Smile Mike!-Unit 3,Week 2

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| Priority Skills | | | | |
| **Phonemic Awareness/Phonics**  Long I: i\_e  \*RF.1.3 | **High-Frequency Words**  Call, funny, how, more, so, there  \*RF.1.3b, RF.1.3g | **Comprehension**  Strategy: Analyze Text Structure. Skill: Make & Confirm Predictions  \*R.CCR.5, RL.1.1 | **Writing**  Personal Narrative  \*W.1.1 | **Spelling Words**  Like, spike, ride, hide, bike, mike, make, came, how, there  \*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** | \*SL.1.2 | \*SL.1.2 | \*SL.1.2 | \*SL.1.2 | \*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  Smile Mike: Read the story aloud doing guided instruction while reading. ()  \*Inrto. Spelling Words-Use in a sentence  Analyze story structure, Author's Purpose- authors write to entertain readers to try to convince them of something, or to give information. ()  BIG BOOK: The Stray Dog  **Make Predictions while reading**  *Let's think about what happens at the beginning, middle and end of the story.*  \*SL.1.2 | Echo Read Story  :Oral Reading Cards: Now things are worse!  List words: connections, possessions, relief, support, and typical on text talk wall. (107I) Complete Predictions Chart. (Teaching Chart pg. 64)  Remind kids that authors have a **purpose**, or reason, for writing a story. One purpose it to inform readers, entertain readers.  \*SL.1.2 | Stick read the story. Pull sticks out of the cup to determine who will read.  Which is a **typical** greeting- the word Hi or the word No?  Which would give **relief** from a toothache- candy or medicine? Who do people have close **connection**s with- strangers or friends? Would you **support** an unhappy friend with kind or mean words?  \*SL.1.2 | Read story with a partner.  I feel **relief** when I finish my \_\_\_\_.  Sometimes at home I need **support** for\_\_\_\_\_.  One **possession** that is special to my family is the \_\_\_\_.  I once felt a **connection** to a story character who \_\_\_\_\_.  After school my **typical** snack is \_\_\_\_.  \*SL.1.2 | Listen to the story while following along. |
| **8:50-9:05**  **Reading Assessment** | Reading Assessment:  Practice Book pg. 111/112  \*RF.1.3b, RF.1.3g | Reading Assessment:  Practice Book pg. 113/114 | Reading Assessment:  Practice Book pg.115/116 | Reading Assessment:  Practice Book pg: 117/118 | 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/Library  2. Review Worksheet  3. Making 10 Game  4. Magnetic Letters  5. IXL - subtraction  6. Reading Groups | 1. AR Test/Library  2. Review Worksheet  3. Making 10 Game  4. Write words 5x  5. IXL - subtraction  6. Reading Groups | 1. AR Test/Library  2. Review Worksheet  3. Making 10 Game  4. Spelling WS  5. IXL - subtraction  6. Reading Groups | 1. AR Test/Library  2. Review Worksheet  3. Making 10 Game  4. Words in a sent.  5. IXL - subtraction  6. Running Records | 1. AR Test/Library  2. Review Worksheet  3. What can Pig do?  4. Magnetic Letters  5. IXL - subtraction  6. Running Records |
| **Orange:**  Work on Alliteration:  *Say*: **Sally sat silently.** Repeat the sentence again and poing out that each word in the sentence begins with the /s/ sound. Then say: **Ivan ate ice-cream**. Repeat the sentence and ask if every word starts with the same sound. Then say: I want you to finish these for you: ***Kathy cut \_\_\_. Tony took two \_\_\_. Mia made \_\_\_\_. Nina needed nine \_\_\_\_.***  Decodable Reader: Job Time for the Pines  Read Title: Who are the people on the cover? Where will this story take place? What job do you think they might have to do?  **Blue:**  Have kids read words: five, ride, tile, dime, lime, mine, file, slime, dine, mile, slide, hive, tide, drive, fine.  **Green:**  Talk about Long o sound like: o, oa, ow. **SECRET STORIES**. Have students read: no, most, coach, blow, bowl, row, loan, load, snow, going, toad, doe, float, blown, throw.  \*RF.1.3d, RF.1.3, RF.1.4 | **DRA GROUPS**  \*RF.1.3, RF.1.4 | **DRA GROUPS**  \*RF.1.3, RF.1.4 | **Running Records for all groups.**  \* RF.1.3, RF.1.4 | **Finish Running Records.**  **If students are done, they may read their extra readers.**  \* RF.1.3, RF.1.4 |

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| 10:15-10:25  **Phonemic Awareness** | I will say a sentence. Listen to these words that begin with the same sound: *Mike, made meatballs. Mike, made and meatballs all begin with the same sound: /m/. I can change the name MIKE to another name that begins with /m/, Molly. Molly made meatballs.*  *Here is another sentence: Listen: Kate carried a cupcake. Kate, carried, and cupcake all begin with /k/. I can change the word cupcake to another word that begins with the /k/ like cape. Listen: Kate carried a cape.*  *Tell me what sound all of these begin with:*  *Dave dug a ditch.*  *Hanna hiked up a hill.*  *Ted told a tale.*  *Bev built a barn.*  *Rob ran in the race.*  *Listen for the beginning sounds in these sets of words. Think of another word with those beginning sounds.*  *Cave, cake*  *Ripe, ride*  *Scare, score*  *Sip, sand*  *Bike, band*  *Feet, four*  *Late, line*  *Smell, smoke*  *Tame, tape*  \*RF.1.2 | The word *smile* has four sounds. Say the four sounds with me: /s//m//I//l/, smile. I’ll take away the /s/ and make a new word with three sounds. The new word is /m//I//l/.  Listen for four sounds in each word. Take away the first sound and say the word.  Bride  Grace  Crate  Spine  Slime  Flake  Flame  Plane  Brake  Pride  \*RF.1.2d | | I am going to say a word. I want you to say each sound in the word. The word is *ride*. Listen: ride /r//I//d/. Ill hold up one finger for each sound I hear. There are 3 sounds.  Now it is your turn. How many sounds in these words?  Mike  Tide  Pine  Spine  Hide  Pile  Line  Like  Slide  Hive  Spike  Tribe  \*RF.1.2 | | I am going to say a word that has 4 sounds. The word is *bride*. /b//r//I//d/. Ill take away the /b/ sound and make a new word. The new word is /r//I//d/.  Listen to the four sounds in each word. Take away the first sound and say the word.  Smile  Slime  Brace  Brush  Stale  Blast  Clink  Blend  Crash  swell  \*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 /f//i//n/. Listen as I blend the sounds: /ffiinnn/, fin. The word is fin. Your turn:  /m//I//m/ ;  /k//I//t/  /l//I//f/  /l//I//k/  /b//I//k/ /d//r//I//v/ 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 *side* /s//I//d/. Side has three sounds. It's your turn. How many sounds are in these words? Mine, spin, glide, hike, bride, bite, Mike, time, hide, slime  \*RF.1.2b, RF.1.2d | |
| 10:25-10:40  **Phonics** | Phonics: Long I (final e)  Listen to the word : *five*  The vowel sound in *five* is /I/. Today we will learn one of the spellings for the /I/ sound. Look at the word I wrote: hid. Say it with me. This word has the short i sound/i/. Watch as I add an e. The e at the end of the word is MAMA e. When she is one letter away, she will lean over and say “You stand up and say your name” so on this word, hid-e the MAMA e is going to tell i to stand up and say its name. Well, what is i’s name? I so now the word is /h//I//d/.  Let’s try some more together: Sound these words out and then we will put a MAMA e on the end of the word.  Lin-e  bik-e  sid-e  tim-e  rip-e  pil-e  Teaching Chart: pg.63  \*Practice Book pg.  \*RF.1.3d | Phonics: : Long I (final e)  Review MAMA e story.  Sound out these words as I write them on the board. Then I will add a MAMA e to the end of the word. Then I want you to sound out the word again.  fiv-e  fin-e  mik-e  wid-e  hik-e  nin-e  tim-e  tid-e  hid-e  hiv-e  div-e  liv-e  lin-e  Read teaching chart pg63  \*RF.1.3d | | Phonics: : Long I (final e)  Have students sound out these words:  WRITE ON BOARD:  Mine  Like  Hide  Fine  Hike  Bite  teaching chart pg. 65  Practice Book pg.  \*RF.1.3d | | Phonics: : Long I (final e)  Have students sound out these words:  WRITE ON BOARD:  Line  Fine  Time  Size  Dime  Glide  Fin  Fine  Lin  Line  Din  Dine  Dime  Tim  Tide  Hide  Hike  Bike  Like  \*RF.1.3d | | Phonics: : Long I (final e)  Have students sound out these words:  WRITE ON BOARD:  Ripe, time, wipe, dime, mile, bite, pike, tile, hide, cage, side, cent, gem, line, bike, space, nine, rice, slide, bridge  Teacher Chart: 63 and 65.  Practice Book pg.  \*Spelling Test  -Add words to word wall  \*RF.1.3d | |
| 10:40-10:50  **Handwriting** | pg. | pg | | pg | | pg | | pg | |
| **10:50-11:25 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). \*ESS.8.1.3  Count to 120 starting at any number. Read and write numbers to 120. \*1.NBT.1 | | | | | | | | |
| 12:00-12:45  **Math** | Review Making 10:  Have students list all the ways to make 10 on their marker boards, then show them a subtraction sentence with  10-\_\_=\_\_  Keep doing problems until students recognize that there is a pattern between the subtraction with 10 and the making 10 problems.  \*1.OA.6  Fractions 1.G.3 | TABLE CENTERS:  Subtraction from 10 game. Matching center game.  Subtracting Dice Game  Making 10 game  \*Subtracting from 10 worksheet.  CGI Word Problem  Fractions 1.G.3 | | TABLE CENTERS: Subtraction from 10 game. Matching center game.  Subtracting Dice Game  Making 10 game  CGI Word Problem  Fractions 1.G.3 | | TABLE CENTERS: Subtraction from 10 game. Matching center game.  Subtracting Dice Game  Making 10 game  CGI Word Problem  Fractions 1.G.3 | | Fluency Speed Practice Set A  CGI Word Problem  three-dimensional shapes Video on 3D Shapes – Talk about faces, edges and  Fractions 1.G.3 | |
| 12:45-1:00  **English** | Present-tense Verbs  Review what verbs are. Verbs are the action in sentences. Verbs are something you can do. Have volunteers give examples.  If I gave you a present, when would you want to open it? NOW! You would want to open it right now! So when we say “present” tense verbs, I want you to remember that word “NOW”. A present tense verb is a verb that is happening NOW. Here is the rule for writing present tense verbs:  When the verb tells about ONE person:  ADD -s  The **boy** paints pictures.  The **dog** runs.  The **rabbit** jumps.  When the verb tells about MORE THAN ONE:  - Don't add -s  **Nat and Aubry** walk home together.  The **horses** run so fast!  When you use the word I:  Do not add -s!  **I** run to school.  **I** jump so high!  \*Grammar Practice Book pg. 56 \*L.1.2b | | Have the children turn to the 1st sentence on page 40 in treasures reading book. Ask children to chorally read the sentence. Then write it on the board.  *I like this funny dog!*  Remind them of the rules of adding –s and when not to.  Discuss how adding –ed to a verb makes it a past-tense verb. Helped, walked, jumped  Write these sentences on the board and have children recognize whether the verb is present or past-tense.  1. Seth walked down the hall. (past tense –ed)  2. Two dogs run fast. (present-tense)  3. A duck swam in the lake. (past-tense, present-tense would say swims in the lake)  4. Jane climbed the hill. (past-tense, -ed)  5. The boy hikes (present-tense, it is happening now and ends in -s)  6. The cat sat on the fence. (past-tense, sits would be present-tense)  Grammar Practice pg. 57  \*L.1.1j | | Have children turn to page 54 of Smile Mike. Ask children to chorally read the last sentence.  Review that present tense verbs tell about actions that happen now. Explain that if a verb is telling about the action of one person or animal, the verb ends in –s:  The **kitten** climbs.  If a verb is telling about the action of more than one person or animal, the verb does not end in –s.  The **kittens** climb.  Write the following sentences on the board. Read each sentence aloud, and have children chorally reread it with you. Ask children to tell you the correct form of the verb so that each sentence tells about what is happening now. Write the word in the blank and reread the sentence with children.  1. One boy \_\_\_\_. Run/runs  2. two frogs \_\_\_\_. Jumps/jumps  3. Three girls \_\_\_. Sing/sings  4. The van \_\_\_\_\_\_. Stop/stops  Grammar Practice pg 58  \*L.1.1j, L.1.2b | | Review: ask students to explain what a present tense verb is. They should understand that present-tense verbs describe actions that are happening now. Have them use present-tense verbs in sentences.  Have students tell what they know about titles of books. They should understand that each important word in a book title begins with a capital letter and that the title is underlined  Grammar Practice pg 59  \*L.1.1j | | Review that verbs are action words. Actions that happen now are present-tense and actions that already happened are in the past. Sometimes present-tense verbs end in –s.  Write on the board and have students help choose the correct verb tense.  The boy \_\_\_ his dad fish.  (help/helps)  The girls \_\_\_ the animals.  (feed/feeds)  Grammar Practice pg 60  \*L.1.1j, L.1.2b | |
| 1:00-1:20  **Writing** | Back to the question asked this morning “What do you like to do with your family?” “How do you have fun?”  \*W.CCR.10, W.1.3, W.1.8 | | Edit, share stories from yesterday’s writing. Talk about how students added details to stretch their writing.  .  \*W.CCR.10,  W.1.3, W.1.5 | | Personal Narrative  \*W.CCR.10, W.1.5, W.CCR.4 | | Edit, share stories from yesterday’s writing. Talk about how students added details to stretch their writing.  \*W.CCR.10  W.1.5 | | Edit, share stories from yesterday’s writing. Talk about how students added details to stretch their writing.  \*W.CCR.10  W.1.6 | |
| 1:20-2:00  **Activity** | PE  Coach Setzer | | PE  Coach Setzer | | Art  Mrs. B | | 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/ Health and Safety** | 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. | | | | | | | | | |
| Research Wampanoag/Wetu and Pilgrams/Mayflower  \* | | Explain how climate, location, and physical surroundings affect the way people live (food, clothing, shelter, transportation, recreation)  Relate topic to:  Wampanoag/Wetu and Pilgrams/Mayflower  \*G.1.1.7 | | Differentiate between herbivores and carnivores  Video on herbivores and carnivores.  \*LS.2.1.2 | | Differentiate between herbivores and carnivores  Activity discussing the differences.  \*LS.2.1.2 | | Differentiate between herbivores and carnivores  \*LAB\* Craft sorting pictures of herbivores and carnivores  \*LS.2.1.2 | |