On The Map-Unit 2 Week 3

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| Priority Skills | | | | |
| **Phonemic Awareness/Phonics**  r Blends/s Blends  \*RF.1.3 | **High-Frequency Words**  Live, many, out, place  \*RF.1.3b, RF.1.3g | **Comprehension**  Strategy: Summarize Skill: Main Idea and Details  \*RL.1.2 | **Writing**  Report  \*W.1.2 | **Spelling Words**  Spill, spin, grab, grass, drip, drop, men, let, our, many  \*L.1.2d |

Monday Tuesday Wednesday Thursday Friday

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| **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** | Robert Munsch 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 is, author, the book cover, title page, and the author. | | | | |
| **8:30-8:50**  **Story of the Week** | Story of the Week  On the Map: Read the story aloud doing guided instruction while reading. (70/71)  \*Inrto. Spelling Words-Use in a sentence  BIG BOOK: Me on the Map Summarize-explain that a summary is a short statement of the most important ideas, Main Ideas and Details-explain that the main idea tells what the whole story was about and the details tell about it. (67A)  \*SL.1.2 | Echo Read Story  :Oral Reading Cards: Around town, then and now  List words: amazed, frequently, service, useful, and variety on text talk wall. (67I) Complete a main idea and details chart. (Teaching Chart pg. 44)  \*SL.1.2 | Stick read the story. Pull sticks out of the cup to determine who will read. What would be more **useful** for a picnic: one chair or a blanket? Would you rather have a **variety** of board games or balls? Why? Which would you be more **amazed** to see in a backyard: a squirrel or a black bear? Which do you do more **frequently**: go hiking or go bike riding? Which **service** would you rather not have: mail or a telephone? | Read story with a partner.  Explain that a dictionary is used to help readers know what a word means. It also shows them the correct way to spell a word. Turn to: Teaching Chart: pg. 47  Say: *I don't know what a macaw is, so I will look up the word in the dictionary. I know that in a dictionary, words are listed in ABC order (alphabetical order). I will open to the pages for the words that begin with the letter m. The dictionary tells me what a macaw is.* | Listen to the story while following along. |
| **8:50-9:05**  **Reading Assessment** | Reading Assessment:  Practice Book pg. 71/72  \*RF.1.3b, RF.1.3g | Reading Assessment:  Practice Book pg. 73/74 | Reading Assessment:  Practice Book pg. 75/76 | Reading Assessment:  Practice Book pg. 77/78 | Reading Assessment:  Reading Test |

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| 9:05-9:15  **Phonemic Awareness** | Happy is going to say three words; *crib, crab, kick.* The words *crib* and *crab* begin with the same sounds: /kr/. The word kick begins with /k/ but does not have the /r/. It does not belong.  Listen as Happy says three more words: *spill, grass, spot.* Two of Happy's words begin with the same sounds. The words spill and spot begin with the sounds /sp/. The word grass begins with the sounds /gr/. It does not belong.  Now let's try it together. Listen carefully. I will say three words. Tell me which word does not belong and why.  Drip, grin, drink  Trap, snack, trip  Grass, brag, green  Bring, stop, stove  Sled, spill, slip  Spill, snake, snip  Now let's try some harder ones. Listen carefully. I will say four words. Tell me which word doesn't belong and why.  Snap, snug, snow, slope  Slick, slight, store, slow  Fret, frill, thrill, front  Crush, curb, crate, crisp  \*RF.1.2 | I am going to hold up one finger for each sound I say, then blend the sounds. Listen: /k//r//i//b/, Listen as I blend the sounds /krrrib/, crib.  Hold up one finger for each sound I say. I'll say one sound at a time. Then we'll blend.  /k//r//a//b/,  /g//r//i//p/,  /t//r//a//p/,  /s//n//a//p/,  /s//p//i//l/,  /g//r//a//s/  \*RF.1.2d | Listen carefully, I am going to say a word with four sounds: /k//r//a//k/, crack., Now, Happy, I want you to change the /kr/ in crack to /st/. What is the new word? That's right Happy, the new word is Stack.  Now let's do some more together. Listen carefully as I say a word and then new beginning sounds. Change the sounds to make a new word.  Change the /gr/ in grass to /br/. Change the /sl/ in slim to /tr/. Change the /sn/ in snag to /dr/. Now it's your turn. Change the /gr/ in grin to /sp/. Change the /st/ in stand to /gr/. Change the /sn/ in snip to /dr/. Change the /kr/ in crop to /st/. Change the /sl/ in slip to /dr/. Change the /gr/ in grill to /sp/. Change the /fr/ in frank to /dr/.  \*RF.1.2 | Listen as I say these words: crack, brick, crab. I hear the sounds /kr/ at the beginning of crack and crab. The beginning sounds in brick are /br/. The word *brick* does not belong.  I am going to say more words. Tell me the word that does not belong and why. Let's do the first one together.  Grass, grin, trim  Track, stick, trap  Still, spot, spill  Still, slim, slot  Snip, snap, sled  Brag, drip, brunch  \*RF.1.2, L.1.4 | 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 /t//r//i//p/. Listen as I blend the sounds: /trip/, trip. The word is trip. Your turn:  /k//r//a//b/ /g//r//i//p/ /s//p//i//n/ /s//n//i//p/ /s//w//i//m/ /s//p//e//l/ 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 *trap* /t//r//a//p/. Trap has four sounds. It's your turn. How many sounds are in these words? drip, drum, grass, crack, snap, swift, smell, spot, grip, trip  \*RF.1.2b, RF.1.2d |
| 9:15-9:30  **Phonics** | Phonics: L & S Blends  Write: crab. The two letters c and r together say /kr/ at the beginning of crab. Say it with me /kr/. Watch as I write the letters cr. I will say the sounds /kr/ as I write the letters. Now do it with me. Say /kr/ as you write the letters cr in the air five times. Say the sounds of these words as I write them on the board: brick  Draft, trip, snip, stem.  Teaching Chart: pg.43  **Practice Book pg. 235**  \*RF.1.3d | Phonics: L & S Blends  Write; spin on board. The letter *s* stands for /s/. The letter p stands for /p/. the letter i stands for /i/ and the letter n stands for /n/. Now listen as I blend all four sounds /sspppinnn/, spin. Now you say it. Let's read it together. Blend sounds for: grin, grip, trip, clap, fled, slot, trot, spot, spin, slept, crept, flip, slip. Read teaching chart pg 43.  **Practice Book pg. 237**  \*RF.1.3d | Phonics: L & S Blends  Listen carefully as I say a word: crown. I hear the sounds /kr/ at the beginning of crown. The /kr/ sounds are spelled with cr. Repeat for: gr, tr, sl, sn, sp.  We've been reading words with r and s blends all week, today we will read some more: Write: slot, stop, grass, grin, brick, drink  Have students read teaching chart pg. 45  **Practice Book pg. 45**  \*RF.1.3d | Phonics: L & S Blends  Write: slam, have students say each sound and blend together. Continue with: clam, cram, grab, snap, slim, trim, trick, stick, stack, track, crack, smack, smell, spell, spelling, smelling, smacking, cracking, tracking, stacking, sticking.  **Practice Book pg. 46**  \*RF.1.3d | Phonics: L & S Blends  Write: Spend. What sounds do each of these letters stand for? Help me blend the sounds together. /spend/ Let's read the word together. Write and have students blend sounds: snip, drift, frill, grin, spilling, sniffing, cracking, swift, brick, spot, step, trip, grab, crib, spin, stack, grab, spin, snack, trap, grip, crab, smell.  Teaching Chart pg. 43 & 45  ***\*Spelling Test***  -Add words to word wall  **Practice Book pg. 47**  \*RF.1.3d |

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| **9:30-10:30 Center Time/ Reading Groups Centers**  **\*\*10 Min. on Timer for all 6 groups** | 1. AR Test/Library  2. Review Worksheet  3. Blends Center  4. Magnetic Letters  5. Starfall  6. Reading Groups | 1. AR Test/Library  2. Review Worksheet  3. Long Vowel Game  4. Write words 5x  5. Starfall  6. Reading Groups | 1. AR Test/Library  2. Review Worksheet  3. Long Vowel Game  4. Spelling WS  5. Starfall  6. Reading Groups | 1. AR Test/Library  2. Review Worksheet  3. Long Vowel Game  4. Words in a sent.  5. Starfall  6. Running Records | 1. AR Test/Library  2. Review Worksheet  3. Long Vowel Game  4. Magnetic Letters  5. Starfall  6. Running Records |
| **Orange:**  Say: Listen to these words: grapes, bridge, green. Grapes and Green both start with the /gr/ sound at the beginning. Tell me which word does not belong and why:  Smack, snap, smell; crib, crisp, grill; stop, swim, swell.  Decodable Reader: Pet Tricks  Read Title: What is happening on the cover? Where is the boy? Why are the people watching him and his pet?  **Blue:**  Have kids read words: crash, grin, snip, crop, truck, track, grabs, snug, spin, trot, stops, spend, fresh, trim, stick.  Have them build as many words as they can for: cr-, gr-, tr-, sn-, sp-, st-.  Have them read: Pet Tricks Listen for decoding.  **Green:**  Have them read: scram, strong, spring, sprite, spring, stripe, strip, scratch, scrape, string, scrub, struck, sprint, strike, stroke. Have them search for triple consonant blends and write on post-it notes.  \*RF.1.3d, RF.1.3, RF.1.4 | **Orange:**  A Box of Bugs  **Blue:**  Pets  **Green:**  Sitting in my Box  \*RF.1.3, RF.1.4 | **Orange:**  Read: What Bug is it? From old reading book.  **Blue:**  Read: What Bug is it? From old reading book.  **Green:**  Read: What Bug is it? From old reading book.  \*All groups read blue running records 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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| 10:30-10:50  **Handwriting** | Pg. 63 | Pg. 64 | Pg. 65 | Pg. 66 | Pg. 67 |
| **10:50-11:25 Lunch & Recess** : Walk kids to Lunchroom and Duty teacher will bring them back. | | | | | |
| 11:25-11:40  **Calendar Time** | Have students Sing: Months, Days of the Week, Doubles song, 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 | | | | |
| 11:40-12:35  **Math** | Compose Shapes (rectangles, squares, trapezoids, triangles)  Worksheet pg.  Activity  \*1.G.2 | Subtraction | Subtraction | Compose Shapes (rectangles, squares, trapezoids, triangles)  Workbook pg. 201  \*1.G.2 | Shapes  \*\*QUIZ\*\*  \*1.G.1, 1.G.2 |

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| 12:35-12:55  **English** | Remind children that nouns name a person, place or thing  Explain that you add -s or -es to most nouns to name more than one, but other nouns change spelling compleatly. Write: child and children on board. Point out that child names one and children names more than one. Explain that nouns, such as children have a very different spelling for the plural form. These are called **irregular plural nouns**. These words follow no pattern, so we have to learn which words they are and memorize the plural form. Write:  **One More than One**  Leaf leaves  Woman women  Man men  Tooth teeth  Mouse mice  Foot feet  Write on board:  1. We see two children.  2. The leaves fall.  3. Men and women are here.  4. The cat has many teeth.  5. Mice have small feet.  Have students come up and circle the **irregular plural nouns**.  \*Grammar Practice Book pg. 36  \*L.1.1b | Remind children that the spellings of some nouns change the noun names more than one. These nouns are called **irregular plural nouns.** We do not add -s, or -es at the end of these words to form the plural. Instead we need a new word to name more than one. Say: child. Point out that child names just one person. Then say childs, children. Which of these words is right? (children)  Write on Board:  Men man  Woman women  Tooth teeth  Mice mouse  Have them come up and circle the correct plural form of each word.  Grammar Practice pg. 37  \*L.1.1b | Review that we add -s or -es to most nouns that name more than one. But some nouns change their spelling and are called **irregular plural nouns**. Write: 1.Two man live in a big town.  2. Many child go here.  3.This tree has green leaf.  4.Some mouse run in the park, too.  5.They have fast foot!  Have students tell you which word needs to be corrected.  Write: foot/feet, mouse/mice, child/children on board. Have students write these words on a blank piece of paper and draw a picture to illustrate each word.  Review: cap. letters and !  Write:  1.the town is very big  2. look at all the places  3. it is tall  4. we can run here  5. i like this place a lot  Have students come up and correct.  Grammar Practice pg 38  \*L.1.1b | Ask them to tell you the words that name more than one child, man, and woman. Have them explain what an **irregular plural noun**. Have children use children, men and women in sentences. Have them name the irregular plural nouns for mouse and tooth.  Grammar Practice pg 39  \*L.1.1b | Remind children that some nouns change their spelling to mean more than one. These are called **irregular plural nouns.** Write:  The man and woman saw the pets.  Look at the cat's tooth!  The child can jump up.  Have them tell you the irregular plural noun for each of the underlined words.  Review Cap. Letters and !  Write:  wow, that pig is so big  it can eat so much  look, it is much bigger than the other pigs  Have students come up to board and correct these.  Grammar Practice pg 40  \*L.1.1b, L.1.2b | |
| 12:55-1:20  **Writing** | Explain that descriptive words are words that tell about something or someone.  Display Big Book: Me on the Map Ask:  *Are there any of the places the girl talked about also in your neighborhood? Let's add those places to our list* ...*Now we have a list of places we might see in our neighborhoods. We can use these ideas in a report about our town.* When we are reading, we find the main idea of a selection by thinking about the details. When we're writing, however, we need to first think about what the main idea could be. We can write the main idea in a sentence to let the reader know what our writing will be about. Help students come up with a main idea sentence for our report. -EX: We live in a great town called Center Ridge.  \*W.CCR.10, W.1.2, W.1.8 | Remind them that they made a list of a variety of places in a neighborhood and wrote a main idea for a report. Display chart from yesterday. *Now we are going to use the facts we learned to write a report about our neighborhood. We already have a main idea sentence. Let's think of a sentence we could write that tells more about where we live. What makes our town special?*  Collaborate with students as they work together to write a short report about their town on chart paper. Guide them as needed to write a sentence with a detail that supports their main idea sentence.  \*W.CCR.10,  W.1.2, W.1.5 | Point out that good writers organize their writing in a way that makes sense. They want to be sure that their audience will understand what they are trying to say. Writers need to figure out the most important idea for their writing. Then they need to choose details that will help give a clear picture of their main idea to their audience. Write:  My Neighborhood  My neighborhood is a good place for me to live! I have many friends. They all live on my street. We like to play in the park. The park is close to our street. This is a good place to be!  Pre-write: Draw a pic. of yourself in your neighborhood.  Draft: write a topic sentence about their neighborhood that tells the main idea of the report. Have them add sentences with details that describe what the neighborhood looks like or sounds like.  \*W.CCR.10, W.1.2, W.1.5 | Turn to page 80 in students book. Look at Omar's report. He added details about his block.  Have kids look at their writing from the day before. Have them use highlighters to circle words that they think are spelled wrong, draw three lines under words that need to be capitalized, and put a period where they forgot one.  Work with a partner to see if they find any other things that need to be corrected.  \*W.CCR.10, W.1.2, W.1.5  Counselor | Finish Writings. Present reports to classmates.  \*W.CCR.10, W.1.6 | |
| 1:20-2:00  **Activity** | PE  Coach Setzer | PE  Coach Setzer | Art  Ms. Houston | Music  Mrs. Smith | Library  Mrs. 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. | | | | | |
| Locate Arkansas on US Map  \*G.1.1.2 | Identify and Locate US , the North & South Poles, and the Equator on the World Map | Classify Materials as magnetic or nonmagnetic  \*PS.7.1.6 | Compare and contrast objects according to the single properties of: size, color, shape, texture, magnetism  \*PS.5.1.1 | | \*LAB\*  Use magnetic wands to determine if objects are magnetic or nonmagnetic  \*PS.7.1.6 |