

<p>Mini Lesson: Personal Narrative 1 (25) Reread to Add More Letters</p>
<p>Standards: CC1.4.1.M Write narratives to develop real or imagined experiences or events. CC1.4.1.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> - Capitalize dates and names of people. - Use end punctuation; use commas in dates and words in series. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. <p>CC1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> • Distinguish long from short vowel sounds in spoken single-syllable words. • Count, pronounce, blend, and segment syllables in spoken and written words. • Orally produce single-syllable words, including consonant blends and digraphs. • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. • Add or substitute individual sounds (phonemes) in one syllable words to make new words. <p>CC1.1.1D Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • Identify common consonant digraphs, final, and common vowel teams. • Decode one and two-syllable words with common patterns. • Read grade level words with inflectional endings. • Read grade appropriate irregularly spelled words.
<p>Materials:</p> <ul style="list-style-type: none"> • A piece of writing written by teacher with sound out spelling (or the sample following this lesson) • An enlarged student sample with words that need more letters or use one of your own examples or the one provided at the end of this lesson (Make 8 ½ x 11 copies for partners during Active Engagement) • Class set of editing pens (all one color – they could be felt tip or ball point)
<p>Connection: “As writers we have been stretching out sounds and writing the sounds we know. There is another very important job writers have to do. Reread your writing to see if there are any more letters you can add.”</p>
<p>Teach (modeling): “As I touch each word, I am thinking about the letters I know and I am thinking of letters I can add!” Read first sentence of the sample writing touching each word as you read (see attached example).</p> <p>Rosie is my favit pet.</p> <p>“Look at the word ‘favorite.’ This is a long word. When I read this word I can clap out the syllables to help me hear the sounds and add more letters. Clap with me. FA-VORIT. I hear the OR in the middle of favorite. I am going to add OR to the middle of my word.”</p> <p>Continue modeling the strategy with a couple of more words from your story:</p> <p>I luv my dog. She is the bst. She is a gd pet becuz she is srt.</p> <p>She is butfl to me.</p> <p>“As I touch each word and think about letters I already know, I start to think of other letters I can add. Rereading is helping me add letters. Writing partners, think together and tell each other what you saw me doing as I added more letters. What did you hear me doing? How will rereading help you add more letters to your words? Turn and talk with your partner.”</p>
<p>Active Engagement: “Today we will also look at a piece of first grade writing.” You can invite a student</p>