Gram and Me -Unit 4, Week 2

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| Priority Skills | | | | |
| **Phonemic Awareness/Phonics**  Vowel Diagraphs; Long e; -e, ee, ea  \*RF.1.3c | **High-Frequency Words**  About, give, pretty, says, were, write  \*RF.1.3b, RF.1.3g | **Comprehension**  Strategy: Ask Questions  Skill: Character and Setting  \*RL.1.1 | **Writing**  Personal Narrative  \*W.1.3 | **Spelling Words**  Me, feed, seat, we, keep, beak, play, rain, give, write  \*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** | Martin Luther King Jr. Day  Happy Birthday Martin  \*SL.1.2 | The Snowy Day  \*SL.1.2 | Millions of Snowflakes  \*SL.1.2 | The Jacket I Wear in the Snow  \*SL.1.2 | Sleep Big Bear Sleep  \*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  Gram and Me: Read the story aloud doing guided instruction while reading. (40/41)  \*Inrto. Spelling Words-Use in a sentence  \*SL.1.2 | Echo Read Story  :Oral Reading Cards: A Taste of Salt  List words: concerned, fortune, member, share, trust. (39E) Complete Character and setting Chart. (Teaching Chart pg. 92)  \*SL.1.2 | Stick read the story. Pull sticks out of the cup to determine who will read.  How would you show a sad friend that you were **concerned** about her? When do **members** of your family eat together? Who could you **trust** to keep a secret? What good things make you feel **fortunate?** What kinds of things do friends **share** with you?  \*SL.1.2 | Read story with a partner.  \*SL.1.2 | Listen to the story while following along.  Reading test |
| **8:50-9:05**  **Reading Assessment** | Reading Assessment:  Practice Book pg. 161/162  \*RF.1.3b, RF.1.3g | Reading Assessment:  Practice Book pg. 163/164 | Reading Assessment:  Practice Book pg.165/166 | Reading Assessment:  Practice Book pg: 167/168 | Reading Assessment:  Reading Test |

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| **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. Reading Groups |
| **Orange:**  What is the vowel sound in these words? read, see, sleep; may, say, rain; tree, be, clean; pain, cake, day.  Read: Fox and the Green Grapes  **Blue:**  Have kids read words: each, green, sleep, me, please, read, field, creep, we, she, clean, sneeze, teach, tree, leaf. Decodable Reader: Read: Fox and the Green Grapes  **Green:**  Talk about bossy R. Have kids read: oar, storm, wore, horse, thorn, more, soar, fork, porch, shore, for, born, chore, boar, bore. Have them search for OR words.  \*RF.1.3d, RF.1.3, RF.1.4 | **Orange:**  Black and White  **Blue:**  Debbie's Good Night Pals  **Green:**  What's In the Bag?  \*RF.1.3, RF.1.4 | **Orange:**  Read: You Can't Smell a Flower with your Ear From old reading book.  **Blue:**  Read: You Can't Smell a Flower with your Ear From old reading book.  **Green:**  Read: You Can't Smell a Flower with your Ear 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 |

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| 10:05-10:15  **Phonemic Awareness** | **Heggerty Book**  **Week 17**  Listen carefully as I say three words: leap, sheet, team. Happy what sound id the same in leap, sheet, and team? That's right, the middle sound in leap, sheet, and team is the same. Leap, sheet, and team all have the long e vowel sound, /E/ in the middle.  Now let's try it together. I will say three words. Listen carefully and tell me the sound that you hear that is the same in all three words.  Me, bee, see  Meat, peel, reed  Beach, week, wheat  Queen, feet, jeep  Catch, hitch, match  Weed, deed, deep  Deed, meet, meal  Maid, save, paid  Cone, code, joke  Seed, bead, beef  Tea, flee, glee  Bike, ride, like  Now let's try some harder ones. I will say four words that have one sound that is the same. Tell me what sound is the same.  Sleep, sleet, fleet, sheep  Beef, leaf, leak, seek  May, mind, mile, might  Sweet, sheet, treat, fleece  Gaze, raise, ease, wise  \*RF.1.2 | **Heggerty Book**  **Week 17**  Listen as I say a word: sleep. I'll hold up one finger for each sound I hear in sleep: /s//l//E//p/. There are four sounds.  I am going to say more words. Segment each of the words into sounds and hold up one finger for each sound you hear.  She  Deed  Sweet  Street  Peach  Scream  Bleach  pea  \*RF.1.2d | **Heggerty Book**  **Week 17**  I am going to say two words. It the two words rhyme, Happy will jump up. Listen: wheat, greet. Do wheat and greet rhyme? Look! Happy is jumping up and down because wheat and greet rhyme. They rhyme because they both end in the same sounds /Et/.  I want to know what other words rhyme with wheat and greet. To figure this out I need to think of words that end in /Et/. Like street.  Now let's try it together: I will say two words, if they rhyme jump up:  Leak, seek  Tree, three  Sleet, speak  Like, leak  Let's try some harder ones: I will say a group of words. tell me which two words rhyme.  Speech, peach, peak  Beef, lead, leaf  Bead, knee, need  Bean, peel, wheel  \*RF.1.2 | **Heggerty Book**  **Week 17**  Listen as Happy says three words: peach, queen, cheese. i hear the E sound in the middle of peach, queen, and cheese.  I am going to say more words. Tell me the sound you hear in each set of words that is the same.  Teeth, sweep, beef  Leaf, feed, green  Tree, flee, free  Sleet, sleep, treat  \*RF.1.2 | **Heggerty Book**  **Week 17**  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 /m//E//t/. meet. Your turn.  /m//E//n/  /s//E//t/  /f//l//E//t/  /s//l//E//p/  /b//E//d/  /g//r//E//n/  Now I am going to say a word. I want you to say each sound in the word. Let me try first. set: /s//e//t/  How many sounds in these words?  Lead, flee, she, greed, sweet, beat, beach, seed, queen, seat  \*RF.1.2b, RF.1.2d |
| 10:15-10:40  **Phonics** | Phonics: Long e  Say: *Tree* with me, Tree. The sound /E/ can be spelled with the letters e, ee, ie or ea. Say it with me /E/, this is the sound in the middle of the word tree. Listen: /t//r//E/. Listen as I say these words: me, be, see, chief.  Now do it with me: I will write a word, tell me which letters say E., seed, seat, feet, be, thief, need.  Teaching Chart: pg.90  \*Practice Book pg. 162  \*RF.1.3d | Phonics: Long e  Write; feet, blend the sounds together and say word. Continue with:  Tea, beach, beet, free, brief, mean, sea, see, seed, feed, feel, peel, wheel, steel, steal, seal.  Read teaching chart pg90  \*RF.1.3d  Enrichment  10:20-10:50  Mrs. Lewis | Phonics: Long e  Tree has the long E sound. Write:  Meet- say all the sounds. Continue with:  Free, sleep, creep, dream, scream, grief, peach  teaching chart pg. 94  Practice Book pg. 167  \*RF.1.3d | Phonics: Long e  Write: neat, Say all the sounds. Continue with: beech, streak, cream, wheel, brief, screech, bee, beef, reef, reach, peach, beach, beat, bleat, bleach, bleak, brief, chief, thief.  Teaching Chart pg. 94  \*RF.1.3d | Phonics: Long e  Write: spray, do all the sounds together. Continue with:  Meet, thief, she, speed, leaves, please, bead, tea, speak, breathe, sweet, clean, greet, shield, scream, dream, beach, wheel, sheep, freeze  Teacher Chart: 90 and 94.  Practice Book pg.  \*Spelling Test  -Add words to word wall  \*RF.1.3d |
| 10:40-10:50  **Handwriting** | pg. | pg | pg | pg | pg |
| **10:50-11:40 Lunch & Recess**: Walk kids to Lunchroom and Duty teacher will bring them back. | | | | | |
| 11:40-12:35  **Calendar Time** | Have students Sing: Months, Days of the Week, Money Song, Hours, Half-Hours, Capacity. 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 sums greater than 10  1.OA.6 | Understanding sums greater than 10  1.OA.6 | Understanding sums greater than 10  1.OA.6 | Understanding sums greater than 10  1.OA.6 | Understanding sums greater than 10  1.OA.6 |

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| 12:30-12:45  **English** | Say: I have a ball, We have a ball, You have a ball, They have a ball. Have is a very that means to own something. We use the word have when we talk about ourselves or a group of people, or when we use the word you. Say: He has a ball, She has a ball. It has a ball, Has is a verb that means to own something. When we talk about one person or thing other than ourselves or you, we use the word has instead of have. She has a ball. Mr. Bell has a ball. Let's practice using have and has. Write:  1. I \_\_a green snail.  2. Do you \_\_ a big dog?  3. She \_\_ three gray cats?  4. He \_\_ a mule.  Do together.  Write:  Can I \_\_ a pet?  Do you \_\_ a snake?  The dog \_\_ a leash.  You \_\_ school today.  It \_\_ eight legs.  Fred \_\_ green clay.  She \_\_ five black ants.  We \_\_ a ripe lime.  They \_\_ lunch at two.  Lola and Nat \_\_ a tree house.  \*Grammar Practice Book pg. 81  \*L.1.2b | Remind them that the verbs have and has tell about who owns something. Write:  1. I \_ six red socks.  2. Brad and I \_ red socks  3.Do you \_ red socks?  4. You and Jill \_ green socks.  5. Frank \_ green socks.  6. Dan and Mike \_ yellow socks.\  Do these together  PRACTICE:  This hat \_ dots.  These hats \_ stripes  I \_ two plants.  The plants \_ green leaves.  This plant \_ red leaves.  They \_ fake plants.  She \_ a nose.  Dogs do not \_ hands.  Do you \_ six legs?  No, I do not \_ six legs.  \*Have partners complete each sentence together on marker boards.  Grammar Practice pg. 82  \*L.1.1j | Review with them that have and has are verbs that mean to own something. Write:  I \_ a cat.  My cat \_ a long tail.  Jake \_ two dogs.  The dogs \_ floppy ears.  One dog \_ brown spots.  CAPITALIZATION AND PUNCTUATION  1. i has lots of cans.  2. wE has three big dogs.  3. can we has lunch now?  4. you has to go.  5. she wil have a new dress  6. they has too Cats  Grammar Practice pg 83  \*L.1.1j, L.1.2b | Write:  1. i has a NEw dog  2. do you have A dog  3. he were going to get a cat  4. sHe have three Dog?  Grammar Practice pg 84  \*L.1.1j | Write:  1. She have a pet.  2. he has five fish  3. they has one cat.  4. do you have a pet  5. We has two dogs.  6. it is so big!  Have students make corrections.  Grammar Practice pg 85  \*L.1.1j, L.1.2b |
| 12:45-1:07  **Writing** | Begin to research about presidents together on KIDREX.com  \*W.CCR.10, W.1.3, W.1.8 | Continue to do research about presidents together on KIDREX.com  \*W.CCR.10,  W.1.3, W.1.5 | Continue to do research about presidents together on KIDREX.com  \*W.CCR.10, W.1.5, W.CCR.4 | Write Paper in best handwriting.  \*W.CCR.10  W.1.5 | Finish writing papers to be published.  \*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.B |
| 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. | | | | |
| Light Waves | Weekly Reader  **Computer lab** | Light Waves | Light Waves  **Computer lab** | Light Waves |