- As a class, decide if the outline follows the Story Sequence Chart. Check student sentences for correct content and order of thought, making sure sentences make sense. If students struggle to create a sentence, the outline should be changed at this time to assist students with sentence construction and story retelling.

4. Brainstorm stylistic techniques.

- Continue to introduce and reinforce techniques in style, reminding students about variety in vocabulary. The brainstorming is primarily for vocabulary development. Keep word lists up all year, and refer to them often.
- As words and phrases are considered, write them in complete sentences on the board. Keep them up all week. Adjust the checklist to meet the ability of each student.

5. Model writing.

- Daily or once the outline is complete, teacher writes down the oral summaries the class creates on the board or on large poster paper. The final story should be three paragraphs long.
- Model strong writing. Use strong verbs and quality adjectives as you help students compose sentences for the story. This will trickle down into their writing later.
- Encourage students to create a title that may come from the final sentence of the story.

6. Revise and edit.

- Once the story is complete, read through the story using the 4-Point Check or Composition Checklist.
- Model how to evaluate what was written for conciseness, continuity, and consistency. Try to make at least one correction or revision.
- To reinforce the stylistic techniques, underline the dress-ups in the paragraph.

7. Final draft.

- Once revised and edited, students should copy the story onto a fresh sheet of guideline paper as a final draft.
- Students may also illustrate the story.
- Assemble the finished work in this order: checklist, final draft, illustration, rough draft, key word outline, source text.

Reminders

- Continue to model the writing process.
- Continue to orally apply the Unit 3 Story Sequence Chart to any narrative you read to your students. Ask the story sequence questions to draw out information about the characters and setting, conflict and plot, climax and resolution. A strong foundation is being laid for future narrative writing.
- Create your own outline in advance, so your lesson runs smoothly. You will feel more confident by working it out in your brain first.
- Jot down the questions you asked your brain next to the words outlined. Do this for each line in the outline. Your students may not give the same answers, but you can still follow the same questions.
- Have fun with retelling narrative stories!

Grade 1: Unit 3		Week 15
Phase 2: Introduction to Structural Units		Theme: Winter
Objectives. Student will be able to <ul style="list-style-type: none"> participate in choral reading and reciting propose adjectives, verbs, adverbs, and clauses use the Story Sequence Chart write a 3-paragraph story with help add an -ly adverb dress-up with help add a <i>who-which</i> clause dress-up with help 		
	DAILY LESSONS	Flip Charts and Student Handouts
Day 1	Poetry Read “The Snowman.” Explore unfamiliar words. Discuss playing in the snow. Assign SH 15.1. Phonics Rhymes: <i>door/floor, red/bed, pray/day</i> . Jail <i>door/floor. oo</i> in <i>stood</i> . Jail <i>warm</i> . Gram. Review adjectives and verbs. Review Word Banks. Writing Apply the Story Sequence Chart to “The Snowman.” Create KWO (SH 15.2) using questions from the Story Sequence Chart.	<i>Flip Chart</i> p. 27: The Snowman SH 15.1: Poetry Take-Home Page <i>Flip Chart</i> p. 26: Story Sequence Chart SH 15.2: Key Word Outline*
Day 2	Poetry Read with expression/choral reading. Phonics Underline <i>completely</i> . <i>ew</i> in <i>blew</i> . <i>oo-ew</i> Jingle. Homophones: <i>blew/blue</i> . Gram. Word Bank: <i>pretty</i> . Review dress-ups. Brainstorm -ly adverbs and <i>who-which</i> clauses for first paragraph of story. Writing Write first paragraph of story as a class adding two dress-ups. Apply 4-Point Check. Students copy onto SH 15.3.	<i>Flip Chart</i> p. 27: The Snowman <i>Flip Chart</i> p. 26: Story Sequence Chart SH 15.3 Composition Paper* <i>Flip Chart</i> p. 9: 4-Point Check
Day 3	Poetry Read and memorize. Phonics Compound words: <i>snowman, inside, firelight, nothing</i> . Sounds of <i>o</i> . Gram. Word Bank: <i>sat</i> . Brainstorm -ly adverbs and <i>who-which</i> clauses for second paragraph of story. Writing Write second paragraph of story as a class adding two dress-ups. Apply 4-Point Check. Students copy onto SH 15.4.	<i>Flip Chart</i> p. 27: The Snowman <i>Flip Chart</i> p. 26: Story Sequence Chart SH 15.4 Composition Paper* <i>Flip Chart</i> p. 9: 4-Point Check
Day 4	Poetry Read and memorize. Phonics Contractions: <i>he’d, there’s</i> . Review -ed, -ing. Gram. Word Bank: <i>help</i> . Brainstorm -ly adverbs and <i>who-which</i> clauses for third paragraph of story. Writing Write third paragraph of story as a class adding two dress-ups. Add a line to indicate moral or message. Apply 4-Point Check. Students copy onto SH 15.5.	<i>Flip Chart</i> p. 27: The Snowman <i>Flip Chart</i> p. 26: Story Sequence Chart SH 15.5 Composition Paper* <i>Flip Chart</i> p. 9: 4-Point Check
Day 5	Poetry Recite as class and individually. Celebrate those who have memorized it. Assign SH 15.6. File behind Poetry Portfolio Pages tab. Phonics <i>ough</i> in <i>thought. ou/ow!</i> , Syllable <i>e</i> in <i>puddle</i> . Gram. Review concept of paragraph. Reinforce the use of indents. Writing Students finish copying the paragraph. Apply the 4-Point Check, inviting students to read their story to a partner to listen for mistakes. Illustrate. Assemble and submit.	<i>Flip Chart</i> p. 27: The Snowman SH 15.6 Poetry Portfolio Page* <i>Flip Chart</i> p. 9: 4-Point Check <i>Flip Chart</i> p. 9: 4-Point Check

The handouts marked with an * should be placed in the students’ Student Writing Portfolio when completed.

See the Detailed Lesson Plans on the following pages for additional details for teaching these lessons.

Additional Lesson Extensions

- PE:** Freeze Tag.
- Art:** Create snowflakes by folding and cutting paper.
- Science:** Explore phases of water: solid, liquid, gas (steam). Discuss unusual phenomenon that ice floats and how crucial that is to the survival of fish.
- Math:** Symmetry in snowflake design: Two sides are the same.
- Social Studies:** Climates where it snows.
- Literature:** *Little Critter: Just a Snowman* by Mercer Mayer, *Snowman Magic* by Katherine Tegen, *Snow* by Cynthia Rylant.

POEM AND UNIT 3 STORY

The Snowman

Author Unknown

Once there was a snowman
Stood outside the door,
Thought he'd like to come inside
And sit upon the floor;

Thought he'd like to warm himself
By the fire so red;
Thought he'd like to climb up
On that big white bed.

So he called the North Wind,
"Help me now, I pray.
I'm completely frozen,
Standing here all day."

So the North Wind came along
And blew him in the door,
And now there's nothing left of him
But a puddle on the floor!

Week 15: Day 1

Poetry

- Read “The Snowman” (*Flip Chart, page 27*).
- Explore unfamiliar words. Discuss playing in the snow.
- Distribute **Student Handout 15.1**.

Phonics

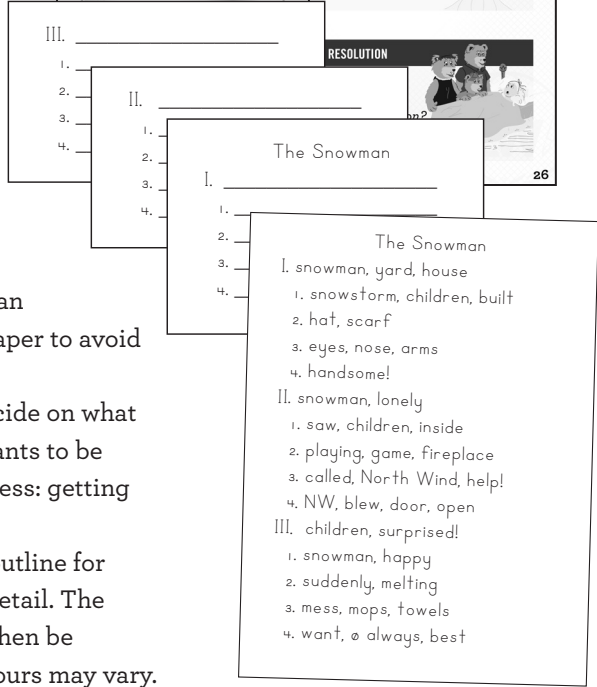
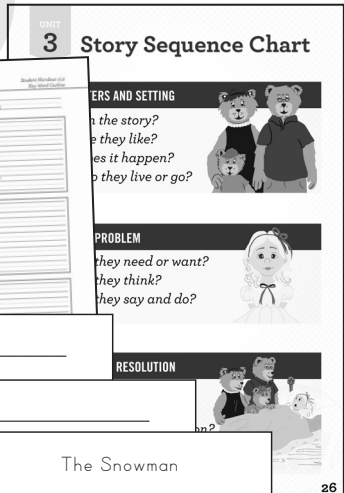
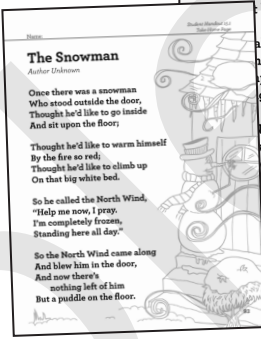
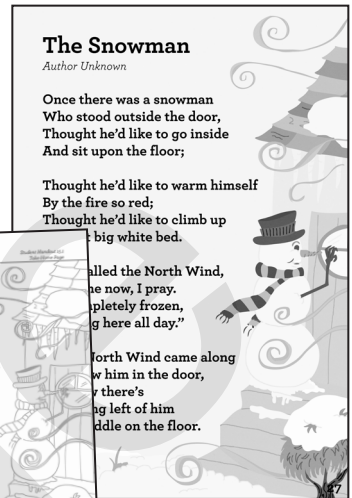
- Listen for rhymes: *door/floor, red/bed, pray/day*.
- Discuss the words where *oor* says |or|. If desired, brainstorm or present the few others: *moor, poor, spoor*. Decide if these words belong in jail or not.
- Review *oo* in *stood*.
- Jail *warm*.

Grammar/Mechanics

- Review adjectives and verbs.
- Sort the following Word Banks by part of speech: *cold, hot, big, said, thought, run, made*. Keep these word banks handy for writing.

Writing

- Revisit the poem, and ask if this poem tells a story or just states facts (story). Ask: Can we turn this poem into a three-paragraph story? (Yes!)
- Turn to the Story Sequence Chart (*Flip Chart, page 26*).
- Ask: Whenever we are planning to write, what is the first thing that we need to do? (Create an outline.)
- Ask: How many parts are there to a story? (If necessary, refer to the Story Sequence Chart to show that there are three parts to a story.)
- Prepare a class outline template as illustrated at right, using sheets of paper, one next to the other, to further indicate the three parts of the story. Distribute **Student Handout 15.2**. Help students see that this page provides the space to create three separate outlines, indicated by the Roman numerals. The three outlines will be placed on one sheet of paper to avoid too many pages!
- Orally discuss the poem using the Story Sequence Chart. Decide on what is the central problem: The snowman thinks he is cold and wants to be inside. The climax is the unintended consequence of his success: getting inside but melting.
- Using the questions on the Story Sequence Chart, create an outline for each. Per paragraph, notice that there are only five lines for detail. The goal of the outline is to organize the content. The story may then be embellished with the retelling. A sample outline is at right. Yours may vary.
- Students may copy the outline onto their handout.
- Have students save their story outline in their *Tools* folder.



Week 15: Day 2

Poetry

- Read “The Snowman” with expression (*Flip Chart, page 27*) and again chorally.

Phonics


- Underline the -ly adverb: *completely*.
- Review *ew* in *blew*. Recite the *oo-ew* Jingle.
- Discuss homophone for *blew*: *blue*.

Grammar/Mechanics

- When we create a piece of artwork, we hope that it looks pretty. Create a **Word Bank** for *pretty*.
- Review dress-ups. Brainstorm ways to use the -ly adverb in the first paragraph of the story. Write them out in complete sentences in the class journal. This exercise will require more discussion about what the characters and setting are like.
 - The snowman ___ly wore a hat and scarf.
 - ___ly, the children built a snowman.
- Brainstorm ways to use a *who-which* clause in the first paragraph.
 - The snowman, who wore a hat and scarf, stood in the yard.
 - The snow, which lay ten feet deep, was perfect for snowman building.

The Snowman
Author Unknown

Once there was a snowman
Who stood outside the door,
Thought he'd like to go inside
And sit upon the floor;




pretty
good-looking
handsome
lovely
attractive
gorgeous
cute
elegant
stately

Writing

- Revisit the class outline. Test the outline by briefly retelling the entire story as a class. Name the characters if desired.
- Next, focus on the first paragraph of the story, writing out the first paragraph as you and the class retell it.
 - Leave the title line blank.
 - Since the student Composition Paper shows a Roman numeral I on the first page, include it on the class story.
 - Remind students to indent the first line.
 - As you write, be sure to double-space. Students need not double-space because their composition paper already has extra spaces.
- Be sure to add at least one -ly adverb and one *who-which* clause. Underline the strongest one of each in the paragraph.
- When complete, apply the 4-Point Check (*Flip Chart, page 9*).
- Chorally read the paragraph aloud to listen for mistakes. Make corrections as needed, and strengthen word choices as desired using the Word Banks.
- Distribute **Student Handout 15.3**. Students may copy the paragraph, which will be a lot of writing for this level. The copy work may need to be spread over a few sessions. The goal is to finish, but not all students will have the stamina.
- If this much copy work is too difficult, provide a printed copy for students to use. Students may also create an illustration for the first part of the story.

4-Point Check

1. Capitals
2. Spacing
3. Punctuation mark . ? !
4. Does it make sense?



The Snowman

1. snowman, yard, house
2. hat, scarf
3. eyes, nose, arms
4. handsome!

I

I

One January, Tom and Jane didn't have to go to school because of a huge snowstorm that dumped ten feet of snow on their town. Happily, the kids went out to build a snowman, which they named Gordon. He stylishly wore their dad's hunting cap and their mom's bright pink scarf. They cleverly used oranges for eyes, a banana for a nose, and two brooms for arms. He was magnificent!