Kids Have Fun! -Unit 3,Week 5

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| Priority Skills |
| **Phonemic Awareness/Phonics**Three-Letter Blends\*RF.1.3 | **High-Frequency Words**Any, boy, by, does, friends, girl, water, cute, nose\*RF.1.3b, RF.1.3g | **Comprehension**Strategy: Monitor Comprehension: Reread Skill: Compare and Contrast\*RI.1.3, RF.1.4c | **Writing**Descriptive Sentences\*L.1.1j | **Spelling Words**Strike, string, splash, split, scrub, scrap, does, girl, \*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** | Arthur's Truck Adventure\*SL.1.2 | Biggest, Strongest, Fastest\*SL.1.2 | What Teachers Can't Do\*SL.1.2 | Sixteen Runaway Pumpkins\*SL.1.2 | Suddenly!\*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 WeekKids Have Fun: Read the story aloud doing guided instruction while reading. (122/123)\*Intro. Spelling Words-Use in a sentence BIG BOOK:(117A) To Be A Kid-*Explain that as they read, they should think about the words they have read and check for understanding. If they do not understand something, they can reread it to try to figure it out. Rereading can help you make sure that you understand what you have read.*\*SL.1.2 | Echo Read Story:Oral Reading Cards: Schools around the WorldList words: culture, custom, language, skill, similar on text talk wall. (117I) Complete Compare and Contrast Chart. (Teaching Chart pg. 79)To compare and contrast is to look for what is the same and what is different. I noticed that the important fact that the children in Kerala, India, take a boat to school, and the children in Sakkara, Egypt take a donkey.\*SL.1.2 | Stick read the story. Pull sticks out of the cup to determine who will read. Which food from a different **culture** have you eaten: Chinese noodles or Mexican tacos? What is a **custom** that your family has for special holidays? Why is learning to speak a different **language** difficult? Which two things are **similar**-milk and pizza or milk and juice? Which **skill** do you think is harder: swimming or riding a bike? Review: create, hobby, inspire, resourceful, structure.\*SL.1.2 | Read story with a partner. What word goes with habit? Which word goes with alike? Which word goes with human speech?Which word goes with the way of life for a group of people?Which word goes with something you are able to do?Have them turn to a partner and use the words in a sentence.\*SL.1.2 | Listen to the story while following along. |
| **8:50-9:05****Reading Assessment** | Reading Assessment:Practice Book pg. 141/142\*RF.1.3b, RF.1.3g | Reading Assessment:Practice Book pg. 143/144 | Reading Assessment:Practice Book pg.145/146 | Reading Assessment:Practice Book pg: 147/148 | Reading Assessment:Reading Test |

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| **9:05-10:05** **ARTest/****Library, Review, IXL,****and Reading** **Groups** | 1. AR Test/Library2. Review Worksheet3. IXL4. Reading Groups | 1. AR Test/Library2. Review Worksheet3. IXL4. Reading Groups  | 1. AR Test/Library2. Review Worksheet3. IXL4. Reading Groups | 1. AR Test/Library2. Review Worksheet3. IXL4. Running Records | 1. AR Test/Library2. Review Worksheet3. IXL4. Running Records |
| **Orange:**Say the word: strip. I will say the word strip sound by sound. I see five markers and count five sounds. How many sounds in each word? stripe, split, three, string, struck, scrub, street, thrill, splash, spring. Decodable Reader: Have Fun- What kinds of pics are on the cover? How do the people in the pictures look. Reader: holiday Fun.**Blue:**Have kids read words: spring, strap, sprint, thrill, splash, sprint, scrap, splint, thrash, scruff, string, scrub, split, throne, scratch. have them make words starting with str-, spr-, scr-, spl-, thr-. Decodable Reader: holiday fun.**Green:**Write: shirt. the /r/ sound is spelled with the letters ir in shirt. When a vowel is followed by an r, the letter r is bossy and doesn't let the vowel say its sound. Have them read: sir, girl, her, hurt, germ, third, curd, bird, term, burst, turn, burn, first, swirl, stir. Have them search classroom for r-controlled words. Decodable reader: holiday Fun. \*RF.1.3d, RF.1.3, RF.1.4 | **Orange:**The Land**Blue:**Fall is Fun**Green:**Down By the Bay\*RF.1.3, RF.1.4 | **Orange:**Read: Johnny Appleseed From old reading book.**Blue:**Read: Johnny Appleseed From old reading book.**Green:**Read: Johnny Appleseed 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.**Sight word Test!\* RF.1.3, RF.1.4 |

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| 10:05-10:15**Phonemic Awareness** | **HEGGERTY BOOK****WEEK 16**Listen Carefully as Happy says a word: strap.Happy, I want to know how many sounds are in the word strap. I will hold up one finger for each sound I hear in strap: /s//t//r//a//p/. I am holding up five fingers because I hear five sounds.Listen carefully as I say some more words. Hold up one finger for each sound that you hear. Tell me how many sounds are in each word.ScreamSpraySprangThroneSplashScrapStreetThrobThrillStripe\*RF.1.2 | **HEGGERTY BOOK****WEEK 16**Listen as Happy says the sounds in a word: /s//p//l//a//sh/. Now Happy will blend the sounds together and say the word:/splaaash/, splash. Let's say the word together. I am going to say some more words, sound by sound. Blend the sounds together to say the word:/s//p//l//i//t//s//p//r//i//ng//s//k//r//u//b//s//t//r//I//p/\*RF.1.2d | **HEGGERTY BOOK****WEEK 16**Listen carefully as Happy says a word: strapThe word strap has five sounds: /s//t//r//a//p/. Say the sounds with me. I will take away the first sound /s/, from the beginning of the word, trap. The word strap without /s/ at the beginning is trap.Let's do some more together. Happy will say a word. Say the word with me. Let’s take away the first sound to make a new word.Street, scrunch, threadNow it's your turn. Listen carefully. Take away the first sound from each word to make a new word.Strain, thrash, scrawl, throw, struck, sprint, screw, spry, scream, stray, splay, throb\*RF.1.2 | **HEGGERTY BOOK****WEEK 16**Listen as I say a word: splash. Happy, what are the sounds in the word? Yes, /s//p//l//a//sh/. There are five sounds, Let's say them again: /s//p//l//a//sh/, splash. Tell me what sounds you hear in the word and then say the word: strap, split, throne, scrap, thrill, skill, stick, sprain, spread, splash, stripe, scream.\*RF.1.2 | **HEGGERTY BOOK****WEEK 16**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 /s//p//r//e//d/. Listen as I blend the sounds: /spred/, spread. The word is spread. Your turn: /s//t//r//A//t/ ; /s//k//r//a//m/ /s//p//l//a//sh/ /th//r//i//l/ /s//p//r//i//ng/ /s//t//r//e//ch/ 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 *struck* /s//t//r//u//k/. Struck has five sounds. It's your turn. How many sounds are in these words? stripe, scream, spray, split, throne, screen, stream, sprout\*RF.1.2b, RF.1.2d |
| 10:15-10:40**Phonics** | Phonics: Three letter blendsSay: *Straw* with me, Straw. The sound /str/ is at the beginning of the word straw, say /str/ with me. /Str/ is spelled with the letters s, t, r. Write: strap. Say it with me: strap. Blend the sounds together. Teaching Chart: pg.78\*Practice Book pg. 141\*RF.1.3d | Phonics: Three letter blendsWrite; splash, say each sound and blend together. Continue with strike, strip, strap, stress, press, sprite, spite, split, spit, pit, pin, ping, ring, spring, sprang. Read teaching chart pg78 \*RF.1.3dEnrichmentMrs. Lewis 10:20-10:50 | Phonics: Three letter blendsStraw begins with /str/, say /str/ with me. These are the sounds at the beginning of the word straw. We've been reading words with the /str/ sounds all week. Today we will read more. repeat with: scr, spr, spr, spl, thr. Write: scrap, struck, split, splash, stroke, thriveHave students read teaching chart pg. 80Practice Book pg. 144\*RF.1.3d | Phonics: Three letter blendsWrite: split, have them say the sounds. Continue with: splash, strip, stride, scrub, strike, throat, stream, street, screen, three, throb, throne, stone, stroke\*RF.1.3d | Phonics: Three letter blendsWrite: scram Say: What sounds do each of these letters stand for? Help me blend the sounds together: /skram/. Let's read the word together. Continue with rippint, struck, scrub, strike, straps, throne, stride, screw, strive, splash, stripe, scraped, spray, string, thrill, split, scratch, spring, tipped, thrive, thrift, stress, three, sprint, stretchTeacher Chart: 78 and 80. 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. |
| 11:25-11:40**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 Teen Numbers | Understanding Teen Numbers | Understanding Teen Numbers  | Understanding Teen NumbersGuidance LessonMrs. Barnhardt12:30-1:00 | Understanding Teen Numbers |

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| 12:35-12:45 **English** | Tell them that a contraction is two words put together to make one word. Explain that some contractions are formed by putting a word together with the word not. An apostrophe takes the place of the letter o in not.Write: is not = isn't - read aloud, have children repeat.. point out that the o is replaced with an apostrophe.Write: are not, can not, did not, does not, work with children to replace the o with an apostrophe to write the contraction on their marker boards.Write: Sam is not on the team.Sam can not play today.We are not going to the park.I did not run fast in the race.My friend does not have her lunch.--Have them work with a partner to restate the sentences using contractions. Have them list the two words and then the contraction.\*Grammar Practice Book pg. 71\*L.1.2b | Remind them that a contraction is a way to put two words together to make a new, shorter word. Some contractions are short ways of putting a verb and the word not together. Write:Do not = don't *don't is a shorter way of saying do not.* Continue with:Is not, are not, can not, does not, did notWrite: Tess isn't at homeTom can't go to see Dad today.Mom doesn't cook on Fridays.My friends aren't in school today.Sam didn't find the place.Will and I don't like to skate.*Have them come up and circle the contractions. What two words make up this contraction?*Grammar Practice pg. 72\*L.1.1j | Review with them that a contraction is a way to put two words together to form a w shorter word. Write: -The boy isn't going to jump.-Nan and Max aren't jumping rope.-The girl can't spin a rope.-Pat and Jed don't want to be in the game.*Have them circle the contractions and identify what two words make up the contractions.*Write: -The boy doesnt run fast.-Sam and Ben wont make a mask.-The boy cant make a pot like his dad can.-Mom didn't swing the bat to hit the ball.Have them correct the contractions.Grammar Practice pg 73\*L.1.1j, L.1.2b | Review the words didn't doesn't and isn't, they should be able to read these words and what words make up the contraction. Grammar Practice pg 74\*L.1.1j | Remind them that a contraction is two words put together to make a shorter word. Write: Do not aren'tIs not didn'tAre not don'tDid not doesn'tDoes not isn'tHave them match the words with its contraction. Write: The park is not close by. Please do not be late. He did not eat yet. I can not call today. They are not sitting with us. *Have them form contractions.*Grammar Practice pg 75\*L.1.1j, L.1.2b |
| 12:45-1:07**Writing** | Display Big Book: To Be a Kid. Discuss some of the things they saw kids doing in the book.*Ask: What things do the kids in the photos do that look similar to the things you like to do? What skill do you have that some of your friends do not have? How did you get this skill?* Write ideas on chart paper.If we wanted to tell more about some of the skills on our list, we would describe them. We would use details to tell how we learned the skill and what it's like to do it. Let's write some sentences that describe one of the skills on our list. *To tell about this skill, we need to describe it using details.*\*W.CCR.10, W.1.3, W.1.8 | What are some ways to help at home? Have them describe ways they help out. Tell them that they will help write sentences that describe ways to help at home.Model descriptive sentences orally by discussing how children might help out, for example: *Jon helps peel the carrots for the salad. Maria helps set the table with forks and spoons*. Have them use the model sentences to suggest ways they help out at home. Record on chart paper.Have them choose a word or phrase from the list to create descriptive sentence about how to clean a messy kitchen. Have them write a sentence in journal.\*W.CCR.10, W.1.3, W.1.5 | Good Writers use their best handwriting to write their first draft and make sure they leave a space between words. Write: 1. Kids have fun on holidays by dressing up. 2. The boy in one place wears a mask. 3. Children in some places dress up to dance. *If I want my readers to understand my writing, I need to make sure that there is enough space between words. In the first sentence, there is not space between fun and on, so they look like one word that I don't know. In the second sentence, I see another problem. The word wears, a and mask are too close together. The third sentence is much easier to read and understand because I can clearly see where each word begins and ends.* Prewrite: Draw a pic of you having fun at school. Draft: Write a sentence to describe the pic.\*W.CCR.10, W.1.5, W.CCR.4 | Open reading book to page 146, Ask: what do you notice about Wren's writing? *Is her handwriting neat? Did she leave enough space between words?* She wrote three descriptive sentences telling how she had fun at school. A descriptive sentence uses words that tell the reader what something looks like, feels like, or sounds like. Point out the contractions don't, it's. Then do the Grammar and Writing activity on pg. 147. Have them check their sentences they wrote and revise the sentences they wrote.\*W.CCR.10W.1.5 | Our class works and plays together, and today we will work together to focus on our writing. We will present our Descriptive sentences 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.10W.1.6 |
| 1:07-1:47**Activity** | MusicMs. Smith | LibraryMrs. Ketchum | PECoach Setzer | PECoach Setzer | ArtMrs. 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. |
| Metamorphosis of a butterfly - Read Book and discussLS.3.1.2 | Metamorphosis of a butterfly - VideoLS.3.1.2Computer LabiReady Reading2:20-2:50 | Metamorphosis of a butterfly - videoLS.3.1.2 | Metamorphosis of a butterfly - Craft\*LAB\*LS.3.1.2Computer LabiReady Math2:20-2:50 | Metamorphosis of a butterfly writingLS.3.1.2 |