The Kite -Unit 4,Week 4

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| Priority Skills | | | | |
| **Phonemic Awareness/Phonics**  Long i: i, ie, igh, y  \*RF.1.3c | **High-Frequency Words**  Ball, head, never, should, shout  \*RF.1.3b, RF.1.3g | **Comprehension**  Strategy: Visualize  Skill: plot  \*RL.1.1 | **Writing**  Report  \*W.1.3 | **Spelling Words**  Find, night, by, kind, right, my, boat, no, never, should  \*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** | Shared Reading 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  The Kite: Read the story aloud doing guided instruction while reading. ()  \*Inrto. Spelling Words-Use in a sentence  \*SL.1.2 | Echo Read Story  :Oral Reading Cards: Pecos Bill and Slue-Foot Sue  List words: approach, assist, determined, quarrel, and view (69E) Complete Retelling Chart. (Teaching Chart pg. 108)  \*SL.1.2 | Stick read the story. Pull sticks out of the cup to determine who will read.  Teacher Chart pg 101.  Which word goes with "get done"? Which word goes with "try"? Which word goes with "something you aim for"? Which two words are the opposite of each other?  \*SL.1.2 | Read story with a partner.  \*SL.1.2 | Listen to the story while following along. |
| **8:50-9:05**  **Reading Assessment** | Reading Assessment:  Practice Book pg. 184  \*RF.1.3b, RF.1.3g | Reading Assessment:  Practice Book pg. 185/186 | Reading Assessment:  Practice Book pg.187/188 | Reading Assessment:  Practice Book pg: 189/190 | 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. Popcorn Word Game  4. Magnetic Letters  5. Ipads  6. Reading Groups | 1. AR Test/Library  2. Review Worksheet  3. Popcorn Word Game  4. Write words 5x  5. Ipads  6. Writing Groups | 1. AR Test/Library  2. Review Worksheet  3.Popcorn Word Game  4. Spelling WS  5. Ipads  6. Writing Groups | 1. AR Test/Library  2. Review Worksheet  3. Popcorn Word Game  4. Words in a sent.  5. Ipads  6. Running Records | 1. AR Test/Library  2. Review Worksheet  3.Popcorn Word Game  4. Magnetic Letters  5. Ipads  6. Running Records |
| **Orange:**  What word has a different vowel sound? grow, snow, keep; eat, own, oat; cold, rain, most; hold, float, stop.  Read: Grow and Grow  **Blue:**  Have kids read words: bolt, coal, stow, cloak, bow, toe, loaf, so, blown, foam, moan, toast, post, groan, poach.  Decodable Reader: Read: Grow and Grow  **Green:**  Talk about oi, and oy say /OI/. 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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| 10:15-10:25  **Phonemic Awareness** | Listen as I say three words: bike, night, thumb. One of these words does not belong. Which one does not belong? The word thumb does not belong. Bike and night both have the /I/ sound. Thumb does not belong because it does not have the /I/ sound.  Now let's do some together. Listen as I say each word, then tell me which word does not belong and why.  Right, herb, find  Arm, flight, mind  Fight, grind, real  Farm, light, rice  Slight, loan, road  Fright, nut, nice  Born, fort, high  Yarn, sigh, pie  Bright, land, might  Pine, sign, shirt  \*RF.1.2 | Listen as Happy says these words: sky, pie, tie. I hear /I/ at the end of all three words. Listen: /sk//I/, /p//I/, /t//I/. The /I/ sound is at the end of all three words  Listen to these words. Tell me the vowel sound you hear in all three words. Then tell me where; at the middle or at the end?  High, sigh, lie  Lime, height, tight  Bright, mile, dyed  Spy, cry, fry  \*RF.1.2d | I am going to say some words that have the Long O sound: go, float, snow. Now I will say two words. If I say a word with the long O sound, Happy will jump. Listen: cot, coat. Happy did not jump when I said cot, but did jump when I said coat, Why?  Now I will say some more words I want you to jump if you hear a word that has the Long O sound I want you to jump.  On, no  Moon, now  Float, fool,  Blow, block,  Food, fold  Go, good  Loan, lock  Sock, soak  Tough, toast  Now we'll try some harder ones: Tell me which word does not have the Long O sound.  Goat, road, round  So, saw, code  Book, boat, bow  Float, gate, go  Like, load, toe  Night, hoe, toast  \*RF.1.2 | I am going to say three words. Two words will have the same vowel sound.: goal, roam, shop. The words goal and roam have the same Long O vowel sound so shop does not belong.  Practice:  Know, tray, blow  Clock, coal, blow  Growth, most, bore  Old, oak, ice  Cold, seed, slows  Hoe, stay, tow  \*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 /b//O//th/. both. Your turn.  /k//r//O/  /t//O//s//t/  /th//r//O//t/  /r//O//l/  /s//k//o//l//d/  /s//t//r//O//l/  Listen to the sounds in the word cloak: /k//l//O//k/. Now tell me the sounds in these words:  Own, on  Soak, sock  So, say  Crow, cry  Loan, land  Mow, my  Bolt, belt, hoe, high  Foam, fame  \*RF.1.2b, RF.1.2d |
| 10:25-10:50  **Phonics** | Phonics: Long I  Say: *Five* with me, Five. The sound /I/ can be spelled with the letters i, y,n ie, and igh Say it with me /I/, this is the sound in the middle of the word five. Listen: /f//I//v/. Write: shy, have students say all the sounds. Continue with:  Hi, sigh, kind, pie, why, my.  Teaching Chart: pg. 106  \*Practice Book pg. 184  \*RF.1.3d | Phonics: Long I  Write; pie, blend the sounds together and say word. Continue with:  High, cry, tie, might, sigh, find, kind, mind, might, light, fight, flight, slight, sight.  Read teaching chart pg106  \*RF.1.3d | Phonics: Long I  Boat has the long O sound. Write:  Bowl, jolt, coast, flown, hoe, croak,  teaching chart pg. 102  Practice Book pg. 178  \*RF.1.3d | Phonics: Long I  Write: road, Say all the sounds. Continue with: post, doe, hold, foam, show, most, mow, low, flow, flown, float, goat.  Teaching Chart pg. 102  \*RF.1.3d | Phonics: Long I  Write: thrown, say all the sounds. Continue with: grow, both, own, gold, hoe, don't, going, hold, goal, foam, stroll, roast, toe, grown, blowing, toast, bowl, oats, coach, floated  Teaching chart pgs 98/102  \*Spelling Test  -Add words to word wall  \*RF.1.3d |
| 10:50-11:05  **Handwriting** | pg. | pg | pg | pg | pg |
| **11:10-11:45 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, 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 | | | | |
| 12:00-12:45  **Math** | Graphing  CGI Question | Graphing | Graphing  CGI Question | Graphing  **Conselor** | Graphing  CGI Question |

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| 12:45-1:00  **English** | Explain that see and saw are two forms of the same verb. To see means to look at. Explain that you use the present tense verb see to tell about what you are looking at now. Say: I see a red truck. You see a red truck. They see a red truck.  Explain that when we talk about another person who is looking, we add an s to see: say: She sees the red car. He sees the red car.  But when something happens in the past, we use the verb saw. Say: Yesterday, I saw a green van. You saw the green van, too. They saw the green van last week.  Write:  1. \_ a cat right now. (see)  2. Yesterday, you \_ a big bug. (saw)  3. We \_ the game last week. (saw)  4. She \_ the doctor today. (sees)  5. They \_ the doctor last month. (saw)  6. You \_ the music teacher last Friday. (saw)  7. I can \_ you got a haircut. (see)  \*Grammar Practice Book pg. 91  \*L.1.2b | Review the present-tense forms of the verb see. Remind them that we use the words see ans sees to talk about now . Say: see is used with the pronouns I, you, we, and they. Examples: I see it, you see it, we see it, they see it.  Sees is used with he and she or when you are talking about one other person. Examples: He sees it, She sees it, Jack sees it ,Meg sees it.  Review past tense forms of the verb. When we talk about something in the past we use the word saw.  Write:  The dog see the bees. (sees)  Harry sees the fish. (correct)  The kids sees the book.(see)  The cats see the food. (correct)  The kids see the paper. (correct)  Melissa see her parents.  (sees)  Grammar Practice pg. 87  \*L.1.1j | Review with them that go and do are action verbs. The verbs go, goes, do and does tell about actions that take place now. The verbs went and did tell about actions that took place in the past.  Write:  1. Last week we go to help Gram.  2. Sam and I does some painting then.  3. Today I goes back to see Gram.  4. Gram do need more help now.  Capitalize Proper Nouns  Write:  I go to oak street school.  2. The school is on lakeside lane.  3. My teacher is miss jane.  4. We will read about cesar chavez today.  Grammar Practice pg 88  \*L.1.1j, L.1.2b | Have them use the words go, goes, do, does, went, and did in sentences with their partner.  Grammar Practice pg 89  \*L.1.1j | Write:  1. Does you like Cesar Chavez?  2. He do a lot to help people.  3. He go to help the crop pickers.(went)  Have students make corrections.  Capitalize Proper Nouns  Write:  I live on cove road.  My friend joan lives on grove street.  We go to east side school.  miss gold is our teacher.  Grammar Practice pg 90  \*L.1.1j, L.1.2b |
| 1:00-1:20  **Writing** | Continue to research about presidents together on KIDREX.com  \*W.CCR.10, W.1.2, W.1.5, W.1.7, W.1.8, H.6.1.1 | Continue to do research about presidents together on KIDREX.com  \*W.CCR.10, W.1.2, W.1.5, W.1.7, W.1.8, H.6.1.1 | Continue to do research about presidents together on KIDREX.com  \*W.CCR.10, W.1.2, W.1.5, W.1.7, W.1.8, H.6.1.1 | Write Paper in Word.  \*W.CCR.10, W.1.2, W.1.5, W.1.7, W.1.8, H.6.1.1 | Finish writing papers to be published.  \*W.CCR.10, W.1.2, W.1.5, W.1.7, W.1.8, H.6.1.1 |
| 1:20-2:00  **Activity** | PE  Coach Setzer | PE  Coach Setzer | Art  Ms. 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 Presidents- Write Paper on Computer  \*W.CCR.10, W.1.2, W.1.5, W.1.7, W.1.8, H.6.1.1 | Light waves | r  Weekly Reader | Light waves | Publish Paper ON Presidents  \*W.CCR.10, W.1.2, W.1.5, W.1.7, W.1.8, H.6.1.1 |