Rose Robot Cleans Up -Unit 3, Week 4

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Priority Skills | | | | |
| **Phonemic Awareness/Phonics**  Long O, U, E: Silent Letters: kn, gn, wr  \*RF.1.3c | **High-Frequency Words**  After, done, find, new, old, work  \*RF.1.3b, RF.1.3g | **Comprehension**  Strategy: Monitor  Comprehension: Reread Skill: Draw Conclusions  \*R.CCR.1, RF.1.4c | **Writing**  Descriptive Sentences  \*L.1.1j | **Spelling Words**  Hope, rote, cute, chop, old, nose, rope, cube, whale, new  \*L.1.2d |

Monday Tuesday Wednesday Thursday Friday

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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** | 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** | Story of the Week  Rose Robot Cleans Up: Read the story aloud doing guided instruction while reading. ()  \*Inrto. Spelling Words-Use in a sentence BIG BOOK :( 83A) A Friend for Little Bear-*Point out that sometimes when readers read, they may not understand something in the story. Explain that you can* ***reread*** *to help understand.* Say: *On pg. 9, I do not understand why I will reread the previous pages aloud to see if I can understand why he says that. Now I understand that he says that because he wanted a cup.*  \*SL.1.2 | Echo Read Story  :Oral Reading Cards: Roberto Clemente  List words: admire, offer, charity, challenging, and focus on text talk wall. (107I) Complete Author's purpose Chart. (Teaching Chart pg. 31)  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. What have you **focused** on that was difficult to learn? What snacks would you **offer** your friends? What are some things people do for **charity**? Why do people **admire** great artists and athletes? What did you find most **challenging** to do? Have Kids use these words in a sentence.  \*SL.1.2 | Read story with a partner. What is more **challenging:** juggling apples or holding them? Describe a person you **admire**. What should you **focus** on at a concert: listening or eating? What would be an act of **charity**: giving toys away to poor kids or keeping them for yourself? When should a friend **offer** snacks: during class or after school?  \*SL.1.2 | Listen to the story while following along. |
| **8:50-9:05**  **Reading Assessment** | Reading Assessment:  Practice Book pg. 131/132  \*RF.1.3b, RF.1.3g | Reading Assessment:  Practice Book pg. 133/134 | Reading Assessment:  Practice Book pg.135/136 | Reading Assessment:  Practice Book pg: 137/138 | Reading Assessment:  Reading Test |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 10:05-10:15  **Phonemic Awareness** | **Heggerty Book**  **Week 15**  I will say the sounds in the word *rose.* For each sound I will hold up one finger. Listen Carefully. The word is *rose*, /r//O//z/. Rose has three 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 three sounds.  Now it's your turn, for every sound hold up one finger.  Nose, /n//O///z/  Pete, /p//E//t/  Bone, /b//O//n/  Cube, /k//U//b/  Mule, /m//U//l/  Use, /U//z/  Phone, /f//O//n/  Joke, /j//O//k/  Mute, /m//U//t/  Tune, /t//U//n/  These, /th//E//z/  Now I will say a sound and a word, Tell me what number sound it is in the word.  Like: /O/ tone, /t//O//n/- the /O/ is the second sound.  /U/ use  /O/ joke  /O/ rope  /U/ tube  /U/ June  /O/ phone  /U/ flute  \*RF.1.2 | **Heggerty Book**  **Week 15**  Give students WorkBoards with counters. I will say the word *vest* in parts. The first sound is /v/, then /e/, then /s/, and last is /t/. *Vest* has four sounds. Say the sounds with me: /v//e//s//t/.  I will say words, place a marker in boxes to show three or four sounds: lit, list, pan, pant, pad, land, ban, band, fat, fast.  \*RF.1.2d | **Heggerty Book**  **Week 15**  I am going to say a word with four sounds. Then I will take away the last sound to make a new word with three sounds. The word is pant, /p//a//n//t/, when I take away the /t/, I have the sounds /p//a//n/. /paaan/, pan. I changed the word pant to pan.  Now it's your turn to take the last sound away. Name the word that will be left. Tend, wind, rant, pant, belt, mist, ramp, went.  Now let's delete the following sounds from the words. Name the word that will be left. Take away the /t/: felt. Take away the /s/; fast, Take away the /d/; bend; take away the /n/; hint.  \*RF.1.2 | **Heggerty Book**  **Week 15**  Listen to Happy (puppet) say: jump. I hear two sounds at the end: /m//p/. Listen as I blend the sounds: /mmmp/. I hear the /mp/ sounds at the end of *jump*. Now Happy will say more words: ramp, clank, blimp. I hear the same sounds in *ramp* and *blimp*. Clank does not end with /mp/. it does not belong. Listen for /mp/: lump, limp, land. Listen for /nt/: pant, mist, hunt. Listen for /nk/: pink, blank, jump. Listen for /st/: list, pant, dust.  \*RF.1.2 | **Heggerty Book**  **Week 15**  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 /l//i//s//t/. Listen as I blend the sounds: /lliiisstt/, list. The word is list. Your turn:  /a//n//t/ ; /f//i//s//t/ /l//I//n//k/ /b//a//n//d/ /j//u//m//p/ /s//i//n//g/ 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 *sand* /s//a//n//d/. Sand has four sounds. It's your turn. How many sounds are in these words? hand, list, can, rink, task, ant, pink, lump, wink, sit  \*RF.1.2b, RF.1.2d |
| 10:15-10:40  **Phonics** | Phonics: Final e  Say: *Boat* with me, Boat. The sound in the middle of boat is /O/. Write: not. Say it with me: not. The middle sound is /o/- short o. If I add an e on the end of not, the new word is note. The e makes the o say O. Now you read these words, I will add an e to the end to change the word: hop/hope, tub/tube, them/theme.  Write: rose, tell me the sounds in this word. Continue with: home, mule, huge, Pete,  Teaching Chart: pg.73  \*Practice Book pg.  \*RF.1.3d | Phonics: Final Blends  Write; pink. Do sounds and blend together. continue with list, last, past, mat, mast, mist, mint, mink, sink, sank, sand.  Read teaching chart pg30  \*RF.1.3d  Enrichment  Mrs. Lewis  10:20-10:50 | Phonics: Final Blends  This is the word *ask*. The ending sounds are /sk/. the /sk/ sounds are spelled with the letters sk. Say them with me: /sssk/. These are the sounds at the end of the word ask. Listen /aaa/ /sssk/. ask. We've been reading words with the final blends all week. Continue with nt, sp, nd, ft, lp, ld. Flashcards: a, bl, ck, cl, d, fl, gl, h, i, j, k, l, nk, pl, qu, sk, sl, st, v, w, x, y, z. Blend: task, mask, bask, band, link.  Have students read teaching chart pg. 32  Practice Book pg.  \*RF.1.3d | Phonics: Final Blends  Flashcards: a, bl, ck, cl, d, fl, gl, h, i, j, k, l, nk, pl, qu, sk, sl, st, v, w, x, y, z. Write: past. Blend sounds. Continue with last, list, lift, past, and, sand, sank, sink, link, list, fast, fist, fit.  Read poem in book pg. 129. Find the rhyming words. What is the author's purpose in calling the poem Guess What? What is the poem about? Why do you think the author waited until the last line to tell what the poem is about?  \*RF.1.3d | Phonics: Final Blends  Flashcards: a, bl, ck, cl, d, fl, gl, h, i, j, k, l, nk, pl, qu, sk, sl, st, v, w, x, y, z.  Write: Band Say: What sounds do each of these letters stand for? Help me blend the sounds together: /bbaaanndd/. Let's read the word together. Continue with cast, ring, mask, task, sand, list, bland, lift, mint, lamp, hint, sink, tank, bank, plank, land, risk, blink, wink  Teacher Chart: 30 and 32.  Practice Book pg.  \*Spelling Test  -Add words to word wall  \*RF.1.3d |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **9:05-10:05 AR Test/Library, Review Worksheet, IXL, and Reading Groups** | 1. AR Test/Library  2. Review Worksheet  3. IXL  4. Reading Groups | 1. AR Test/Library  2. Review Worksheet  3. IXL  4. Reading Groups | 1. AR Test/Library  2. Review Worksheet  3. IXL  4. Reading Groups | 1. AR Test/Library  2. Review Worksheet  3. IXL  4. Running Records | 1. AR Test/Library  2. Review Worksheet  3. IXL  4. Running Records |
| **Orange:**  Work on final blends. I will say three words, two will have the same ending sound. Say: *and, slant, fast* the words ant and slant have the same ending sounds /st/. Your turn: *link, find, sink. spend, rest, blend; vest, fast, hand; mend, test, bend; pink, last, rink.*  Decodable Reader: Jazz Band  Read Title: What animals do you see on the cover? What does each one do? AT the end: What does Big Pig do to the xylophone? How does Ant help the band?  **Blue:**  Have kids read words: cast, fist, hint, sand, blank, gift, plant, bland, ask, pink, bank, clink, blast, camp, blink  Give students letter cards: a, b, d, f, g, h, i, k, l, m, n, p, r, s, t, v, and w. Have them make words for -ast, -ink, -ant, -ank Have them read Jazz Band: note decoding proficiency.  **Green:**  Give examples of Digraphs: Like /ph/for phone. Have students read: much, chin, phone, catch, ship, thick, watch, whale, pitch, such, blush, whip, bath, shell  \*RF.1.3d, RF.1.3, RF.1.4 | **Orange:**  The Show and Tell Rose  **Blue:**  Spots Tricks  **Green:**  My Best Friend  \*RF.1.3, RF.1.4 | **Orange:**  Read: Yasmin's Ducks From old reading book.  **Blue:**  Read: Yasmin's Ducks From old reading book.  **Green:**  Read: Yasmin's Ducks From old reading book.  \*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 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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. | | | | | |
| 11:25-11:40  **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. \*1.NBT.1 \*ESS.8.1.3 | | | | |
| 11:40-12:35  **Math** | Understanding the Equal Sign  1.0A.7 | Understanding the Equal Sign  1.0A.7 | Understanding the Equal Sign  1.0A.7 | Understanding the Equal Sign  1.0A.7 | Understanding the Equal Sign  1.0A.7 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 12:30-12:45  **English** | Tell them that *is* and *are* are **present tense verbs**. .. They are talking about right now. We use is to talk 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.  Write:  He is a smart dog.  The children are worried about him. Say: The word he names is one dog. We use is when we talk about one person, place, or thing. The word children names one person, place or thing.  Write:  He is the lost dog.  The dogs are in the park.  The girl is sad.  They are glad to see the dog.  --Have them identify the singular and plural nouns.  Write:  Is Are  Have them work in pairs to sort the words to figure out which item or items should be placed in.  \*Grammar Practice Book pg. 21  \*L.1.2b | Have kids turn to "The Gift" chorally read. *Remember, these are sentences. There are different types of sentences. A statement is a sentence that tells something, a question asks, and exclamation shows feeling.* Point out the different types of sentences in story.  Write:  1. Ann helps Rick.  2. What are they doing?  3. Ann and Rick run.  4. What a great gift!  5. Does the kite fly?  Have them tell what kinds of sentences they are and how they know.  Grammar Practice pg. 22  \*L.1.1j | Review that a sentence tells a whole idea. There are different kinds of sentences. A statement tells something tells something, a question asks, and an exclamation shows strong feeling. Write:  1. I run and kick.  2. Can you do it?  3. We like soccer!  4. We run very fast.  5. Where is the ball?  Have student identify what type of sentence these are.  Write:  1. can you run and kick  2. we run and run  3. how fast can you run  4. i like soccer  5. do you like soccer  Have students correct them on board.  Grammar Practice pg 23  \*L.1.1j, L.1.2b | Ask children to explain what a sentence is. What does a sentence have to have? What type of sentences have we learned about?  Grammar Practice pg 24  \*L.1.1j | Remind them that a sentence always has an end mark. Have them write the punctuation marks on their marker boards. Have them think of sentences for each type of end mark and share with their neighbor.  Have students share one of their sentences with the class and have them VOTE by writing down what type end mark it is on their marker board and holding it up.  Examples: I will run down the hill really fast!  Do you like to run?  I run down the hill.  Write: 1. Hank and Jan play in a band 2. can you play the sticks 3. the drums are very loud 4. jack plays the bells  5. is it over now  6. what a great band  Have students come up and correct the sentences.  Grammar Practice pg 25  \*L.1.1j, L.1.2b |
| 12:45-1:07  **Writing** | Display Big Book: A 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 them that a descriptive sentence tells about something.  \*W.CCR.10, W.1.3, W.1.8 | Remind children that in "The Gift" the author tells us about what friends do when they play together. *It sounds like they had a lot of fun.* Display the Playing with Friends chart from the previous day. Read the words and phrases as you point to each one. Have kids think of activities they have done with friends or family members and add these ideas to the chart.  Have kids write a sentence about an activity they have done with a friend or family member. They need to tell details in their writing. They need to write one sentence on chart paper one word at a time. Start by saying the first word slowly. *What sound do you hear at the beginning? What are the other sounds?* Invite them to write more sentences if they wish.  \*W.CCR.10,  W.1.3, W.1.5 | Good Writers make their writing sound like a real person is speaking to the reader. They care about what they are writing, and let it show. Good writers help their readers to feel what they feel. Write:  1. Basketball is a good sport.  2. Basketball is the best sport ever! *When I read the first sentence, I don't learn much about how the writer feels about basketball. I only know that the writer thinks that basketball is a good sport. When I read the second sentence, it sounds like someone is talking to me. I know the writer really likes basketball.*  Focus and Plan: We have been talking about playing together with friends. Tell them that they will write about something they play with their friends. Prewrite: Draw a pic of you playing with a friend or friends. Draft: Write two sentences about their drawing. It should tell about who they are playing with. The second should tell what they are playing.  \*W.CCR.10, W.1.5, W.CCR.4 | Review that a person narrative is a story about yourself. When you write a personal narrative, we are telling readers about ourselves: who we are and things that have happened to us. Read Pat's sentence in Student Book pg 130. Ask them what they notice about her writing. Review that Pat has written a personal narrative. She has written a story about herself playing blocks with her friend Ray.  Grammar and Writing activity on pg 131 with children.  Revise Writing: Do they tell the whole idea? Do you need to add a word to a sentence? Check for spelling, capitalization, and end marks. Work with a partner.  \*W.CCR.10  W.1.5 | Our class works and plays together, and today we will work together to focus on our writing. We will present our Personal Narratives and pictures and be a good audience.  Ask students to share their work.  Collect children's work to be published in class book.  \*W.CCR.10  W.1.6 |
| 1:07-1:47  **Activity** | Music  Mrs. Smith | Library  Mrs. Ketchum | PE  Coach Setzer | PE  Coach Setzer | Art  Mrs. Vail |
| Take Students to their activity and pick them up. | | | | |
| **1:47-2:05 Recess** - Take students to recess and stay on duty. | | | | | |
| 2:05-3:00 **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. | | | | |
| Science of Light  1-PS4-1  1-PS4)\_2  1PS4-3  1-PS4-4  SP6, | Science of Light  1-PS4-1  1-PS4)\_2  1PS4-3  1-PS4-4  SP6  Computer Lab  2:20-2:50 | Science of Light  1-PS4-1  1-PS4)\_2  1PS4-3  1-PS4-4  SP6 | Science of Light  1-PS4-1  1-PS4)\_2  1PS4-3  1-PS4-4  SP6  Computer Lab  2:20-2:50 | Science of Light  1-PS4-1  1-PS4)\_2  1PS4-3  1-PS4-4  SP6 |