

**Middle Unit – First Hour Literacy**

Monday	Tuesday	Wednesday	Thursday	Friday
Spelling	Spelling/Morphology	Morphology	Comprehension	Reading Rotations
<p><b>L.I. - We are learning to read and write words containing the vowel team 'ou' and 'ow'.</b></p> <p><b>Sound Pack</b> - Move through mastered sounds quickly to have student show automaticity.</p> <p><b>Homophones:</b> Write, chin it, read. Use words in a sentence and prompt with hooks to support if needed.</p> <ul style="list-style-type: none"> <li>- There, their, they're</li> <li>- Where, wear</li> <li>- No, know, new, knew</li> </ul> <p><b>New homophones:</b> Write on the board, read words, teach 'tricky part'.</p> <ul style="list-style-type: none"> <li>- Threw, through</li> </ul> <p><b>Review:</b> Boil the toy teaches us the vowel team oi and oy. 'oi' makes the /oi/sound at the start and in the middle of words and 'oy' make /oi/ sound at the end of words. Model using avoid, annoy. Ask students to think, pair, share other words. Finger spell and ask the student to write this on the board. Other students can write on their whiteboards.</p> <p><b>Activity:</b> Gold Digger- quick game where students dig for a given oi, oy word. They either spell or explain what spelling choice they would use and why.</p> <p><b>New Concept:</b> Loud Cow</p>	<p><b>L.I. - We are learning to add a suffix to words that end in 'y'.</b></p> <p><b>Sound Pack</b> - Move through mastered sounds quickly to have student show automaticity.</p> <p><b>Red Words</b> - Write, chin it, read. Homophones:</p> <ul style="list-style-type: none"> <li>- There, their, they're</li> <li>- Where, wear</li> <li>- No, know, new, knew</li> <li>- Threw, through</li> </ul> <p><b>Review: Sky Fly</b> This rule teaches us that the graph 'y' commonly makes the long /i/ sound at the end of word one syllable words (<i>cry, ply, shy</i>). The graph 'y' at the end of the word multisyllabic words commonly makes the long /e/ sound or long /i/ sound (<i>empty, hungry, deny, supply</i>).</p> <p><b>Focus Words</b> – Read, syllable divide, write, read – <i>energy, memory, company, every, fantasy, justify, identify, magnify, comply.</i></p> <p><b>New Concept: Final y + suffix</b> Use visual 'adding a suffix' poster to support.</p> <p><i>If a word ends in the graph 'y' you change the 'y' to an 'i' before adding any suffix except when they start with 'i' (ing, ish). If the word ends in a vowel team you keep the 'y' and just add the suffix (oy, ay).</i></p>	<p><b>L.I. – We are learning the meaning of the prefix -in</b></p> <p><b>Morphology PowerPoint-</b> Student read through morphology PowerPoint together. Periodically stop and have students write a base word + suffix or prefix onto their whiteboard. Chin it. <a href="#">Morphology PowerPoint</a></p> <p><b>Review:</b> Final 'y' + suffix. Students read the base word + suffix flash cards. Students pair share if they would change or keep the 'y'. Select a student to share with the group and then read the new word.</p> <p><a href="#">Final 'y' + suffix KAHOOT</a></p> <p><b>New Concept: in-</b> <b>BUMP rule</b> - 'in-' changes to 'im-' if the root or base word starts with 'm' or 'p'</p> <p><b>Meaning:</b> Suffix meaning 'not'.</p> <p><b>Part of speech:</b></p> <p><b>Focus words:</b> <b>in-</b> inactive, insane, inexpensive, independent, incorrect, inconsiderate <b>im</b> - impossible, impolite, immortal, immoral</p> <p><b>Key word:</b> independent</p> <p><b>Sentence:</b> Students construct their own sentence using in- word.</p>	<p style="text-align: center;"><i>Goodnight Stories for Rebel Girls</i> - Malala Yousafzai</p> <p><b>I do</b> - Throughout the term we are going to explore some influential people, people who have made a difference to our world. Define <i>influential</i> and what traits people with this title may have.</p> <p>Present an image of <i>Malala Yousafzai</i>. Teacher talk what I see in the picture that may help me understand who Malala is or where she may come from. <a href="#">Malala - Image</a></p> <p><b>We do</b> – Provide students with a couple of minutes to look at the image. What thoughts and ideas can they draw from the image? What can the image help tell us about this person? What about the name? <i>Think, Pair, Share.</i></p> <p>Watch <a href="#">https://www.youtube.com/watch?v=48pFoAOBv_w</a></p> <p>Once complete have students reflect on the following questions:</p> <ul style="list-style-type: none"> <li>• What was Malala fighting for?</li> <li>• What was stopping her from accessing education?</li> <li>• What happened because of her stance?</li> <li>• What character traits would we say Malala has?</li> <li>• How would you feel if you were denied education?</li> </ul>	<p style="text-align: center;"><i>Goodnight Stories for Rebel Girls</i> - Malala Yousafzai</p> <p><b>We do</b> - Watch <a href="https://www.youtube.com/watch?v=48pFoAOBv_w">https://www.youtube.com/watch?v=48pFoAOBv_w</a> Display a copy of the notes completed yesterday on our learning to refresh students' knowledge. Reread <i>Malala Yousafzai</i> from <i>Goodnight Stories for Rebel Girls</i>. As a group, exploring the vocabulary and unknown words identified by the students.</p> <p><b>I do:</b> Outline what it means to summarise – <i>to tell the main parts of an event in a quick way</i>. When we summarise we choose our words carefully as we don't want to ramble on. We focus on <i>who, what, where, when, why</i>. Model writing the first sentence for our summary about Malala. Teacher talk my thinking and vocabulary selection.</p> <p><b>You Do</b> - Students are to write a summarising paragraph about Malala, focusing on <i>who, what, where, when, why</i>. Students are to edit for sentence structure, punctuation and capital letters. Students are encouraged to use the vocabulary from the text. Students are encouraged to work to their literacy level - e.g. some students should be extending their sentences and writing a paragraph with greater detail.</p>

<p>Loud Cow teaches us that 'ou' goes in the middle of words and ow commonly goes at the end of word.</p> <p><b>Watch out!</b> ow can be pushed into the middle of words by the letters 'l' and 'n'</p> <p>Model with – bounty, brow, brown</p> <p><b>Focus words</b> – syllable divide, write, read.</p> <p>Council, compound, discount, surround, boundary</p> <p>(schwa) -, a<b>st</b>ound, a<b>am</b>ount.</p> <p>Allow, sow, brow</p> <p>prowl, drown, down, growl.</p> <p><b>Dictation:</b> <i>The council planners observed from their compound the mountains on the boundary of their town. They were astounded to see a large sow prowling through the dirt on the ground.</i></p>	<p><i>Model with - try + ed, try + ing = trying, betrayed + ed.</i></p> <p><b>Focus Words</b> – Students complete with the following words using the game 'The Impossible Quiz'. Select a student to share the meaning of different words or use it in a sentence.</p> <p><i>enjoy + ment</i>  <i>Cry + ed</i>  <i>Study + ing</i>  <i>Bury + ed</i>  <i>Beauty + ful</i>  <i>Dismay + ed</i>  <i>Crazy + er</i>  <i>Easy + est</i>  <i>Journey + ed</i>  <i>Occupy + ing</i>  <i>Duty + ful</i></p>		<p><i>Think, Pair, Share.</i> Watch the clip again if extra information is required.</p> <p><b>You do</b> - Provide students with a copy of <i>Malala Yousafzai from Goodnight Stories for Rebel Girls</i>. Students are to read the text independently, highlighting any new and rich vocabulary used. Create a teacher group to support students needs. Once reading is complete have students write their vocab words on the board. Discuss what they mean. Involve students in this discussion by using context clues to help make an educated guess.</p> <p><b>Reflection</b> - Watch Malala's UN Speech. If you could sum up what you can learn from Malala's story, what would it be?  <a href="https://www.youtube.com/watch?v=ZGisUOhFKNU">https://www.youtube.com/watch?v=ZGisUOhFKNU</a></p>	<p><i>Teacher Group</i> – shared write.</p> <p><b>Reflection</b> – Share your summary with another student.</p>
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