

# SUMMER Scholars

## Language Arts

### Lessons and Activities

Rising 1st Grade

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# SUMMER Scholars

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## Language Arts

# Management Guide



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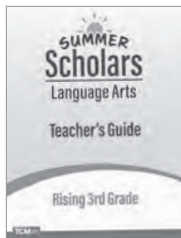
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# How to Use This Resource

The *Summer Scholars: Language Arts* curriculum has been designed to meet the needs of summer learning programs. Reading comprehension lessons, phonics and word study activities, and fluency practice are presented in a flexible format to make learning (and teaching) fun for everyone.

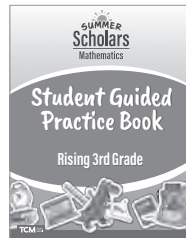
## What's Included?

### Teacher's Guide



The daily lessons grounded in the Science of Reading enhance instruction with research-based instructional practices.

### Student Guided Practice Book



This book encourages growth in students' reading, writing, speaking, listening, and phonics skills.

### Management Guide



This guide helps teachers plan effectively with flexible lesson pacing and a scope and sequence designed specifically for varied summer settings.

### 12 Reading Comprehension Text Cards



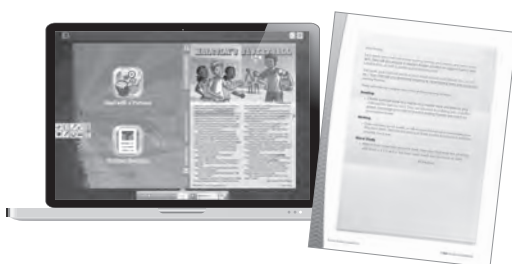
These cards increase student interest and text-analysis skills through thought-provoking topics and meaningful images. The cards are provided in both print and digital formats.

### Reader's Theater Scripts



Excite students about reading and performing with fun reader's theater stories. The scripts are provided in the student books for their easy reference, as well as in the digital resources.

### Digital Resources



These resources increase student engagement and enhance instruction. Family Engagement Letters are provided for a strong school-to-home connection.

### Classroom Library with 10 Books



Inspire curiosity and a love of reading with a variety of fiction and nonfiction books for independent reading.

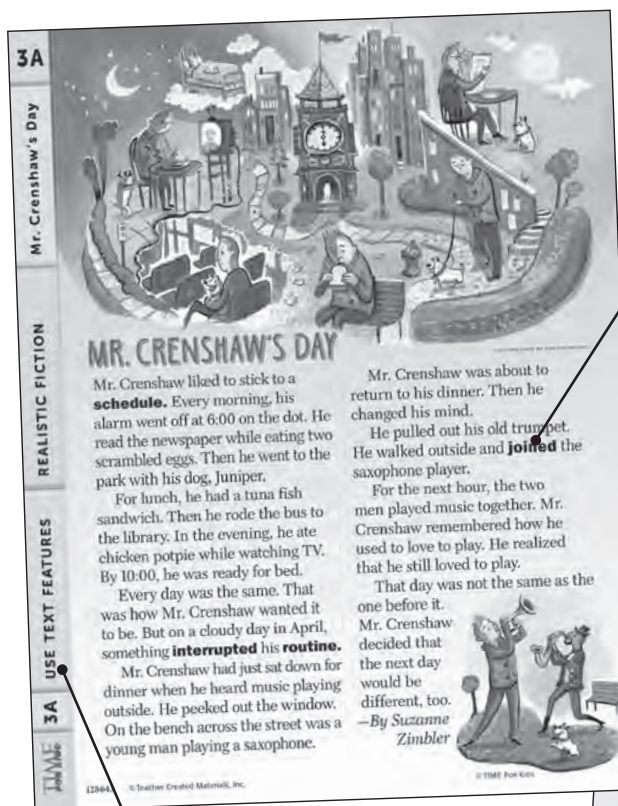
# How to Use This Resource *(cont.)*

## Reading Comprehension

The Gradual Release of Responsibility model is embedded into each of the 12 text card lessons. As you progress through every two-day lesson, there is less emphasis on the teacher (I Do) and more ownership given to the student (You Do).

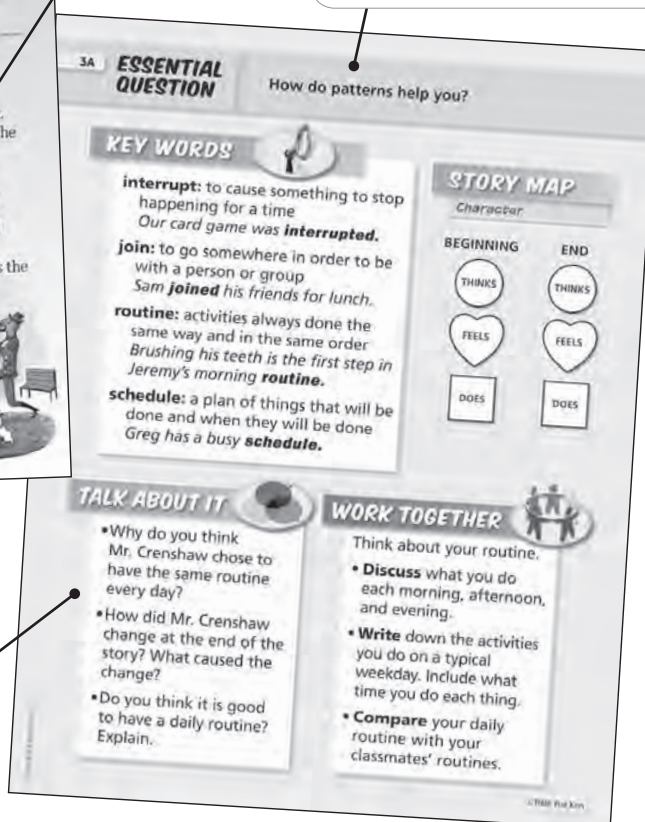
- On the first day, students preview the text, are introduced to new words, and engage with the text as the teacher models the reading strategy. Students practice reading the text together and are given prompts to write about their learning. Rubrics to assess student writing are available in the digital resources. See page 91 for details.
- On the second day, students use the reading strategy they are learning as they reread the text and discuss the text structure and big idea. Helpful strategies enable teachers to support language learners as they listen, speak, read, and write.

## TIME FOR KIDS™ Text Cards



Key words are bolded within the text and defined on the back of each text card.

Be sure you introduce the Essential Question with the first reading of the card.



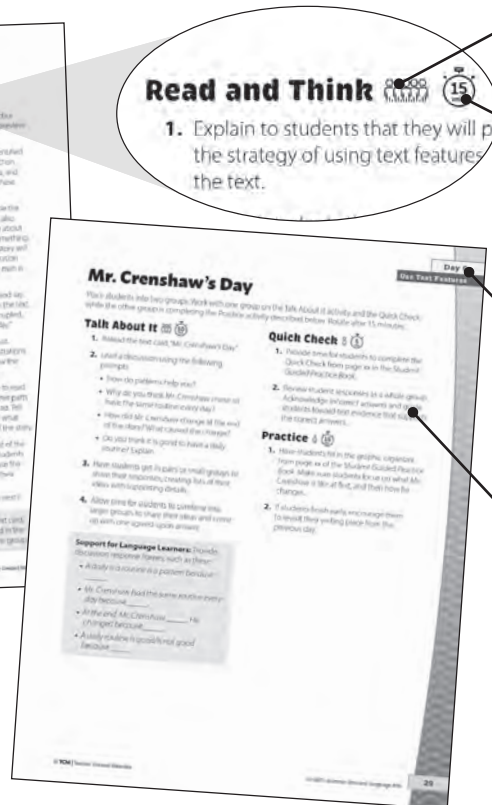
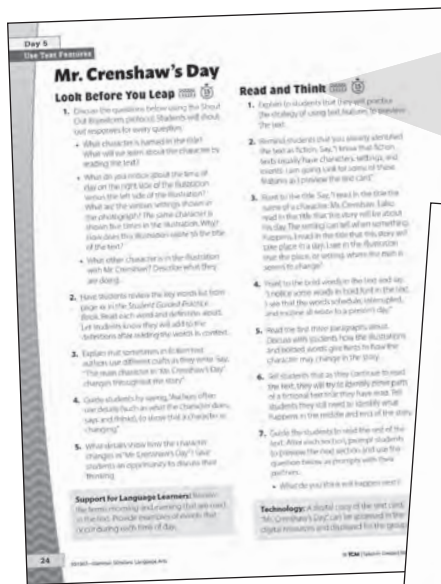
Comprehension strategy and genre are clearly noted.

Additional activities are included for easy reference.

# How to Use This Resource (cont.)

## Reading Comprehension (cont.)

### Lesson Plans



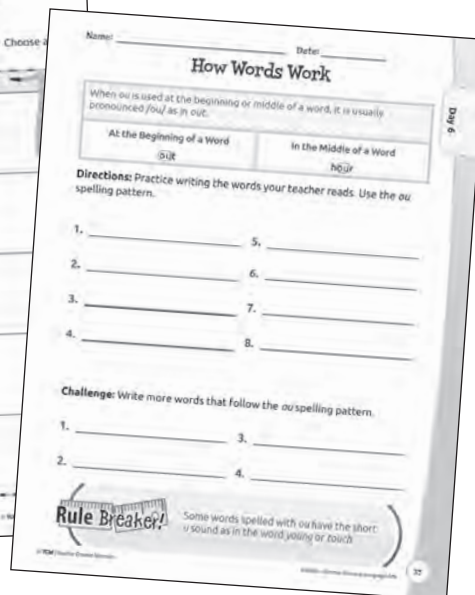
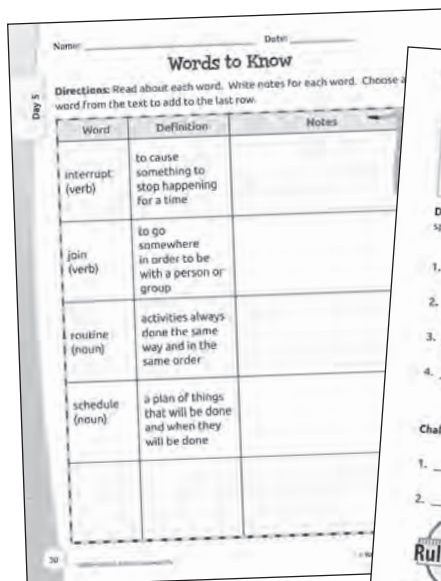
Icons indicate student groupings: whole group, collaborative, and independent.

Stopwatch icons indicate suggested durations.

Each lesson page and student page clearly indicates the instructional day for easy implementation.

Assessment opportunities are provided in every lesson.

## Student Guided Practice Book



There are many ways for students to access the activities in the *Student Guided Practice Book*:

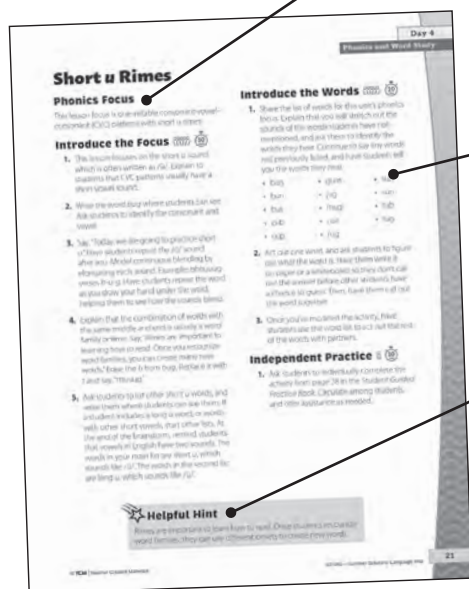
- use individual books (purchased separately)
- make copies from provided book
- project pages on whiteboard
- print pages from digital resources
- share on digital devices

# How to Use This Resource *(cont.)*

## Phonics and Word Study

Each of the eight phonics and word study units is organized over three days. These lessons offer a variety of activities to enhance student learning while providing numerous opportunities for both guided and independent practice.

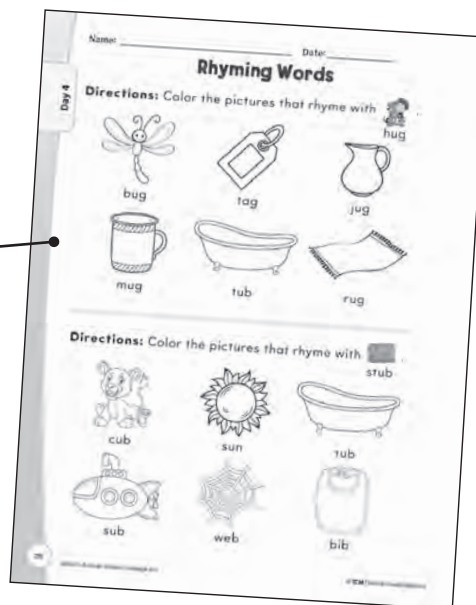
On the first day of the lesson, the phonics focus is presented, and students apply learned concepts as they read and speak each word that is introduced.



Each lesson includes a shareable word list which focuses on the phonetic patterns being studied.

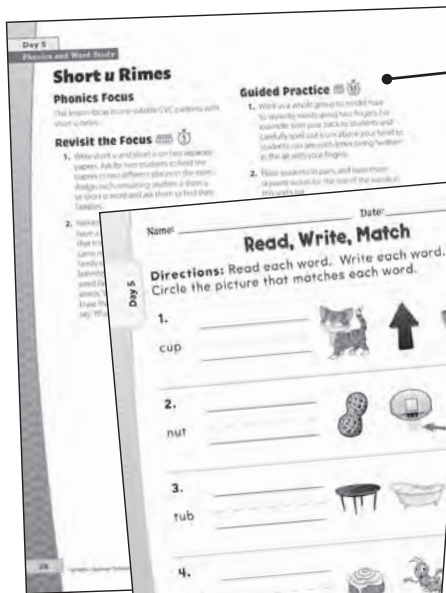
Helpful Hints create meaningful connections between the phonics focus and specific words being studied.

Practice exercises in the *Student Guided Practice Book* allow for increased retention.

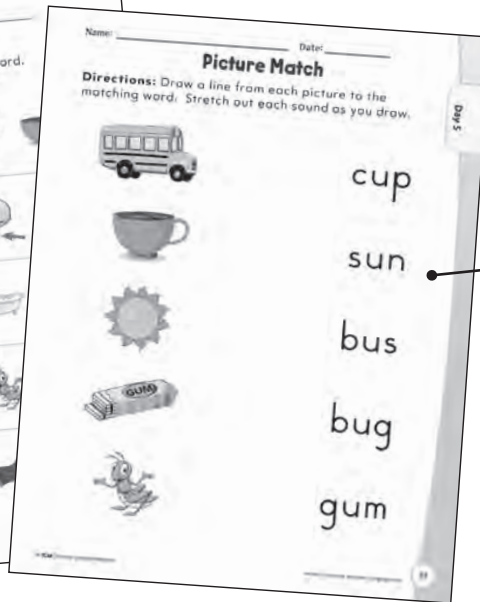
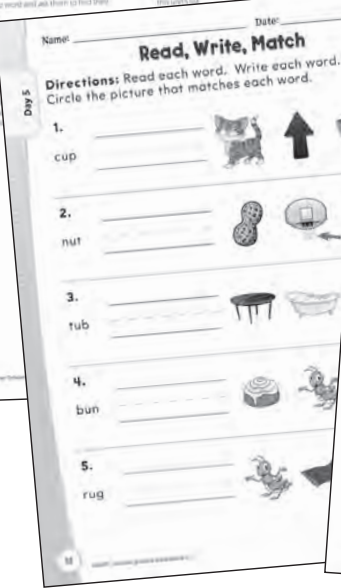


# How to Use This Resource (cont.)

## Phonics and Word Study (cont.)



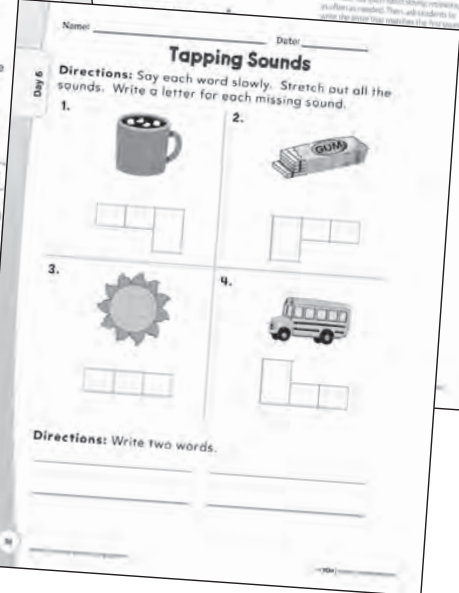
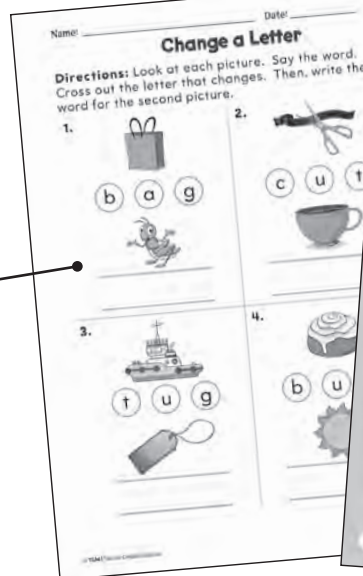
On the second day, students revisit the phonics focus and work in small groups to interact with the words presented in the unit.



Independent and partner activities in the *Student Guided Practice Book* help students apply word study concepts.

On the third day, students review completed work as they revisit the phonics focus a final time.

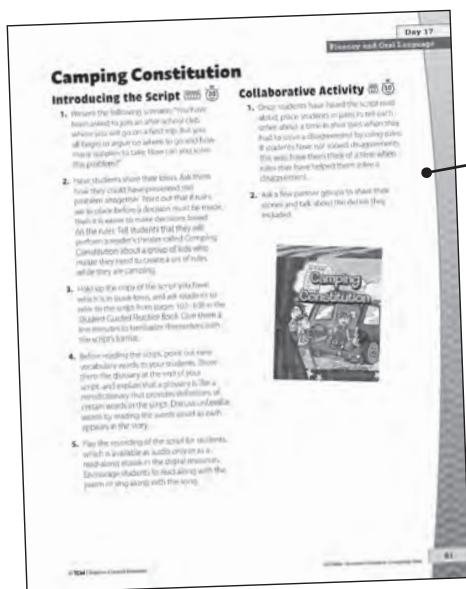
Summative and formative assessment opportunities are provided in every lesson.



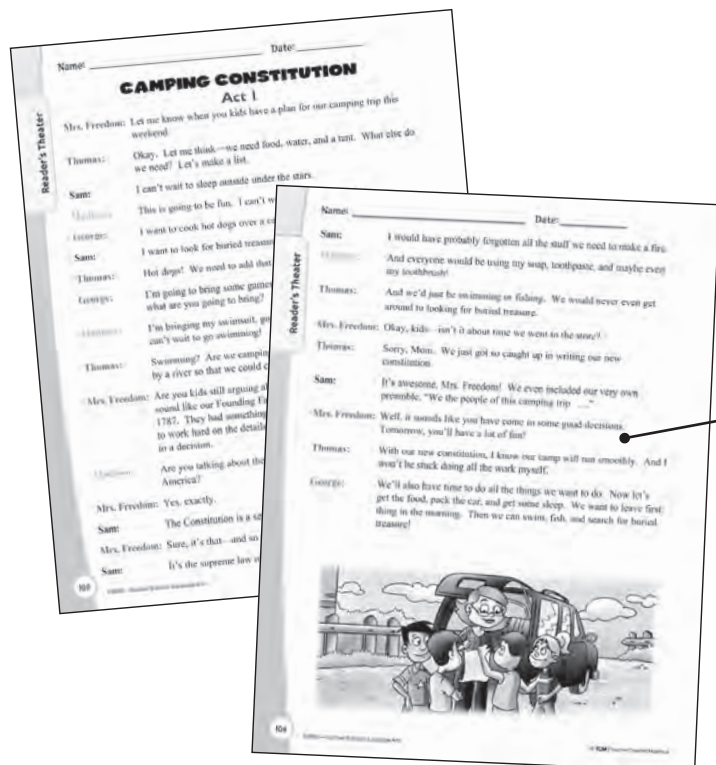
# How to Use This Resource *(cont.)*

## Reader's Theater

Each of the three fluency units is organized over eight days. These lessons offer a variety of activities to increase reading fluency while providing numerous opportunities for collaborative practice.



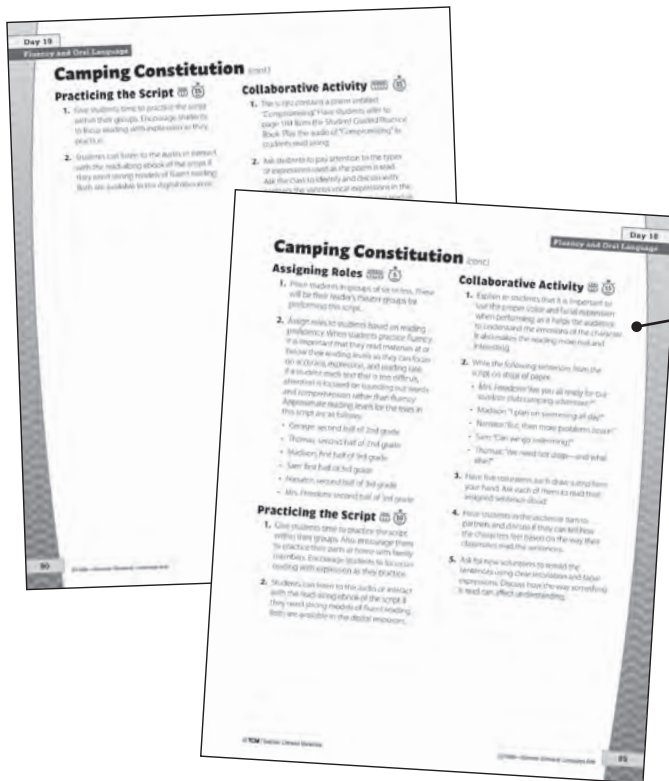
On the first day of the lesson, the script and fluency focus are introduced, and students apply learned concepts as they listen to, and reflect upon, the script.



Scripts are included in the *Student Guided Practice Book* so students can easily highlight their lines and practice them both in school and while at home.

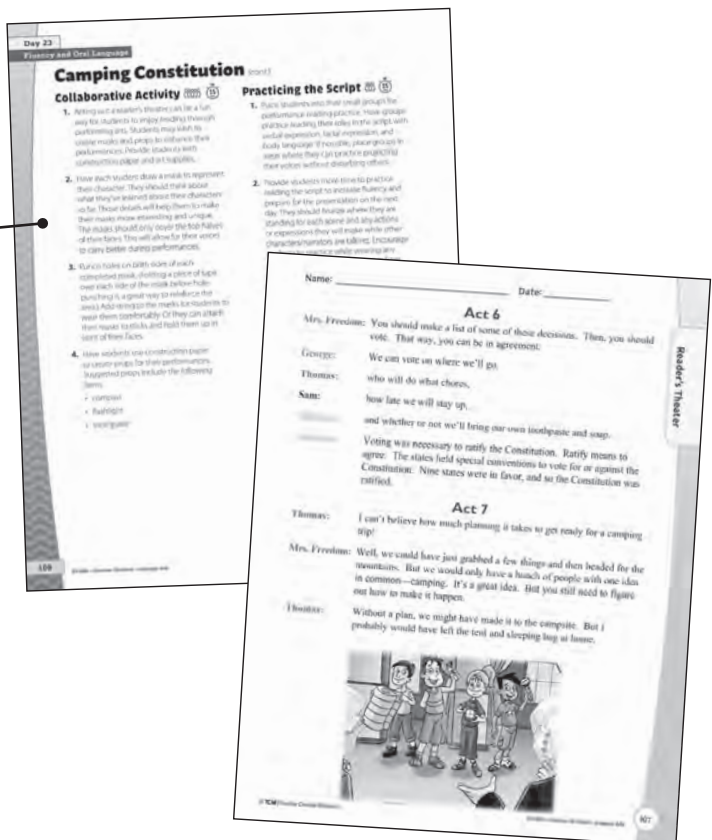
## How to Use This Resource *(cont.)*

## Reader's Theater (cont.)



During the second through sixth days of the lessons, students revisit the fluency focus and work collaboratively to improve their reading fluency through targeted exercises.

On the final two days, students continue to practice fluently reading their scripts. They also create props and present their final performances of the reader's theater.



# How to Use This Resource *(cont.)*

## Classroom Library

There are many benefits to wide reading, including an increase in vocabulary development. Reading widely increases listening comprehension and contributes to increased reading comprehension. It can be done through independent reading or through teacher read alouds. Richard Anderson, Paul Wilson, and Linda Fielding's (1988) research shows that the amount of words read per year greatly increased based on the minutes of independent reading completed per day.

Anderson, Wilson, and Fielding ranked students by the number of minutes they read per day. For example, a student in the 70th percentile read almost 10 minutes per day. These students encountered a little more than 600,000 words per year, while a student in the 90th percentile, who read approximately 21 minutes per day, encountered over 1.8 million words each year. Students who encounter more new words apply the strategies they have been taught, and they start to learn the meanings of new words. All these factors associated with reading widely lead to increased comprehension.

*Summer Scholars* includes a classroom library of 10 books in each kit. While these books can help students read widely, they also include a variety of fiction and nonfiction texts. This can spark student interest and lead to additional connections in grade-level concepts.

These books are a flexible tool that can help teachers tailor *Summer Scholars* to meet their unique needs. The books are provided in print and digital formats. They are as shareable PDFs within the digital resources.

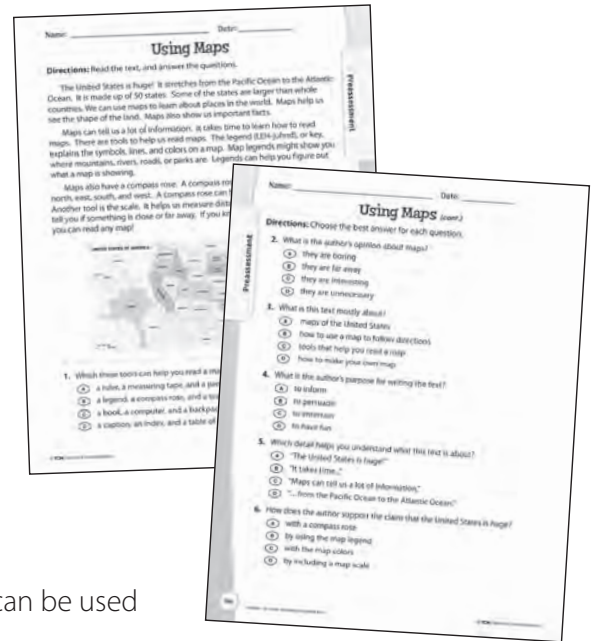


# How to Use This Resource (cont.)

## Assessment

Assessment is a critical piece of any intervention or summer school program. *Summer Scholars* includes several opportunities for assessment.

- Each kit includes a preassessment and a postassessment to measure student growth. These assessments are provided in the *Student Guided Practice Book*. They can also be accessed as both Google Forms™ and Microsoft Forms® documents. See below for more information. The pages can be ripped out of the student books to make implementation easier.
- Alignments of the preassessments and postassessments are provided digitally. They show the lesson and standard that each question assesses. This can be used to guide further instruction.
- The activity pages from the *Student Guided Practice Book* can be used as formative assessments.
- Quick Check activities provide the teacher with valuable insight which enables them to guide students toward text evidence that supports correct answers and reinforces the reading comprehension strategy focus of the lesson.
- The digital games can be used for additional practice and to monitor student progress.



## Digital Assessment in Summer Scholars

Digital versions of the preassessments and postassessments are provided digitally as fillable PDFs. They can also be accessed as Google Forms™ documents, and Microsoft Forms® documents. Please see page 90 for links to these resources.

### Using Google Forms™

The Google Forms™ version of each assessment is best for use with Google Classroom. The links on page 90 prompt a copy of the assessment to be saved to your Google Drive™. From there, a share link can be copied and shared with students to take the assessment from any device that has a web browser and internet connection. Having the assessment in Google Drive™ allows you to easily collect and analyze student data and results. These results can then be shared with administrators as needed.

### Using Microsoft Forms®

The Microsoft Forms® version of the assessment is best for use with Office 365 Education. The links on page 90 prompt a copy of the assessment to be saved to your OneDrive account. From there, a share link can be copied and shared with students to take the assessment from any device that has a web browser and internet connection. Having the assessment in OneDrive allows you to collect and analyze student data and results. These results can then be shared with administrators as needed.



**SUMMER**  
**Scholars**

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**Language Arts**

**Rising 1st Grade**

**Grade Level Details**

# Rising 1st Grade Scope and Sequence

		Reading and Writing 60 minutes per day		Phonics and Word Study 30 minutes per day		Fluency, Speaking, and Listening 30 minutes per day	
		Reading Focus and Text Card	Standards	Phonics and Word Study Focus	Standard	Reader's Theater Title and Activity	Standard
Day 1		Monitor Comprehension	Identify the main topic and retell key details of a text.	Short O Rimes	Use letter sound relationships to recognize and produce rhyming words with CVC patterns.	<i>What Time Is It?</i> Introduction and assign parts	Read emergent text with purpose and follow agreed-upon rules for discussion.
Day 2		"Be a Friend" (informational)	Write, draw, or dictate opinion pieces.				
Day 3		Monitor Comprehension	Ask and answer questions to identify key details in a text.	Short U Rimes	Blend and segment onset and rimes of single-syllable words.	<i>What Time Is It?</i> Analyze poem and practice performance	Read poetry orally with accuracy, appropriate rate, and expression.
Day 4		"I Am So Much More" (poetry)	Write, draw, or dictate personal narratives.		Identify the initial, medial, and final sound of spoken words.		
Day 5		Summarize	Retell stories, including characters, settings, and key events.	Short U Rimes	Add or delete phonemes at the beginning or end of a words, recognizing that new words are created.	<i>What Time Is It?</i> Sing song and practice performance	Develop oral language through listening, speaking, and discussion.
Day 6		"A Class Project" (narrative)	Write, draw, or dictate explanatory narratives.				
Day 7		Summarize	Engage in reading activities with purpose to determine main idea and details.	CH Digraph	Recognize groups of words that begin with the same sound and decode words using letter-sound correspondences for common consonant digraphs.	<i>What Time Is It?</i> Create props and perform	Speak audibly and express thoughts, feelings, and ideas clearly.
Day 8		"Community Helpers" (informational)	Write, draw, or dictate explanatory narratives.				

# Rising 1st Grade Scope and Sequence (cont.)

Reading and Writing 60 minutes per day		Phonics and Word Study 30 minutes per day		Fluency, Speaking, and Listening 30 minutes per day	
Reading Focus and Text Card	Standards	Phonics and Word Study Focus	Standard	Reader's Theater Title and Activity	Standard
Day 9 Use Text Features "A New Way Home" (narrative)	Describe a story by recounting the sequence of events. Write, draw, or dictate narratives.	CH Digraph	Segment and blend phonemes in multi-syllables, and sounds. Recognize groups of words that begin with the same sound and decode words using letter-sound correspondences for common consonant digraphs.	<i>The Stars</i> Introduction and Assign Parts	Read emergent text with purpose and follow agreed-upon rules for discussion. Discuss rhyme and rhythm in nursery rhymes and poems.
Day 10		TH Digraph		<i>The Stars</i> Sing song and practice performance	Share information audibly and clearly.
Day 11 Use Text Features "A Butterfly's Life" (informational)	Describe the relationship between illustrations and a text. Write, draw, or dictate connections to text.		Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<i>The Stars</i> Analyze poem and practice performance	Read emergent-readers with fluency on successive readings. Discuss rhyme and rhythm in nursery rhymes and poems.
Day 12		Long O and OW		<i>The Stars</i> Create props and perform	Participate in collaborative discussions with diverse partners.
Day 13 Determine Meaning "Animal Talk" (informational)	Identify the main topic and retell key details of a text. Write, draw, or dictate explanatory text.				
Day 14					
Day 15 Determine Meaning "A Friend from Far Away" (poetry)	Describe plot elements. Write, draw, or dictate, personal narratives.				
Day 16					

# Rising 1st Grade Scope and Sequence *(cont.)*

	Reading and Writing 60 minutes per day		Phonics and Word Study 30 minutes per day		Fluency, Speaking, and Listening 30 minutes per day	
	Reading Focus and Text Card	Standards	Phonics and Word Study Focus	Standards	Reader's Theater Title and Activity	Standard
Day 17	Make Inferences	Determine the meaning of unknown words in a text.	AR Blends	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<i>Our Neighborhood</i> Introduction and assign parts	Describe familiar people, places, and things with detail.
Day 18	"Playing Pete" (informational)	Write opinion pieces.				
Day 19	Make Inferences	Describe plot elements.	OR Blends	Substitute individual sounds in phonemes in simple, one-syllable words to make new words.	<i>Our Neighborhood</i> Analyze poem and practice performance	Speak audibly and express thoughts, feelings, and ideas clearly.
Day 20	"A Night Owl" (fiction)	Write fictional narratives.				
Day 21	Use Evidence	Use evidence to answer questions.		Use letter sound relationships to recognize and produce rhyming words with CCVC patterns.	<i>Our Neighborhood</i> Sing song and practice performance	Demonstrate command of the conventions of standard English grammar and usage when speaking.
Day 22	"Meet an Author" (informational)	Write opinion pieces.		Decode words that use final -e to make long-vowel sound.		
Day 23	Use Evidence	Ask and answer questions about key details in a text.	Silent E with long A	Decode words that use final -e to make long-vowel sounds.	<i>Our Neighborhood</i> Create props and perform	Use drawings or other visual displays to provide detail.
Day 24	"The Costume Party" (fiction)	Write personal narratives.				
Day 25	Culminating Activity "Magic Wand"	Actively engage in group reading activities with purpose and understanding.	Phonics and Phonological Awareness	Segment and blend phonemes in spoken words.	n/a	n/a

# Rising 1st Grade Text Cards

This chart includes important information about the TIME For Kids™ Text Cards.

Title	Genre	Lexile® Measure	Description
Be a Friend	informational text	80L	Children learn a few ways to make and keep friends.
I Am So Much More	poetry	170L	A child discovers who they are through their interactions with the people and world around them.
A Class Project	fiction	250L	Kevin plans a class project to fill the bookshelves of his local library with the help of his community.
Community Helpers	informational text	140L	Meet community workers such as nurses and teachers who help the public.
A New Way Home	fiction	230L	Mateo walks the same path home from school every day. But after taking a new route with his grandma, he discovers he enjoys trying different things.
A Butterfly's Life	informational text	230L	Learn about the life cycle of a butterfly, from a caterpillar hatching from an egg to a butterfly emerging from a cocoon.
Animal Talk	informational text	230L	Animals use many different ways to talk. Find out how animals such as baboons and honeybees communicate.
A Friend from Far Away	fiction	180L	Jen looks outside and sees a friendly, one-eyed spaceman. Through trial and error, she discovers a way to communicate with this other-worldly being.
Playing Pete	informational text	240L	Learn about how actor Oakes Fegley plays the role of Pete in the movie <i>Pete's Dragon</i> .
The Night Owl	fiction	140L	Jackie wakes from her sleep to an owl knocking on her window. She wonders if her interaction with this talking owl is real or imaginary.
Meet an Author	informational text	250L	Meet famous author Eric Carle, and learn about his career and how he is inspired to write.
The Costume Party	fiction	260L	Theo participates in a costume contest at school. Find out how Theo reacts to hearing the results.

# Rising 1st Grade Reader's Theater Scripts

This chart includes important information about the Reader's Theater Scripts.

Title	Characters	Setting	Description
<i>What Time Is It?</i>	Clock Mouse 1 Mouse 2 Child Mother Wee Willie Winkie	This reader's theater takes place in a house with a grandfather clock.	Two little mice play with their friend, Clock, in a family's house. They play on the hands of Clock, learning how to tell time so they can scurry away before the human family returns home.
<i>The Stars</i>	Child 1 Child 2 Child 3 Star 1 Star 2 Star 3	This reader's theater takes place outside on a starry night.	Three friends gaze up in wonder at the stars. Little do they know, the stars are looking back down at them. The children and stars sing and make wishes together.
<i>Our Neighborhood</i>	Ken Jen Ben Gramps Mom Mayor	This reader's theater opens in a family home. Then, the family visits places all over their community.	Siblings find a note that sends them on an adventure around their neighborhood. The children work with their mom and grandpa to solve riddles that lead them to meet important figures such as firefighters and the mayor.

# Rising 1st Grade Classroom Library

This chart includes important information about the books included in the Classroom Library.

Book Title	Lexile® Measure	*Guided Reading Level	Summary
<i>Chimp Paints</i>	150L	C	Chimp wants to paint. But she needs an idea. Maybe her friends can help her.
<i>Exploring Calendars</i>	310L	E	A calendar shows a year. It has days, weeks, and months. They follow a pattern.
<i>I Am a Good Friend</i>	140L	C	It is time to learn about being a good friend.
<i>Life at Home</i>	150L	C	It is time to learn about life at home then and now.
<i>Love Like Salt</i>	120L	D	A daughter tells her father she loves him like salt and helps him to understand what that means.
<i>Play Ball!</i>	140L	C	Reggie and Rex like to play ball even if they lose it!
<i>The Girl in the Mirror</i>	30L	B	There is a girl in the mirror each time Gracie looks. She looks just like Gracie!
<i>Using Money</i>	150L	D	It is time to learn about using money.
<i>Watch Me Dance</i>	80L	B	Gina loves to dance. But there is only so much dancing a girl can do!
<i>We Work at School</i>	250L	D	It is time to learn about jobs at school.

\*These titles have been officially leveled using the F&P Text Level Gradient™ Leveling System.



**SUMMER**  
**Scholars**

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**Language Arts**

**Teacher's Guide**

**Rising 1st Grade**

# Days 1–2 Overview

## Be a Friend

### Learning Outcomes

- Read aloud with fluency and expression to support comprehension.
- Use text structure to comprehend a variety of texts.
- Identify new information while reading.

### Reading Strategy: Learn Something New

Students will notice when they learn something new as they listen to you read “Be a Friend.” Students will use graphic organizers to identify the key idea and details.

### Summary of the Text Card

This text explains how it is nice to make new friends. Making new friends means having more people to play with. Students learn how to make and keep a friend. (Informational Text)

### Big Idea

Myself and  
Others

### Essential Question

Who are you?

## Short O Rimes

### Learning Outcome

- Know and apply grade-level phonics and word analysis skills in decoding words.

### Phonics Focus

Students will focus on consonant-vowel-consonant (CVC) words that include the short o sound. Students will find rhyming words and read, write, and match words with pictures.

## What Time Is It?

### Learning Outcome

- Deliver oral presentations and read passages fluently, focusing on correct phrasing.

### Fluency Focus

Students will listen to the script. To reflect on the script, they will draw pictures of characters from the story. Students will be assigned to groups and begin practicing the script. They will also focus on fluently reading the poem.

### Summary of the Script

Two mice learn to tell time as they play on a grandfather clock. A child comes home and plays by the clock until it is time for bed. Wee Willie Winkie checks at 8:00 to see if the child is in bed. Then, the mice can play again.

### Materials

- *Student Guided Practice Book* pages 4–19
- drawing paper
- crayons or markers

# Be a Friend

## Look Before You Leap

1. Before the lesson, write the following question where students can see it:
  - How can you help a new student?
2. Discuss the question by using the Reading Tea Party protocol. For this protocol, have each student walk around greeting one tea party guest at a time (another student in the group). Then, have students discuss their thoughts about the question.
3. Have students review the Words to Know from page 4 in the *Student Guided Practice Book*. Read each word and definition aloud. Ask students to use one of the words in their own sentences. Have students draw one or two pictures in their word boxes.
4. Explain that this text card is an example of informational text. Say, "Informational texts provide facts. They teach us something new. This informational text will teach us how to be a friend."

**Support for Language Learners:** Present a variety of pictures of children in a group to students. Discuss the children in the pictures. If the children are being friendly, move the picture to one side of the table. If the children are not being friendly, move them to the other side of the table.

## Read and Think

1. Say, "Today, we will practice monitoring our comprehension by noticing when we learn something we didn't know before. This is known as learning something new."
2. Read the first two paragraphs. Pause to model your thinking. Say, "I see that the title is 'Be a Friend,' and the pictures show students. In the second paragraph, the author tells us to help a classmate that needs help. I learned that this is one way to be a friend!"
3. Read the remaining text aloud. Lead students as they follow along with their pointer fingers. As you read, pause to ask students the following questions:
  - What did you learn about being a friend?
  - Give an example of how you can include someone.
  - Are you a friend? How do you know?

**Technology:** A digital copy of the text card, "Be a Friend," can be accessed in the digital resources and displayed for the group. Additionally, an audio recording is available for students to listen to while reading along with the text.

# Be a Friend

Place students into two groups. Work with one group on the Read the Way You Speak activity while the other group is completing the Write It activity described below. Rotate after 15 minutes.

## Read the Way You Speak

1. Explain the importance of phrasing groups of words naturally when reading aloud. Say, "When we read, we want to say words together in phrases and then take a breath at the appropriate spot. If we read one or two words at a time or take a breath in the middle of a sentence, we sound like robots. Let's look at this sentence: *It is nice to make new friends.* I could read this sentence aloud like this: 'It is...nice to...make...new friends.' But that makes the sentence very hard to understand. When I read this time, I'm going to take a deep breath and read the whole sentence fluently." Reread the sentence, modeling fluent reading.
2. Have students underline the following sentence: *Sit next to someone new at lunch.* Read the sentence aloud. First, read the sentence incorrectly. Model your thinking by saying, "It's very hard to understand the sentence when I read like a robot. This time, I will take a deep breath and read the whole sentence fluently." Reread the sentence, modeling fluent reading with proper phrasing.
3. Guide students in choosing and underlining a sentence or two that they would like to read fluently.
4. Have students practice reading their selected sentences multiple times in their minds, making sure they read the way they speak. Then, have them whisper read. Finally, have students read aloud with partners.

## Write It

1. Have students respond to the prompt from page 6 in the *Student Guided Practice Book*: *Think about a good friend. Write a note to thank them. Tell them why they are a good friend.*
2. Remind students to edit and revise their writing, keeping the following things in mind:
  - Use the text for help.
  - Stretch out sounds to write.
  - Use complete sentences.
  - Try your best.

**Technology:** If students are ready to work independently, they can access a digital copy of the text card, "Be a Friend." In the interactive text card, students are given a purpose for reading and can use annotation tools to record their thinking. The Help button provides model annotations if students need additional support.

# Short O Rimes

## Phonics Focus

This lesson focus is one-syllable consonant-vowel-consonant (CVC) patterns with short o rimes.

## Introduce the Focus

1. This lesson focuses on the short o sound, which is often written as /*ö*/. Explain to students that CVC patterns usually have a short vowel sound.
2. Write the word *cob* where students can see it. Ask students to identify the consonants and vowel. For review, have students share what other short vowel sounds they know.
3. Say, "Today, we are going to practice short o." Have students repeat the /*ö*/ sound after you. Model blending by elongating the vowel sound (e.g., /*cööööb*/ versus /*cöb*/). Have students repeat the word as you draw your hand under the word, helping them to see how the sounds blend.
4. Explain that the combination of words is a word family or rime. Say, "Rimes are important to learning how to read. Once you recognize word families, you can create many new words." Erase the *c* from *cob*. Replace it with *s* and say, /*sööööb*/.
5. Ask students to list other short o words and write them where students can see them. If a student includes a long o word, or words with other short vowels, start other lists to the side or on a separate piece of chart paper. You can add to these lists throughout the summer. Remind students that vowels in English have two sounds. The words in your main list are short o, which sounds like /*ö*/. The words in the second list are long o, which sounds like /*ö*/.

## Introduce the Words

1. Share the list of words for this unit's phonics focus. Explain that you will stretch out the sounds of the words they have not mentioned, such as "frrrroog," and ask them to identify the word they hear. Continue to say any words not previously listed and allow students to tell you the words they hear.
 

• cob	• frog	• pot
• cop	• hop	• rod
• dog	• jog	• sob
• dot	• log	• stop
• fox	• mop	• top
2. Act out one word, and ask students to figure out what the word is. Have them write it on paper or a whiteboard so they don't call out the answer before other students have a chance to guess. Then, have them call out the word together.
3. Once you've modeled the activity, have students use the word list to act out words with partners.

## Independent Practice

1. Ask students to individually complete page 7 from the *Student Guided Practice Book*. Circulate among students, and offer assistance as needed.



## Helpful Hint

To make vowel sounds, the mouth must be open. If all vowels were removed from words, our mouths would feel like they were glued shut with peanut butter when trying to speak.

# What Time Is It?

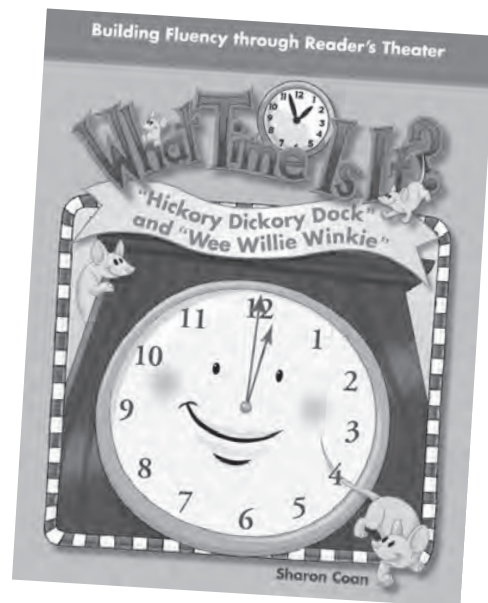
## Introducing the Script 20 min

1. Begin by explaining the importance of engaging in fun activities like theater and group presentations. Introduce the nursery rhyme "Hickory, Dickory, Dock" to students by reading the poem aloud.
2. Display a picture of a grandfather clock. Help students act out the nursery rhyme with the following motions. Encourage students to stand and pretend their bodies are clocks. Have them use their index fingers and middle fingers as mice. Beginning at their toes, have students "walk" their fingers up to the top of their heads. When the clock strikes one, have students "run" their fingers down to their toes.
3. Read the poem aloud several times as students perform the actions.
4. Introduce the nursery rhyme "Wee Willie Winkie" to students by reading the poem aloud several times.
5. Ask students the following questions to draw on prior knowledge. Discuss their answers, and relate them back to the nursery rhyme.
  - What do you wear to bed?
  - What time do you go to bed?
  - Who puts you to bed?
  - How can they tell if you are asleep?
6. Tell students that they will perform these nursery rhymes for a reader's theater titled *What Time Is It?*
7. Hold up the copy of the script you have, which is in book form, and ask students to refer to the script from pages 8–14 in the *Student Guided Practice Book*. Give them a few minutes to familiarize themselves with the script's format.

8. Read aloud the list of characters at the beginning of the script.
9. Play the recording of the script for students, which is available as audio only or as a read-along ebook in the digital resources. Encourage students to read along with the poem or sing along with the song.

## Collaborative Activity 10 min

1. Once students have heard the script read aloud, ask them to work in pairs to draw pictures of characters from the story. They can refer to their scripts as they work.
2. Ask a few partner groups to share their pictures and talk about the details they included.



# Be a Friend

## Read and Find

1. “Be a Friend” has a description text structure. Let students know this means there is one key idea in the text and many details that support or explain this idea.
2. Ask students to listen for the main idea and details as you read “Be a Friend” aloud. Encourage students to notice important information that will help them analyze the structure.
3. Say, “Sometimes, we can find the key idea in the title. This text’s title is ‘Be a Friend.’ That is what this is about!” Guide students to write *friend* in the center of their graphic organizers on page 17 in the *Student Guided Practice Book*.
4. Guide students as they search for details. Say, “We can search the text, pictures, and text features for details about being a friend. For example, the first picture is of two girls cleaning up. The text says ‘lend a hand and be helpful.’ Let’s write *helpful* on our graphic organizers. This is a detail about being a friend.”
5. After students have written the words *friend* and *helpful* in two of the circles on their graphic organizers, say, “What other details can we find about being a friend? Work with partners to search the text for details. If you find one, say, ‘We got it!’”
6. Have students share their details and write them on their graphic organizers. When completed, graphic organizers should contain the information shown in the answer key on page 115. **Note:** You may choose to have students draw pictures or write fewer words than those listed in the example.

**Support for Language Learners:** Work as a group to draw pictures of students showing kindness to a new student. Encourage students to add dialogue bubbles to show what the characters in the picture are saying to each other.

## How Words Work

1. Read the information at the top of page 15 in the *Student Guided Practice Book*: *Long e makes the /ē/ sound. It can be spelled ee.*
2. Guide students to read the example words: *beep*, *deep*, and *green*. Have them circle the long *e* pattern in each word.
3. Have students work as a group, with partners, or independently to read each word aloud and circle the *ee* pattern.
4. Review and correct the activity as a group.

## Essential Question

1. Have students talk to partners about the Essential Question: *Who are you?* After reading “Be a Friend,” ask students what they learned about being a good friend.
2. Have students revisit the text on page 5 of the *Student Guided Practice Book*. Guide them to point out information that helps them answer the question.

# Be a Friend

Place students into two groups. Work with one group on the Talk About It activity while the other group is completing the Practice activity described below. Rotate after 15 minutes.

## Talk About It

1. Reread the text card, "Be a Friend."
2. Engage students in the Put Your Two Cents In protocol. For this protocol, give each student three objects (chips, cubes, pennies) to use as talking pieces. Read the following questions aloud, one at a time. Have each student put one of their pieces in the center of the table before they share an answer. After everyone has had a chance to share, ask the next question, and repeat the procedure.
  - What is one reason to be a friend?
  - How is being a friend the same as having a friend?
  - In school, there are always new students. What is one reason to be helpful to them?

## Quick Check

1. Read the directions aloud for the Quick Check from page 16 in the *Student Guided Practice Book*, and provide time for students to complete the activity.

## Practice

1. Have students draw pictures of themselves and their friends.
2. If students finish early, encourage them to revisit their drawings from the Words to Know activity on page 4 in the *Student Guided Practice Book*.

# Short O Rimes

## Phonics Focus

This lesson focus is one-syllable consonant-vowel-consonant (CVC) words with short o rimes.

## Revisit the Focus

1. Review stretching out the sounds in words by elongating *top* and *mop*. Write the following rimes where students can see them: *-op*, *-ot*, *-og*, and *-ox*. Remind students that the combination of words is a word family or rime. Say, "Rimes are important when learning how to read. Once you recognize word families, you can create many new words." Remind students that they can make new words by replacing the first letter. Say, "What happens if I erase the *b* in the word *box* and add an *f*?"
2. Have students work with partners to sort the unit's words. Challenge them to add more short o words to their sorts if they can.

## Guided Practice

1. Write the following nonsense words where students can see them: *tog*, *rog*, *nog*, *sog*, *nop*, and *rop*. Explain that nonsense words are not real words, but they are good practice for stretching out sounds.
2. Practice the nonsense words by hopping forward once for each sound. Model hopping *tog* by hopping forward three times. Encourage students to hop with you for the remainder of the words.
3. Complete the first word from page 18 in the *Student Guided Practice Book*.

## Independent Practice

1. Ask students to individually complete pages 18–19 from the *Student Guided Practice Book*. Circulate among students, and offer assistance as needed.

# What Time Is It?

## Assigning Roles

1. Place students in groups of six or less. These will be their reader's theater groups for performing this script.
2. Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading levels so they can focus on accuracy, expression, and reading rate. If a student reads text that is too difficult, attention is focused on sounding out words and comprehension rather than fluency. Approximate reading levels for the roles in this script are as follows:
  - Mouse 1: first half of kindergarten
  - Mouse 2: first half of kindergarten
  - Mother: first half of kindergarten
  - Wee Willie Winkie: first half of kindergarten
  - Clock: second half of kindergarten
  - Child: second half of kindergarten

## Practicing the Script

1. Place students into their small groups for repeated reading practice. Also, encourage them to practice their parts at home with family members.
2. Have students do paired readings of each scene of the script. After each scene, encourage students to discuss how they have improved their reading accuracy.
3. Students can listen to the audio or interact with the read-along ebook of the script if they need strong models of fluent reading. Both are available in the digital resources.

## Collaborative Activity

1. This script contains a poem. Assign each group member a line of "Wee Willie Winkie."
2. Tell students to create actions to go along with their assigned lines. Their actions should relate to actions taken by Wee Willie Winkie. For example, in line three, the action might be for students to walk their fingers "upstairs and downstairs."
3. Have each group member practice reciting their lines using repeated readings. Encourage the groups to concentrate on fluency, especially correct phrasing. Tell them they will perform the poem for the whole group.

SUMMER  
**Scholars**  
Language Arts

# Student Guided Practice Book

Rising 1st Grade



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

# Words to Know

**Directions:** Read about each word. Draw a picture for one or more words.

**classmate:** someone who is in the same class at school

**friendly:** kind; like a friend

**helpful:** giving help or ready to give help

**keep:** to continue having

# Be a Friend

It is nice to make new friends. You will have more people to play with. Read about how to make and **keep** a friend.



LISA STIRLING—GETTY IMAGES

Be **helpful**. Do you see a **classmate** who needs help? Lend a hand!



GETTY IMAGES

Be **friendly**. Sit next to someone new at lunch. Smile and say hello.



ALAMY

Be nice. Play a group game. Ask someone new to play.

**Directions:** Think about a good friend. Write a note to thank them. Tell them why they are a good friend.


This image shows a full page of handwriting practice paper. It features five identical sets of horizontal guidelines arranged vertically. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a structured space for practicing letter formation and alignment. The paper is otherwise blank, with no text or other markings.

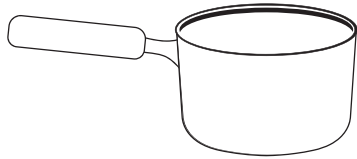
- ❑ Use the text for help.
- ❑ Stretch out sounds to write.
- ❑ Use complete sentences.
- ❑ Try your best.



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

# Rhyming Words

**Directions:** Color the pictures that rhyme with  .



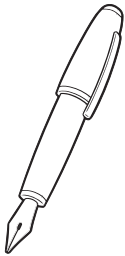
pot



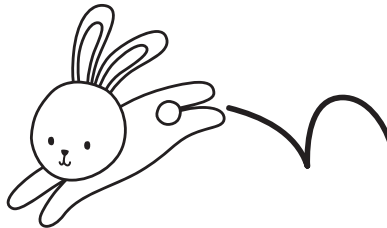
mop



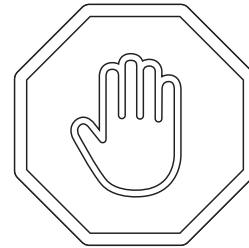
cop




pen

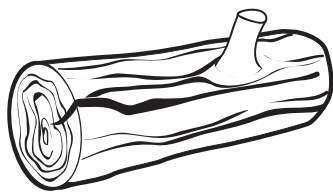


hop



stop

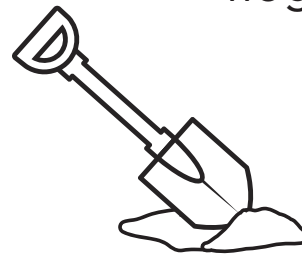
**Directions:** Color the pictures that rhyme with  .



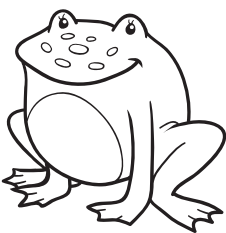
log



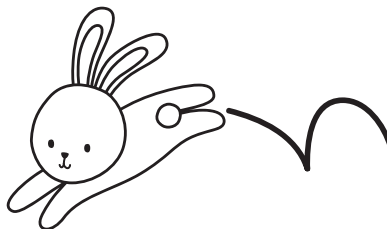
dog



dig



frog



hop



jog

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

# What Time Is It?

## Act 1



Hello, Friends.



Hi, Clock.



I am glad to see you.



May we play on you?



Yes, until 1 o'clock.



Why?



The mother and child come home then.



We can not tell time.



Look at my hands.



One is big.



One is little.



See the big hand on 12?



Yes.

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



See the little hand on 1?



Yes.



That is 1 o'clock.



We will run up the clock.



Have fun.



I will watch the big hand.



I will watch the little hand.

## Act 2



I see the big hand on 12.



I see the little hand on 1.



We will run down.



We are home.



I have work to do.



I will play by the clock.



Have fun.

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



I will wait for 8 o'clock.

## Act 3

(Later, after dinner)



It is bedtime.



How do you know?



I see the hands on the clock.



Wee Willie Winkie will be here soon.



Good night, Mother.



I will rap on this window.



Here is Willie.



Is the child in bed?



Yes, I am.



Good night.



Good night.



Now the mice can play again.

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

# Poem

## Hickory, Dickory, Dock

Hickory, dickory, dock,  
The mouse ran up the clock.  
The clock struck one,  
The mouse ran down,  
Hickory, dickory, dock.

## Song Wee Willie Winkie

Wee Willie Winkie  
Runs through the town,  
Upstairs and downstairs  
In his nightgown;  
Rapping at the window,  
Crying through the lock,  
"Are all the children in their beds?  
For now it's eight o'clock."



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

# How Words Work

## Long e (ee Pattern)

Long e makes the /ee/ sound. It can be spelled ee.

### Examples

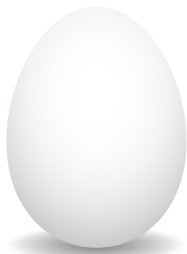
beep

deep

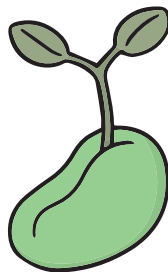
green

Day 2

**Directions:** Listen to the words. Circle words with the long e sound.



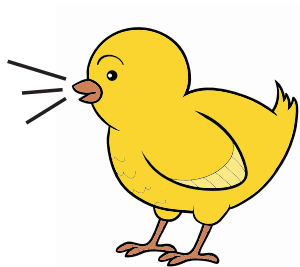
egg



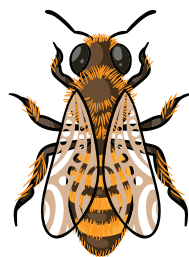
seed



leg



peep



bee



dog

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

## Quick Check

**Directions:** Read the questions. Choose the best answers.

1. Who is a student at school?



(A) classmate



(B) classroom

2. Which word has the long e sound?



(A) rope



(B) bee

**Directions:** Listen to the sentence. Write the best word on the line.

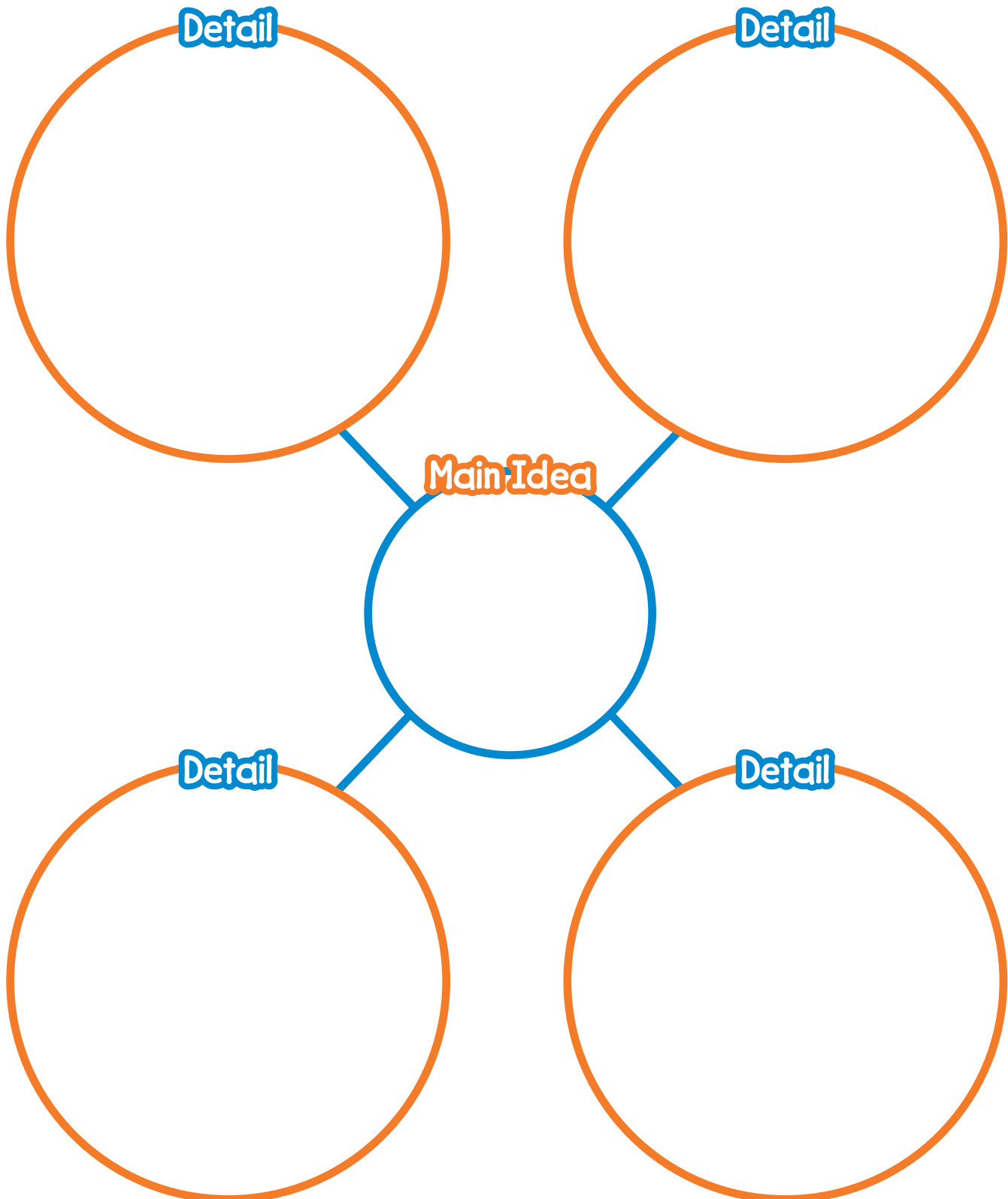
Word Bank		
student	friendly	teacher

3. Be \_\_\_\_\_ to someone at school.

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

## Read and Find

**Directions:** What is the main idea in the text? What are the details? Write or draw in the circles.



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

# Read, Write, Match

**Directions:** Read each word. Write each word.  
Circle the picture that matches each word.

1.

log

---



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2.

mop

---



---



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3.

rod

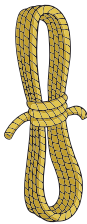
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4.

pot

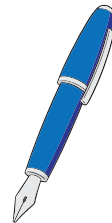
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5.

box

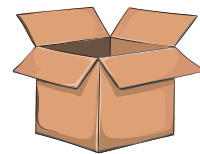
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Picture Match

**Directions:** Draw a line from each picture to the matching word. Stretch out the sounds as you draw your lines.



mop



dog



pot



rod



sob