

# Rose Robot Cleans up - Unit 3, week 4

Priority Skills					
<u>Phonemic Awareness/Phonics</u> Long O, Long U, Silent Letters kn, gn, wr  *RF.1.3c	<u>High-Frequency Words</u> After, done, find, new, old, work  *RF.1.3b RF.1.3.g	<u>Comprehension</u> Strategy: Monitor, comprehension: Reread Skill: Draw conclusions *OV.2.1.4, SL.1.2	<u>Writing</u> Descriptive Sentences *W.5.1.3	<u>Spelling Words</u> hope, nose, note, rope, cute, cube, chop, whale, old, new  *L.1.2d	
8:05-8:10 Morning Routine	Roll Call Lunch Count Pledge of Allegiance *C.5.1.4	Roll Call Lunch Count Pledge of Allegiance *C.5.1.4	Roll Call Lunch Count Pledge of Allegiance *C.5.1.4	Roll Call Lunch Count Pledge of Allegiance *C.5.1.4	Roll Call Lunch Count Pledge of Allegiance *C.5.1.4
8:10-8:30 Shared Reading	Shared Reading Story *SL.1.2	Shared Reading Story *SL.1.2	Shared Reading Story *SL.1.2	Shared Reading Story *SL.1.2	Shared Reading Story *SL.1.2
Discuss what the title, author, book cover and title page are.					
8:30-8:50 Story of the Week	Story of the week: <u>Rose Robot Cleans Up</u> : Read the story aloud doing guided instruction while reading. (Teacher books pages. 70/76) *Intro. Spelling words-use in a sentence. Display the (83A )BIG BOOK: <u>A friend for Little Bear</u> . I see a bear and a toy horse. Do you think they are friends? What do you think the story is going to be about? Remind them what a fiction story is and that this story is fiction. Reread parts they may not understand.  *SL.1.2	Echo Read Story: Oral Reading Cards: <u>A Bottle Village</u> . I'm going to read a true story in which a woman is very resourceful. She is good at solving problems. Ask children to tell what they think is happening in the picture. What is the woman doing? Where is she? During reading check comprehension (multiple meanings, relate to personal experience, sequencing.). List words <b>create</b> , <b>hobby</b> , <b>inspire</b> , <b>resourceful</b> , <b>structure</b> on text talk wall. Go over meanings and examples.  *SL.1.2	Stick read the story, pull sticks out of the cup to determine who will read. Describe a time when you were <b>resourceful</b> at making something. Describe a tall <b>structure</b> . What can you <b>create</b> with clay? Describe a time when someone <b>inspired</b> you to do something. Name a <b>hobby</b> you have or would like to have.  *SL.1.2	Read story with a partner. Which word goes with "good at solving problems"? Which word goes with "something that has been built"? Which word goes with "making something new"? Which word goes with "something you do for fun"? Which word goes with "encouraging someone"?  *SL.1.2	Have students use these words in a sentence: create, hobby, inspire, resourceful, and structure. Listen to the story while following along.  *SL.1.2
8:50-9:05 Reading Assessment	Reading Assessment: Practice Book pg. 141/142 *RF.1.3b, RF.1.3g	Reading Assessment: Practice Book 143/144pg. *RF.1.3b, RF.1.3g	Reading Assessment: Practice Book 145/146pg. *RF.1.3b, RF.1.3g	Reading Assessment: Practice Book pg. 147/148 *RF.1.3b, RF.1.3g	Reading Assessment: Reading Test *RF.1.3b, RF.1.3g
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<p>2. Review worksheet 3. Making 10 Game 4. Magnetic Letters 5. Starfall 6. Reading Groups</p>	<p>2. Review worksheet 3. Making 10 Game 4. Write words 5x 5. Starfall 6. Reading Groups</p>	<p>2. Review worksheet 3. Making 10 Game 4. Worksheet 5. Starfall 6. Reading Groups</p>	<p>2. Review worksheet 3. Making 10 Game 4. Words in sentence 5. Starfall 6. Reading Groups</p>	<p>2. Review worksheet 3. Making 10 Game 4. Magnetic Letters 5. Starfall 6. Reading Groups</p>
<p><b><u>Orange:</u></b> Decodable Reader: <u>Mole Bakes at Home</u> Read Title: I see a mole looking at a book with a pie on it. What do you think mole is going to do? Where will he get his ingredients? Check Comprehension: Why did mole go to an apple grove? Why did the author say, "mole's nose woke him up"? Ask them to retell the story.</p> <p><b><u>Blue:</u></b> Have kids read words: rose, hope, tube, rode, cube, joke, chose, broke, home, cute, mule, cone, tune, old, rope Have the kids read <u>Mole Bakes at Home</u> note decoding proficiency.</p> <p><b><u>Green:</u></b> Have them read words: Have them read <u>Mole Bakes at Home</u> note decoding proficiency. Look for and write down .</p> <p>*RF.1.3c, R.11.2.4</p>	<p><b><u>Orange:</u></b> My best friend</p> <p><b><u>Blue:</u></b> Spot's Trick</p> <p><b><u>Green:</u></b> Show and tell Rose</p> <p>*RF.1.3,RF.1.4</p>	<p><b><u>Orange:</u></b> Read: Read Yasmin's Ducks from old reading book.</p> <p><b><u>Blue:</u></b> Read: Read Yasmin's Ducks from old reading book.</p> <p><b><u>Green:</u></b> Read: Read Yasmin's Ducks from old reading book.</p> <p>*RF.1.3,RF.1.4</p>	<p><b><u>Running Records for all groups.</u></b></p> <p>*RF.1.3,RF.1.4</p>	<p><b><u>Finish Running Records.</u></b></p> <p><b><u>Work on students writing and correct any misspelled words.</u></b></p> <p>*RF.1.3,RF.1.4</p>

<p>10:15-10:25 Phonemic Awareness</p>	<p>I will say the sounds in the word rose. As I say the sounds I will count. Rose /r/ /o/ /z/. Rose has 3 sounds. Now I am going to say a word. I want you to say each sound in the word. Let me try it first. The word is cute. Cute /k/ /u/ /t/. Cute has 3 sounds. Now it's your turn. I'll say some more words. You say the sounds and count how many sounds there. Nose, /n/ /o/ /z/ Phone, /f/ /o/ /n/ Pete, /p/ /e/ /t/ joke, /j/ /o/ /k/ bone, /b/ /o/ /n/ hope, /h/ /o/ /p/ cube, /c/ /u/ /b/ mute, /m/ /u/ /t/ mule, /m/ /u/ /l/ tune, /t/ /u/ /n/ use, /u/ /z/ these, /th/ /e/ /z/ What vowel do you hear in the following words? Tone, tube, use, June, joke, phone, rope, flute.</p> <p style="text-align: right;">*RF.K.2d</p>	<p>Listen to the following word: cube. Happy is going to say the sounds in the word cube: cube /k/ /u/ /b/. I hear the /u/ vowel sound in cube. Happy is going to say more words. Tell me the vowel sound you hear in each. Robe, Pete, huge, home, woke, bike, mule, make, fume, these, cone, cute.</p> <p style="text-align: right;">*RF.1.2c</p>	<p>I am going to say the sounds in a word. I will count each sound I make. The word is home. Listen: /h/ /o/ /m/. The first sound is /h/. The second sound is /o/. The third sound is /m/. The word home has three sounds. /h/ /o/ /m/. Say the word with me: home.</p> <p>Now it's your turn. I am going to say some words. How many sounds are in each word? Use your fingers to count how many sounds you hear. Nose, Pete, rode, joke, phone, cube, these, June, cute, huge</p> <p style="text-align: right;">*RF.1.2d</p>	<p>Listen as Happy says these words: nose, rope. I hear the /o/ sound in the middle of nose and rope. Listen as I stretch this middle sound: /noooooz/, /roooooop/. The middle sound is /o/.</p> <p>I am going to show more photos and say the name for each. Tell me the middle sound you hear in each set. Let's do the first one together. Boat, phone Feet, leaf Cube, flute Dime, kite</p> <p style="text-align: right;">*RF.1.2c</p>	<p>I am going to say a word sound by sound. I want you to blend the sounds to form the word. Let me try first. The sounds are /h/ /o/ /m/. Listen as I blend the sounds /hom/, home. The word is home.</p> <p>Your turn: /b/ /o/ /n/ /j/ /o/ /k/ /h/ /o/ /l/ /k/ /u/ /t/ /s/ /t/ /e/ /v/ /k/ /u/ /b/ Now I am going to say a word. I want you to say each sound in the word. Let me try first. The word is use. Use, /u/ /z/. use has two sounds. It's your turn. How many sounds are in these words? Huge, cone, role, flute, these, robe, theme, lone, broke, mule</p> <p style="text-align: right;">*RF.1.2b, RF.1.2d</p>
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<p>10:25-10:30 Phonics</p>	<p>Phonics: Long o, u, e and silent letters kn, gn, wr</p> <p>Say: Boat. The vowel sound we hear is /o/. Today we will learn one of the spellings for /o/. Look at this word: not. Say it with me. Not has the short o sound /o/. Watch as I add an e. the new word is note. The o and the e act as a team to make the long o sound /o/. Listen as I say the word: /not/. Repeat with cut/cute, pet/pete)</p> <p>Now do it with me I will write a word. Read the word with me. Then when I add the e, say the new word. (Use hop/hope, tub/tube, them/theme)</p> <p><b>Teaching chart pg.73 Phonics page</b> *RF.1.3c</p>	<p>Phonics: Long o, u, e and silent letters kn, gn, wr</p> <p>The letter w stands for /w/. The letters o and e stand for /o/. The letter k stands for /k/. Now listen as I blend all three sounds: /woooook/. Now you say it. Lets read the word together.</p> <p>(Repeat with rope, hope, those, used, theme, flute). Write: note. Lets blend all the sounds together and read the word /not/, note. What word do you get when you change the t to a s? Nose: what happens if I change the n to a r? rose: What happens when you change the s to a b? robe. Do the same with (cone, zone, tone, tune, tube, cube, cute).</p> <p><b>Teaching chart pg.73 Phonics page</b> *RF.1.3c</p>	<p>Phonics: Long o, u, e and silent letters kn, gn, wr</p> <p>In boat what vowel sound do you hear? /o/. The /o/ vowel sound is spelled with the letters o and e. Say it with me: /o/. This is the sound in the middle of the word vote. Listen: /v/ /ooo/ /t/, vote. We've been reading words with the /o/ sound all week. Today we will read more. I will write a word. Read the word with me. Then, when I add the e, say the new word with the long o sound (use hop/hope; cub/cube, pet/pete).</p> <p><b>Teaching chart pg.73 Phonics page</b> *RF.1.3c</p>	<p>Phonics: Long o, u, e and silent letters kn, gn, wr</p> <p>Write: rope. The letter r stands for /r/. The letters o and e stand for /o/. The letter p stand for /p/. Now listen as I blend all three sounds: /rop/. Your turn. Let's read the word together. Repeat with phone, pete, cute, and flute.</p> <p>Write: rope. Let's blend the sounds and read the word: /rop/ rope. Change p to s and repeat with rose. Change r to h and repeat with hose. Continue with use, fuse, muse, mute, lute, flute, flume, and these, theme</p> <p><b>Teaching chart pg.73 Phonics page</b> *RF.1.3c</p>	<p>Phonics: Long o, u, e and silent letters kn, gn, wr</p> <p>What sounds does each letter stand for? Help me blend the sounds together: /roz/. Let's read the word together.</p> <p>Have children practice generating and blending sounds to form words. Woke, wrote, nose, cute, tube, these, mule, hose, tune, hope, robe, knife, Steve, cone, Luke, flute, rode, huge, eve, phone.</p> <p><b>Teaching chart pg.73/75 Phonics page</b> *RF.1.3c</p>
<p>10:30-10:50 Handwriting</p>					
<p>10:50-11:25 Lunch &amp; Recess: Walk kids to lunchroom and Duty teacher will bring them back.</p>					
<p>11:25-11:45 Calendar Time</p>	<p>Have students sing: Months, Days of the Week, Money song. Have students Count by: 2's, 10's, and 5's. What is the Day of the week? Month? How many days in a week? Months in a year? Days in this month? What is today's date? What was today's weather like? (Add to calendar). Count to 120 starting at any number. Read and write numbers to 120.</p>				
<p>11:45-12:45 Math</p>	<p>Decomposing Leading Numbers - Subtraction and Number Bonds</p>	<p>Decomposing Leading Numbers - Subtraction and Number Bonds</p>	<p>Decomposing Leading Numbers - Subtraction and Number Bonds</p>	<p>Decomposing Leading Numbers - Subtraction and Number Bonds</p>	<p>Decomposing Leading Numbers - Subtraction and Number Bonds</p>

<p>12:45-1:00 English</p>	<p>Is and are are present tense verbs. We use is to tell about one person, place, or thing: He is running. We use are to tell about more than one: They are dancing. Both tell about actions happening now.</p> <p>Write the following sentences on the board. He is a smart dog. The children are worried about him. Say: the word he names one dog. We use is when we talk about one person, place, or thing. The word children names more than one person. We use are to talk about more than one person, place, or thing.</p> <p>Have children work with partners to identify the singular or plural verbs in the sentences below: He is a lost dog. The dogs are in the park. The girl is sad. They are glad to see the dog.</p> <p>Ask them to locate and name single objects and groups of objects in the classroom. Ex: Computer, books. Make two columns on the board, labeled is and are. Ask pairs which column the item or items should be placed in. Have children make up sentences using one of the single items or groups of items and the correct verb, is or are, and say their sentences aloud.</p> <p>*Grammar practice pg. 66 *L.1.1c, L.1.1e</p>	<p>Write the following sentences on the board. This is a box. We are going to make it into a car. Have children chorally reread the sentences. Underline the verbs is and are.</p> <p>Remember, the verbs is and are are present-tense verbs. They tell about what's happening now. We use is to tell about one person, place, or thing. In the first sentence, we are telling about one box. We are using are to tell about more than one. In the second sentence, we are telling about two or more characters.</p> <p>Write the following on the board.</p> <ol style="list-style-type: none"> <li>1. One dog is little</li> <li>2. These dogs are big.</li> <li>3. The man is glad.</li> <li>4. Are the boys funny?</li> </ol> <p>Read each sentence with the children. Ask: what is the verb in this sentence? How many things does the sentence tell about? Ask children what kind of sentence the fourth sentence is. Point out that a declarative sentence would be the boys are funny. In a question, however, we need to switch the order of the subject and verb. Have children suggest other questions using is and are.</p> <p>*Grammar practice pg. 67 *L.1.1c, L.1.1e</p>	<p>Review that the verb is and are tell about things that happen now. They are present-tense verbs. We use is when talking about one person, place, or thing. We use are when talking about more than one.</p> <p>Remind children of the story they read today, rose robot cleans up.</p> <p>Write the following sentences on the board with blanks where is or are should be.</p> <ol style="list-style-type: none"> <li>1. Rose Robot ___ Glad!</li> <li>2. Her dad and mom _____ mad.</li> <li>3. Luke and his dad _____ bringing stuff to the dump.</li> <li>4 Rob _____ Rose's little brother.</li> <li>5. At last Rose's room _____ clean!</li> </ol> <p>Correct the following sentences (capital letters/punctuation)</p> <ol style="list-style-type: none"> <li>1. wow, rose has so much junk (W, ! )</li> <li>2. her brother has a new toy (H, . )</li> <li>3. rose must clean up (R, . )</li> </ol> <p>*Grammar practice pg. 68 *L.1.2b</p>	<p>Review children that present-tense verbs tell about action happening now. Review that the verb is tells about one thing and are tells about more than one thing. Write a few sentence frames on the board and have children tell you if the verb should be is or are. Point out also that a sentence must begin with a capital letter and end with a period, exclamation mark, or question mark.</p> <p>*Grammar practice pg. 69 *L.1.1c, L.1.1e</p>	<p>Remind children that is and are are present-tense verbs. The verb is is used to tell about one person, place or thing: She is jumping. We use are to tell about more than one: We are eating.</p> <p>Write the following sentences on the board and read them aloud. Have children come up and add the verbs is and are.</p> <ol style="list-style-type: none"> <li>1. My bike ___ very fast.</li> <li>2. We _____ riding to school.</li> <li>3. _____ you coming with us?</li> <li>4. Tim ___ not coming now.</li> <li>5. He _____ fixing his bike.</li> </ol> <p>Remind children what sentences start and end with. Correct the following sentences.</p> <ol style="list-style-type: none"> <li>1. did you want to come with us</li> <li>2. i will come now.</li> <li>3. we are going to a play</li> <li>4. is the play over now</li> </ol> <p>*Grammar practice pg. 70 *L.1.1e, L.1.2b</p>
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<p>1:00-1:20 Writing</p>	<p>Display the BIG BOOK <u>A</u> friend for Little Bear. Discuss the friendship between Little Bear and the horse. Ask. How was Little Bear resourceful? What inspired him to look for a cup? Why was the wooden horse special to him? Tell children that descriptive writing tells about, or describes, a person, a place, or a thing. It tells what someone or something looks, sounds, smells, feels, or acts like. Brainstorm a list of ways to describe the horse. Have children think about how the horse looks and acts in the story. Below the list or on another chart paper write: The wooden horse is red and white. Have the children create other descriptive sentences using the information from the list. Write them on the board.</p> <p style="text-align: right;">*W.CCR.10, W.5.1,3, W.1.8</p>	<p>Read "The Old Box" Discuss the car the children made. Have children use descriptive words to tell about the car. What does the car look like? What color is the car? How big is the car? Let's think of sentences we could write to describe the car, for example, The car is big or the car has two seats. Have children think of other things that could be made out of a cardboard box. List these on the board. Prompt children to work with a partner to think of sentences about one of the items on the list. Remind children to use words that describe the object. Have partners share their descriptive sentences.</p> <p style="text-align: right;">*W.CCR.10, W.5.1,3, W.1.5</p>	<p>Good writers write clearly and neatly. They leave a small space between letters and a bigger space between words. This helps readers read the words and sentences. Write the following sentences on the board and read them aloud. Underline the spaces between words in the second sentence.</p> <p>1. Rosehasalotofjunk. 2. Rose has a lot of junk. The words in the first sentence are all squeezed together. I can't tell where each word ends. In the second sentence, I can easily see each word. There is space between the words, so the writing is clear and easy to read. Have children write about a present they want for Christmas. Using details about the present. What it looks like, what it is used for, how big/small it is.</p> <p style="text-align: right;">*W.CCR.10, W.5.1,3, W.1.5</p>	<p>Revise and Final draft of their descriptive writing. Check for capitals, punctuation, do my sentences make sense.</p> <p style="text-align: right;">*W.CCR.10, W.5.1,3, W.1.5</p>	<p>Ask students to share their work. Collect children's work to be published in class book/wall.</p> <p style="text-align: right;">*W.CCR.10, W.5.1,3, W.1.6</p>
<p>1:05-1:20 Recess- Take students to recess and stay on duty.</p>					
<p>1:20-2:00 Activity</p>	<p>Library Mrs. Ketchum</p>	<p>PE Coach Setzer</p>	<p>PE Coach Setzer</p>	<p>Art Mrs. B</p>	<p>Music Mrs. Smith</p>
<p>Take students to their activity and pick them up.</p>					
<p>2:00-3:00 Science/Social Studies/Health and Safety</p>	<p>Computer Lab</p>	<p>Computer Lab</p>	<p>Computer Lab</p>	<p>Recognize physical features of maps and globes: rivers, lakes, oceans, mountains, islands, desert, coast</p> <p style="text-align: right;">*G.1.1.12</p>	<p>Illustrate and label a map</p> <p style="text-align: right;">*G.1.1.13</p>

