Animal Moms and Dads-Unit 2 Week 1

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| Priority Skills |
| **Phonemic Awareness/Phonics**Short O\*RF.1.3d | **High-Frequency Words**Her, our, they, two\*RF.1.3b, RF.1.3g | **Comprehension**Strategy: Summarize Skill: Main Idea and Details\*RI.1.2 | **Writing**Report\*W.1.2 | **Spelling Words**Hop, top, log, hog, hot, lot, fast, wink, our, they \*L.1.2d |

 Monday Tuesday Wednesday Thursday Friday

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| **8:05-8:10****Morning Routine** | Roll CallLunch CountPledge of Allegiance\*C.5.1.4 | Roll CallLunch CountPledge of Allegiance\*C.5.1.4 | Roll CallLunch CountPledge of Allegiance\*C.5.1.4 | Roll CallLunch CountPledge of Allegiance\*C.5.1.4 | Roll CallLunch CountPledge of Allegiance\*C.5.1.4 |
| **8:10-8:30****Shared Reading** | Read Aloud\*SL.1.2 | Read Aloud\*SL.1.2 | Read Aloud\*SL.1.2 | Read Aloud\*SL.1.2 | Read Aloud\*SL.1.2 |
| Discuss what the title is, author, the book cover, title page, and the author. |
| **8:30-8:50****Story of the Week**  | Animal Moms and Dads: Read the story aloud doing guided instruction while reading. (12/13)\*Inrto. Spelling Words-Use in a sentence BIG BOOK: Hello, Hello. (7A) Explain that **summarizing** a book can help you better understand and remember the main idea and the most important details. *I can summarize the details I have read so far. First, we learn that lions say hello by rubbing their foreheads. Then we learn how Polar bears say hello. The main idea of the pages we have read are about how they animals say hello in different ways.*\*SL.1.2 | Echo Read Story:Oral Reading Cards: Wild Animal FamiliesList words: protect, provide, guide, separate, and wild on text talk wall. (71) Complete a main idea web. (Teaching Chart pg. 35)Review Summarizing: Remind children that identifying the important facts and details in the selection and restating them in order can help them better understand the selection. Have them summarize: Wild Animal Families\*SL.1.2 | Stick read the story. Pull sticks out of the cup to determine who will read. What might you need someone to **guide** you? When might you **protect** someone younger? What kind of snacks would you **provide** for friends? Why do parents tell children not to act so **wild**? Why do teachers tell children not to **separate** from the group?  | Read story with a partner. Read poem: Over in the Meadow. Setting: where do the mother and baby turtle live? Literary Elements: Alliteration: listen as I reread the last two lines of the poem. In the last line, the words *sand* and *sun* begin with the same sound. Using words that begin with the same sound in a poem is called *alliteration.*  Summarize: Let's summarize what we have read do far. What is the poem mainly about? etc... | Listen to the story while following along.Reading Test |
| **8:50-9:05****Reading Assessment** | Reading Assessment:Practice Book pg. 51/52\*RF.1.3d | Reading Assessment:Practice Book pg. 53/54\*RF.1.3d | Reading Assessment:Practice Book pg. 55/56 | Reading Assessment:Practice Book pg. 57/58 | Reading Assessment:Reading Test |

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| **9:15-10:15 Center Time/ Reading Groups Centers****\*\*10 Min. on Timer for all 6 groups** | 1. AR Test/Library2. Review Worksheet3. Making sentences4. Magnetic Letters5. Success Maker6. Reading Groups | 1. AR Test/Library2. Review Worksheet3. Making sentences4. Magnetic Letters5. Success Maker6. Reading Groups | 1. AR Test/Library2. Review Worksheet3. Making sentences4. Magnetic Letters5. Success Maker6. Reading Groups s | 1. AR Test/Library2. Review Worksheet3. Making sentences4. Magnetic Letters5. Success Maker6. Reading Groups | 1. AR Test/Library2. Review Worksheet3. Making sentences4. Magnetic Letters5. Success Maker6. Reading Groups |
| **Orange:**Work on short O words. What word does not belong? hot, pot, poke; tot, tod, tone; cot, mote, lot;Decodable Reader: Fox on a RockRead Title: What do you see on the cover? Where do you think this story will take place.**Blue:**Have kids read words: odd, flop, clock, lock, rock, hop, top, flock, cob, log, pot, box, plop, mop, slot.Have them build as many words as they can -op, -ot, -od, -ob. Give them the cards b, c, d, f, g, h, l, m, n, o, p, r, s, t, v, w. Have them read: Fox on a Rock. Listen for decoding.**Green:**Have students read long A and I words: came, mile, lime, make, dime, gate, kite, fade, bride, blame, drive, snake, slime, grape, hide.\*RF.1.3d, RF.1.3, RF.1.4 | **Orange:**The Big Sun**Blue:**Big?**Green:**Whose Footprints\*RF.1.3, RF.1.4 | **Orange:**Read: The Bug Bath From old reading book.**Blue:**Read: The Bug Bath From old reading book.**Green:**Read: The Bug Bath From old reading book.\*RF.1.3, RF.1.4 | **Running Records for all groups.**\* RF.1.3, RF.1.4 | **Finish Running Records.**\* RF.1.3, RF.1.4 |

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| 10:15-10:25**Phonemic Awareness** | I am going to say three sounds. Then Happy (puppet) is going to blend the three sounds together to make a word. The first sound is /p/, the second sound is /o/, and the last sound is /t/. Listen carefully as we blend these three sounds together: /p//o//t/, /pooot/, pot. That's right happy the word is pot.Let's do some more together. Listen carefully as I say one sound at a time. Repeat the sounds for me. Then we will blend the sounds to say the word. /h//o//t/, /n//o//t/, /m//o//p/. Now it's your turn. Listen carefully./p//o//t/, /s//p//o//t/, /l//o//k/, /t//o//p/, /r//o//k/, /f//l//o//p/, /h//o//p/, /l//o//g/, /l//o//t/, /s//t//o//p/, /s//l//o//sh/, /b//l//o//k/, /k//l//o//k/, /b//l//o//ch/\*RF.1.2 | Listen carefully. I am going to tell Happy a word, then Happy will tell me the middle sound in that word. What is the middle sound in /mmmoooop/ mop? That's right Happy, the middle sound in mop is /o/. I am going to say more words. Tell me the middle sound you hear in each word.Lot, pen, shop, pass, not, fill, sick, log, lock, sit, bat, got.\*RF.1.2d | Have Workmats ready for students with counters. *I am going to put one marker in each box as I say each sound. Then I will blend the sounds to form a word. Listen and watch. /nnn/ /ooo/ /t/. This word has three sounds. /n//o//t/. Listen as I blend these sounds to form a word: /nnooot/. this word is not. Let's do some together. Place a marker for each sound you hear. I will say one sound at a time. Then we will blend the sounds to say the word: /l//o//t/; /f//o//g/; /t//o//p/; Now it's your turn: /m//o//p/; /h//o//t/; /p//o//p/; /l//o//k/; /k//l//o//k/; /s//t//o//p/.* \*RF.1.2 | Listen as I am going to tell Happy a word. Happy is going to tell me the middle sound in that word. What is the middle vowel sound in blond? That's right, the middle sound in blond is /o/. i am going to say more words. Tell me the middle sound you hear in each word. slots, plant, shock, pot, spot, slock, quack, long, stock, blot, belt, slash.\*RF.1.2 | 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 /g//o//t/. Listen as I blend the sounds: /gooot/, got. The word is got. Your turn: /k//o//t/ /s//o//k/ /l//o//g/ /n//o//b/ /n//o//d/ /b//l//o//k/ 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 *lot* /l//o//t/.Lot has three sounds. It's your turn. How many sounds are in these words? mop, pod, blond, rock, rocks, box, lock, flock, pop, plan\*RF.1.2b, RF.1.2d |
| 10:25-10:50**Phonics** | Phonics: Short OListen to the word: *Octoppus. The sound at the beginning is /o/.* The /o/ sounds is spelled with o. Say it with me: /ooo/. This is the sound at the beginning of the word octopus. Listen /ooo/octopus. Watch as I write the letter o. I will say the sound /o/ as I write the letter several times. Now do it with me. Say /o/ as I write the letter. This time, write the letter five times as you say the /o/ sound. Flashcards: a, bl, cl, fl, i, nd, nk, nt, o, pl, sk, sl, st.Write: not. Model how to blend, continue with: pot, pod, sock, top. Teaching Chart pg. 34Practice Book Pg: \*RF.1.3d | Phonics: Short OWrite; hop: the letter *h* stands for /h/. The letter o stands for /o/. The letter p stands for /p/. Now listen as I blend all three sounds: /hoopp/. Now you say it. Let's read the word together. Repeat with top, rock, sock, and mop, pod, nod, not, hot, rot, rock, sock, sack, sand, pond, bond, blond, blot. *Read* teaching chart pg 34. Practice Book Pg: \*RF.1.3d | Phonics: Short OReview Short O Flashcards: a, bl, cl, fl, i, nd, nk, nt, o, pl, sk, sl, st. Write the word pond. Listen as I read the word *pond*. The beginning sound is *p*. the *p* sound is spelled with p. Say it with me /p/. Listen /poond/. Have students read teaching chart pg. 36Practice Book pg. 33\*RF.1.3d | Phonics: Short OWrite the word: rock. The letter r stands for /r/. the letter o for/o/, ck for /k/. listen as I blend the sounds /roook/. rock. Repeat with: lock, plop, soft, clack Write; sob, sock, lock, flock, flop, slop, slob, glob. blend sounds, Practice Book Pg: \*RF.1.3d | Phonics: Short OFlashcards: a, bl, cl, fl, i, nd, nk, nt, o, pl, sk, sl, st.Write: box and blend sounds together. Write; flop, clock, pond, cot, pot, on, log, rock, block, toss, sob, dock, pod, lock, off, rob, stop, slop, stock, locked.Teaching Chart: 34 & 36Practice Book pg. \*Spelling Test-Add words to word wall\*RF.1.3d |
| 10:50-11:05**Handwriting** | Letter H pg 53 | Letter R pg 54 | Letter R pg 55 | Letter S pg 56 | Letter S pg 57 |
| **11:10-11:45 Lunch & Recess** : Walk kids to Lunchroom and Duty teacher will bring them back. |
| 11:45-12:00**Calendar Time** | 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. \*ESS.8.1.3 \*1.NBT.1 |
| 12:00-12:45**Math** | Equal Sign and Missing Addend\*1.OA.1, 1.OA.2, 1.OA.5, 1.OA.6, 1.OA.8 | Equal Sign and Missing Addend\*1.OA.1, 1.OA.2, 1.OA.5, 1.OA.6, 1.OA.8 | Equal Sign and Missing Addend\*1.OA.1, 1.OA.2, 1.OA.5, 1.OA.6, 1.OA.8 | Review: Doubles, Making 10, Equal sign, and missing addend.\*1.OA.1, 1.OA.2, 1.OA.5, 1.OA.6, 1.OA.8 | Test over: Doubles, Making 10, Equal sign, and missing addend.\*1.OA.1, 1.OA.2, 1.OA.5, 1.OA.6, 1.OA.8 |

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| 12:45-1:00 **English** | Explain that there are different kinds of words. Words that name people, places or things are called **nouns**. Write: The boy runs. Circle the word *boy*. Say: there are three words in this sentence. the word boy names a person. It is a noun.A noun is a person, place or thing. Have them Repeat: person, place, thing. Write: The clock ticks. Clock is a noun. It names a thing. Write: The train runs on the track. Say: sometimes there are more than one noun in a sentence. There are two nouns in this sentence. Circle train and track. Train and Track are both nouns. Write; dog, little, grass, ant, see, sand, like, hill, on, fall, up, small, the, friend. Have kids identify which are nouns. Write: 1. The fish swims in the pond. 2. The girl ran to the swing. 3. The wig is in the bag. 4. The shop sells socks. 5. A bug is on the plant. \*Grammar Practice Book pg. 26\*L.1.2b | Remind children that a noun is a word that names a person, place or thing. *Every sentence has a subject, or who or what the sentence is about. This subject is the NOUN.* Write: The lion can jump over the water. The words *lion* and *water* are nouns. They name things. Write: the lions love the little cats. What are the nouns in the sentence? Write: 1. The lion ran with her cubs across the field. 2. Do you prefer to climb a tree or play in a sandbox? 3. Pigs like to play in the mud. 4. Can you see two cats on the rock? 5. The frog jumped off the log. 6. The boy took two books about dogs back to the library. Have students name the nouns.Grammar Practice pg. 27\*L.1.1j | Review that a noun names a person, place or thing. Write; 1. My mother makes good pizza. 2. The bird built a nice nest. 3. The kangaroo carries her baby in her sack. 4. There are many cows on the farm. Have students name nouns. Have students correct these sentences:1. i see a dog and a cat2. the frog can hop fast3. the baby is on the dad's backGrammar Practice pg 28\*L.1.1j, L.1.2b | NOUNS: Ask kids to explain what a noun is. They should be able to define that a noun is a person, place or thing. Grammar Practice pg 29\*L.1.1j | Write the following on chart paper: Have students circle the Nouns. The man hops on a big rock.The cat sat on a mat on the sand.The dog had my backpack.The children sang a song on the hill.Review: Capital Letters and Periods. Have them fix them on paper with a partner. the dog is big and black / the baby has a hat / the mom is with her baby / animal moms and dads can play / the frog jumped off the log / the dog is on the cotGrammar Practice pg 30\*L.1.1j |
| 1:00-1:20**Writing** | Display Big Book: Hello, Hello In this book, we learned how animals talk with each other. On chart paper make a list of the ways animals greet each other.Remind them that this week we will be talking about ways animal moms and dads **protect** and **provide** for their babies. Explain that this week they will be writing a report. A report is a type of writing that gives information about something. Have them say sentences about how people greet each other. Each sentence should have a noun. Write the sentences on the board. Capital letter and period.\*W.CCR.10, L.1.1j, W.1.8 | *Mom and Dad animals take care of their babies in different ways. They usually* ***protect*** *them from harm and* ***provide*** *food for them.* Brainstorm with children ways some animal moms and dads take care of their families. Write their ideas on chart paper.Use children's ideas to write a class sentence on the board, one word at a time. Start by saying the first word slowly. *What sound do you hear at the beginning of this word? What letter do we write for this sound? Should it be a capital or lowercase letter? What other sounds do you hear?* Let children write the known sounds in each word, and then fill in the remaining letters for them.Collaborate with children to compose sentences that tell about how animals take care of their babies. Remind children that we write from left to right and space between words.\*W.CCR.10, L.1.1j, W.1.5 | Discuss how good writers decide what they want to write about before they begin writing. They think of their ideas to make a plan. Write: 1. My mom reads stories at bedtime. I ate meat loaf last night. 2. My mom reads stories at bedtime. My mom helps me with my homework.Say: Let's see. When I read the first two sentences, they are talking about two different things. When I read the second pair of sentences, I understand them better because both sentences are talking about one idea- how the mom helps. When I write, I first think of what I'm going to write about and then I present my ideas in a way that makes sense. Prewrite: draw a pic of a family member they would like to write about. Draft: write a short report below the drawing. The report should tell about how family members take care of each other. Remind them that their sentences should be organized in a way that makes sense.\*W.CCR.10, W.1.5 | Turn to page 34 in book. Talk about Sam's writing. *How did he organize his information to tell how family members* ***protect*** *and* ***provide*** *for each other?* Point out that Sam has written a report. A report is a kind of writing that tells information about something. Then do the Grammar and Writing activity on pg.35 togetherRevise Your Writing: Their writng must have a Title and that their sentences end with a period and begin with a capital letter. Revise: Have them revise their writing they drafted on Day 3. Make sure the words are in the right order.\*W.CCR.10W.1.5 | Share descriptive sentences aloud. Collect children's work to be published in class book. \*W.CCR.10W.1.6 |
| 1:20-2:00**Activity** | PECoach Setzer | PECoach Setzer | ArtMs. Houston | MusicMs. Smith | LibraryMrs. Ketchum |
| Take Students to their activity and pick them up. |
| **2:00-2:15 Recess** - Take students to recess and stay on duty. |
| 2:15-3:00 **Science / Social Studies** | Students will need to take a bathroom break. While students are doing a bathroom break, send them to AR test with Mrs. Mary Jean on the Shared Reading Story for the day and let them test on their extra readers. |
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