Meet Ben Franklin -Unit 5,Week 2

Feb. 18-22

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| Priority Skills | | | | |
| **Phonemic Awareness/Phonics**  r-Controlled Vowel: ar  \*RF.1.3 | **High-Frequency Words**  Grew, house, knew, would  \*RF.1.3b, RF.1.3g | **Comprehension**  Strategy: Ask Questions  Skill: Make Inferences  \*R.CCR.1, RL.1.1 | **Writing**  Describing  \*W.1.2 | **Spelling Words**  Cart barn arm art yarn harm her dirt would house  \*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** | Read Aloud  \*SL.1.2 | Read Aloud  \*SL.1.2 | Read Aloud | 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  Meet Ben Franklin: 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: What Scientist Do  List words: career, fascinating, improve, investigate, curious (55E) Complete Inference Chart. (Teaching Chart pg. 131)  \*SL.1.2 | Stick read the story. Pull sticks out of the cup to determine who will read.  Which would be *fascinating*-a fly or a new kind of bug? Which means *career*- a hobby or what you do for a job? What would you use to *investigate* something-an encyclopedia or a comic book? When you *improve* a food, does it taste worse or better? Which means *curious*-wanting to know something or having no interest?  \*SL.1.2 | Listen to teacher read the story before Reading Test.  READING TEST!  \*SL.1.2 | DR. SEUSS DAY!  Parent Comes to read to our class. |
| **8:50-9:05**  **Reading Assessment** | Reading Assessment:  Practice Book pg. 217/218  \*RF.1.3b, RF.1.3g | Reading Assessment:  Practice Book pg. 219/220 | Reading Assessment:  Practice Book pg.221/222 | Reading Assessment:  Practice Book pg: 223/224 | DR. SEUSS DAY! |

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| **9:05-10:05**  **AR Test/Library**  **Review**  **iPad**  **Reading Groups** | 1. AR Test/Library  2. Review Worksheet  3. Adjective Match  4. Magnetic Letters  5. Ipads  6. Reading Groups | 1. AR Test/Library  2. Review Worksheet  3. Adjective Match  4. Write words 5x  5. Ipads  6. Writing Groups | 1. AR Test/Library  2. Review Worksheet  3. Adjective Match  4. Spelling WS  5. Ipads  6. Writing Groups | 1. AR Test/Library  2. Review Worksheet  3. Adjective Match  4. Words in a sent.  5. Ipads  6. Running Records | 1 AR Test/Library  2. Review Worksheet  3. Adjective Match  4. Words in a sent.  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.**  **Finish Running Records.**  **If students are done, they may read their extra readers.**  RF.1.3, RF.1.4 | **Running Records for all groups.**  **Finish Running Records.**  **If students are done, they may read their extra readers.** |

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| 10:05-10:15  **Phonemic Awareness** | Heggerty Book Week 24  I am going to say two words. If the two words rhyme, Happy will jump. Listen: car, far. Do car and far rhyme?  Look, Happy is jumping because car and far rhyme.  What other words rhyme with car and far?  Now let's try it together. I will say two words, If they rhyme I want you to jump.  Tart, cart  Sport, part  Bark, park  Charge, large  Let's try some harder ones. I will say a group of words, Tell me which two words rhyme.  Card, hard, heard  Thirst, spark, first  Dirt, dart, smart  Bird, bark, dark  Let's see how many rhyming words we can say for the following:  Girl, tar, marsh, start, park  \*RF.1.2 | Heggerty Book Week 24  Listen as I say a word: card. Now I want to change the first sound in card from /k/ to /h/, and say the new word. The new word is: hard.  I'll say a word. Change the sound I say to form a new word. Listen Carefully:  Change the  /t/ in tar to a /k/  /p/ in park to a /m/  /d/ in dart to a /st/  /r/ is stir to a /R/.  \*RF.1.2d  Enrichment  Mrs. Lewis  10:20-10:50 | Heggerty Book Week 24  I am going to hold up one finger for each sound, then I will blend the sounds together to form a word.  Listen and watch:  /m//R//k/, the word is mark.  Let's do some together. Hold up one finger for each sound then tell me the word. /p//R//k/  /sh//R//k/  /k//R/  Now it's your turn:  Barn, tar, star, part, arch, hart, spark, yard, arm.  Car, part, parker, dart, start, carted, card, mart, stark, scarf, dark, park, marsh, shark, far, darker, snarl, smart, charming.  \*RF.1.2 | Heggerty Book Week 24  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: farm. I am going to take away the /m/ from farm. What word is left when you take away the /m/? Far!  Listen as I say a word. Then delete the sound to make a new word.  Take away the first sound /t/ from tart.  Delete the /ch/ from charm.  Delete the /st/ from stark.  \*RF.1.2b, RF.1.2d | Heggerty Book Week 24  Reading test  Free Friday with Ipads |
| 10:15-10:40  **Phonics** | Phonics: r-Controlled: ar  Say: *Star* with me, Star. The sound /R/ can be spelled with the letters ar Say it with me /r/, this is the sound at the end of the word STAR. Listen: /s//t//R/. Write: car, have students say all the sounds. Continue with:  Tartar, parking, farm, harden, tar  Teaching Chart: pg. 129  \*Practice Book pg. 217  \*RF.1.3d | Phonics: r-Controlled: ar Write; mark, blend the sounds together and say word. Continue with:  Shark, spark, darn, yard, starting, far, tar, jar, star, start, smart, part, park, shark, sharp, sharper, sharpest.  Read teaching chart pg129  \*RF.1.3d | Phonics: r-Controlled: ar  Star has the /R/ sound at the end  Write: chart, the ar says /R/. Continue with:  Cart, dark, start, tart, charming.  teaching chart pg. 133  Practice Book pg. 122  \*RF.1.3d | Phonics: r-Controlled: ar  Write: road, Say all the sounds. Continue with: post, doe, hold, foam, show, most, mow, low, flow, flown, float, goat.  Teaching Chart pg. 133  Spelling Test  -Add words to word wall  \*RF.1.3d | Spelling test |
| 10:40-10:50  **Handwriting** | pg | pg | pg | pg | pg |
| **10:50-11:30 Lunch & Recess** : Walk kids to Lunchroom and Duty teacher will bring them back. | | | | | |
| 11:30-11:45  **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 | | | | |
| 11:45-12:30  **Math** | Review | Review | Review | Review | Test |

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| 12:30-12:45  **English** | Explain that we add -er to adjectives to compare two people places or things.  We add -est to compare three or more people places or things.  Write and Read:  Sue is a faster runner.  Jose is a faster runner than Sue.  Nora is the fastest runner of all.  Point out the -er and -est.  Write:  1. The red tulip is tall.  2. The yellow tulip is taller than the red tulip.  3. The purple tulip is the tallest one of all.  Have them underline the adjective that compares.  Same for:  1. Our star is wide.  2. Your star is wider.  3. This star is the widest of all.  4. The orange star is small.  5. The black star is smaller than the orange star.  6. The tan star is the smallest star of all.  \*Grammar Practice Book pg. 106  \*L.1.2b | Review that we add -er to an adjective that compares two things. And we add -est to compare three or more things.  Remind them that an adjective often comes before a noun.  Write:  My bike is fast.  Jan's bike is faster than mine.  Ted's bike is the fastest of all three.  -What are the adjectives?  Write:  The red kite is high in the sky.  The gray jet is higher than the red kite.  The spaceship is the highest one of all.  A shovel can dig a deep ditch.  A backhoe can dig a deeper ditch.  A drill can dig the deepest hole of all.  Grammar Practice pg. 107  \*L.1.1j | Write:  The Little girl is happy.  The little boy is happier than the girl.  Their mom is the happiest of all.  Read the sentences and have them identify all of the adjectives. Have them circle the adjectives that compare two things.  Remind them that sentences always begin with a capital letter and end with a period. Proper Nouns need a capital letter also. WRITE:  do you like the rain  it rains a lot Here in march!  i Like the smell of The rain?  help, I sliPPed in the mud?  i still like the Rain In march  -Have students fix these on the board.  Grammar Practice pg 108  \*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 109, 110  \*L.1.1j | English Quiz |
| 12:45-1:07  **Writing** | FOCUS ON A PLAN  Read about the little rat who enjoyed looking at the sky. Now they will write a poem about the sky.  Tell them that their poem will be about the sky in the daytime. Explain that a poem uses adjectives to tell about what something is like. A poem can also tell about what a writer feels or thinks.  Have them brainstorm adjectives that tell about the sky in the daytime. -Write them on chart paper.  Review the descriptive words or phrases about the sky.  Have them choose words and phrases from the list and use them to generate sentences for a poem that describes the sky in the daytime. Write a title for the poem and the children's sentences on chart paper. Point out any words of the week's vocab. Then read the poem and have them repeat.  Save the poem for later on this week. | Poem Writing  Have them look at their story this week and describe the kitten and the moon.  Write poem about the clouds in the sky.  Have students help with the writing.  Underline the adjectives in the poem. | Write: I see the night sky.  I smile as I gaze up at the inky sky.  Say: When I read the first sentence, I don't learn much about the writer or the night sky. But when I read the second sentence, I feel as if the writer is talking to me. The writer describes the night sky in a way that helps me picture its inky darkness. The words I smile five me a sense of how the writer feels.  Have them decide if they will write about the sky in the daytime or night time, draw a picture of it and write words that describe either | Read poem in their book on pg. 50 pick out the adjectives.  Have them revise their own writing. | HAVE THEM SHARE THEIR WRITING WITH THE CLASS. |
| 1:07-1:47  **Activity** | Music  Miss Smith | PE  Coach Setzer | PE  Coach Setzer | Music  Mrs. Smith | 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. | | | | | |
| 2:15-3:00 **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. | | | | |
| Light Waves | Computer Lab  iReady Reading  2:20-2:50 | Light Waves | Computer Lab  iReady Math  2:20-2:50 | Weekly Reader |