

## LESSON

**Unit:** How can I help?

**Theme:** The structure of the story.

**Introduction:** During this week lessons the student will learn about the structure of the story.

**Objective:** During the week the student will identify the structure of a story correctly and apply his/her knowledge in a story provided.

**Standards and Expectations:**

### Listening

1.L.1a Ask and answer questions appropriate to the topic and offer basic opinions in conversations using learned phrases and open responses (e.g., I like...).

1.L.1e Listen and participate in rhymes, songs, chants, etc.

### Writing

1.W.1 Write simple sentences and use illustrations to express opinions and feelings or describe a picture, person, or object.

Remember every day to practice the daily routines. Days of the week, months of the year, the weather and the alphabet. Write the date on the board and the weather.

### Day 1

The teacher introduces the vocabulary words to the student. The student writes the words and definitions in his/her notebook. Explain to the student that every story has to have a beginning, middle and end.

Vocabulary words: beginning, middle and end.

**Beginning-** the time when something starts; the first part of an event, a story, etc.

**Middle-** the part of the story where line develops and becomes complicated.

**End-** This is the part where everything comes together and starts making sense and things come to a conclusion.

## Day 2

The student with the help of the teacher writes a short timeline of the things that he/she does during the day until going to sleep.

What did you do in the morning?

What did you do at night?


What did you do at noon?

Ask the student to answer the following questions. Help the student to write the answer in his/her notebook. Tell the student that a story is similar to a day, both have a beginning, a middle, and an end.

What did you do at the beginning of the day?

What did you do at the middle of the day?

What did you do at the end of the day?

### Day 3

Help the student to read the story and to answer the questions. During the reading points out to the student what happens at the beginning, middle and end. Make the necessary markings in the story to help the student.

Name: \_\_\_\_\_

## Toothbrush Games

Tim and Tina's mom called up to the them from downstairs. She told them that their time was up in the playroom and they needed to get in the bathroom to get ready for bed. Tim and Tina hated going to bed. They wanted to play all night. Tim said, "Let's have a contest. Let's see who can brush their teeth the best." Tim and Tina started scrubbing away. They set their timer for two minutes and tried their best to clean every tooth. After their timer went off, Tim and Tina both used their magic mouthwash that showed where plaque was on their teeth. Tim had two spots. Tina won!



1. What happens at the beginning of the text?

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2. What happens in the middle of the text?

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3. What events happen at the end of the text?

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## Day 4

### Phonemic awareness

Make aware the student that a story and his/her day have a beginning, a middle and an end, words also have a beginning, a middle and an end.

If we take the word CAT, C is the beginning sound, A is the middle sound and T is the end sound. All these letters together make a word. The word END has three letters the E is the beginning sound, the N is the middle sound and the D is the end sound.

Practice: Read the words and write the position of the sound circled (beginning, middle and end). Practice the word with the student making the student aware of each sound.

hof) \_\_\_\_\_

d@d \_\_\_\_\_

s)t \_\_\_\_\_

\_\_\_\_\_

o)g \_\_\_\_\_

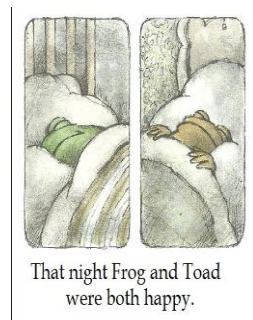
c@t \_\_\_\_\_

b@t \_\_\_\_\_

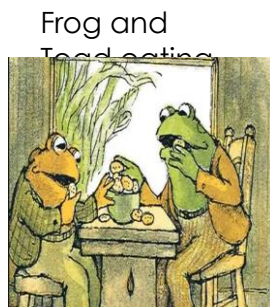
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## Day 5

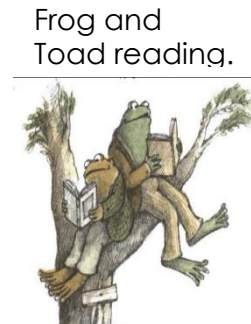
Write under each picture which is the beginning, the middle and the end.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**Unit:** How can I help?

**Theme:** The alphabet (Phonics)

**Introduction:** During the next two weeks lessons the student will learn about the alphabet and the sound of each word.

**Objective:** During the next two weeks the student will identify the letters and sounds of the alphabet and use them with words, correctly.

**Standards and Expectations:**

**Listening**

1.L.1e Listen and participate in rhymes, songs, chants, etc.

1.LA.4a Use context clues and illustrations to identify the meaning of unfamiliar words.

1.LA.6 Use words and phrases acquired through conversations and read-aloud.

**Remember every day to practice the daily routines. Days of the week, months of the year, the weather and the alphabet. Write the date on the board and the weather.**

**Day 1**














Tell the student that the alphabet in English is similar to the alphabet in Spanish but the letters sound different, in the next two weeks we will be working with the letters of the alphabet. Click on the link provided and practice with the student the alphabet song, make sure that the student is aware of the phonics of each letter and the picture related to each letter.

Link: <https://www.youtube.com/watch?v=BELIZKpi1Zs>

## Day 2

In the template provided the student will trace the letters of the alphabet from A to M. Remember to write the letters from top to bottom and left to right. Practice with the student the sounds of each letter. Make reference to the video presented on day 1.














Name: \_\_\_\_\_

|   |             |
|---|-------------|
| A a    | A A A a a a |
| B b    | B B B b b b |
| C c    | C C C c c c |
| D d    | D D D d d d |
| E e    | E E E e e e |
| F f   | F F F f f f |
| G g  | G G G g g g |
| H h  | H H H h h h |
| I i  | I I I i i i |
| J j  | J J J j j j |
| K k  | K K K k k k |
| L l  | L L L l l l |
| M m  | M M M m m m |

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### Day 3

On the template provided the student will trace the letters of the alphabet from N to Z. Remember to write the letters from top to bottom and left to right. Practice with the student the sounds of each letter. Make reference to the video presented on day 1.

|   |             |                               |
|---|-------------|-------------------------------|
| Name: _____   |             |                               |
| N n    | N N N n n n |                               |
| O o    | O O O o o o |                               |
| P p    | P P P p p p |                               |
| Q q    | Q Q Q q q q |                               |
| R r   | R R R r r r |                               |
| S s  | S S S s s s |                               |
| T t  | T T T t t t |                               |
| U u  | U U U u u u |                               |
| V v  | V V V v v v |                               |
| W w  | W W W w w w |                               |
| X x  | X X X x x x |                               |
| Y y  | Y Y Y y y y |                               |
| Z z  | Z Z Z z z z |                               |
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## Day 4

Use the following link to practice with the student the sounds of the alphabet (phonemic awareness).


<https://www.youtube.com/watch?v=saF3-f0XWAY&feature=youtu.be> (phonics song)

The student writes the missing letter at the space provided and after completed the task, the teacher reads each word with the student.

**Write the missing letter.**

|  |  |
|--|--|
|  ANT    |  BIRD     |
|  PIG    |  BEE      |
|  BALL   |  CAR      |
|  EGG  |  BANANA |
|  LION |  SUN    |
|  BOOK |  FISH   |
|  DUCK |  STAR   |
|  TREE |  TRAIN  |

Name.....





## Day 5

What I learned?

Fill the blank with the missing letter.

A, \_\_\_\_, C, D

\_\_\_\_, K, L, M

V, X, Y, \_\_\_\_

E, F, \_\_\_\_, H

N, \_\_\_\_, P, Q