Cool Jobs -Unit 6,Week 3

April 22-28

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Priority Skills | | | | |
| **Phonemic Awareness/Phonics**  Two-Syllable words with Prefixes re-, un-  \*RF.1.3 | **High-Frequency Words**  Build, goes, laugh, only  \*RF.1.3b, RF.1.3g | **Comprehension**  Strategy: Monitor comprehension/Reread  Skill: Classify and Categorize  \*R.CCR.1 | **Writing**  Report  \*W.1.2 | **Spelling Words**  Retry, reuse, remake, unpack, unsafe, unlike, saw, cause, goes, build  \*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** | \*SL.1.2 | \*SL.1.2 | \*SL.1.2 | \*SL.1.2 | \*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  Cool Jobs: Read the story aloud doing guided instruction while reading.  \*Inrto. Spelling Words-Use in a sentence  \*SL.1.2 | Oral reading Story: All Kinds of Vets  List Vocab. Words: duty, equipment, professions, satisfaction, through | Echo read story.  If I do a thorough job of picking up my toys, \_.  The equipment you need for baking a cake is \_. One profession that I admire is \_. One of my duties at home is to \_. Clowns get satisfaction from \_.  \*SL.1.2 | Stick read the story. Pull sticks out of the cup to determine who will read. | Listen to the story while following along. |
| **8:50-9:05**  **Reading Assessment** | Reading Assessment:  Practice Book pg. 228/229  \*RF.1.3b, RF.1.3g |  | Reading Assessment:  Practice Book pg.232/233, 234/236 |  | Reading Assessment:  Reading Test |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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. iTouch  6. Reading Groups | 1. AR Test/Library  2. Review Worksheet  3. Popcorn Word Game  4. Write words 5x  5. iTouch  6. Reading Groups | 1. AR Test/Library  2. Review Worksheet  3.Popcorn Word Game  4. Spelling WS  5. iTouch  6. Reading Groups | 1. AR Test/Library  2. Review Worksheet  3.Popcorn Word Game  4. Spelling WS  5. iTouch  6. Reading Groups | 1. AR Test/Library  2. Review Worksheet  3.Popcorn Word Game  4. Magnetic Letters  5. iTouch  6. Running Records |
| **Orange:**  Read: All for Paul  Say the following words: which does not belong? stall, crawl, fool  Soon, straw, claw; cause, good, vault; fraud, cool, small; fall, book, yawn; Shawl, moon, dawn  **Blue:**  Call, ball, fall, fault, chalk, fault, straw, saw, jaw, crawl, shawl, yawn, lawn, talk, naughty  Decodable Reader: Read: All For Paul  **Green:**  Read words: likeness, kissable, education, laziness, vacation, foldable, kindness, likeable, relation, sickness, action, vibration, closeness, bendable, reaction.  \*RF.1.3d, RF.1.3, RF.1.4 | **Orange:**  Read: All for Paul and Swim Like a dolphin  How many sounds are in these words? hall, lawn, taught, drawn, sauce, yawn, paw, Paul, talk.  **Blue:**  Read: Dawn Skates  Predict what the story will be about.  Let's read to find out if dawn learns to skate.    **Green:**  Read: The Not So Gigantic Bike.  Predict: Look at the two girls on the cover... What do you think they will do?  Let's find out why learning to ride a bike seems so hard to Shawn.  \*RF.1.3, RF.1.4 | **Orange:**  Reread Whistle For Willie while reading fill out Inference Chart (Reading Workbook pg 274)  **Blue:**  Do the same as Orange group.  **Green:**  Do the same as the other groups.  \*RF.1.3, RF.1.4 | Do running records on some students. | **Finish Running Records.**  **If students are done, they may read their extra readers.**  \* RF.1.3, RF.1.4 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 10:15-10:25  **Phonemic Awareness** | Say: Book. The middle sound in book is the same one in good and foot; /oo/  Listen as I say three words. Two of the words have the same vowel sound. One does not: cook, none, good. The words cook and good have the /oo/ sound. The word none does not. None does not belong.  Now its your turn. Tell me which word does not belong.  Could, pull, use  Bush, fuse, should  Would, food, pine  Cure, nook, push  Moon, wood, soot  Phone, good, book  Blend these sounds together:  /w//oo//d/  /t//oo//k/  /s//t//oo//d/  /p/oo/sh/  /g//oo//d/  /f//oo//t/  /p//oo//l/  \*RF.1.2 | Listen as I blend these sounds in the word small, /s//m//aw//l/,  I am going to say more words. Tell me the sounds you hear in each word.  Draw  Lawn  Dawn  Taught  Broom  Foot  Mule  blew | I am going to do karate moves for each sound. Then I will blend the sounds together. Watch and Listen: /k//r//au//l//i//ng/.  /crawling/.  Let's do some more together. Do karate moves for each sound.  /d//r//au/ draw  /ch//au//k/ chalk  /s//au//f//t/ soft  Now it's your turn.  /t//au//t/  /f//au/l/  /th//au//t/  /s//au//s/  /m//au//l/  /g//au//z/  /th/au//t//f//u//l/ thoughtful  /f//au//l//i//ng/  Drawling  Staling  Browne  Scrawny  \*RF.1.2 | Listen as I say three words: walk, sauce, dot. The word dot doesn't belong because dot has the /o/ sound and sauce and walk both have the /au/ sound.  I am going to say more words. Listen carefully and tell me which word does not belong and why.  Got, pawn, fall  Dawn, crawl, rock  Fault, crush, chalk  Rod, vault, laws  \*RF.1.2 | I am going to say a word, I want you to tell me all the sounds in the word. Lets practice first. dawn. /d//au//n/. Dawn has three sound.  How many sounds in these words?  Mall, pawn, lawn, raw, stalk, bought, taunt, tall, fawn, walk  Now I am going to say a word. I'll ask you to change one sound in the word to make a new word.  Change /k/ in call to /w/  Change /j/ in jaw to /th/  Change /v/ in vault to /f/  Change /b/ in ball to /sm/  Change /t/ in talk to /w/  \*RF.1.2b, RF.1.2d |
| 10:25-10:50  **Phonics** | Phonics: Prefixes re- & un-  I will read these words and clap to show how many beats I hear in each word. The number of times I clap will be the number of syllables in the word. Listen (clap once) fill. *Refill* (two syllables). Fill has one syllable and refill has two. A syllable always has a vowel sounds /e/ and /i/  Read these words together: reread, call, untold, unpack, repay, view, undid, untie.  Teaching Chart: pg.176  \*Practice Book pg. 283  \*RF.1.3d | Phonics: : Prefixes re- & un-  Write: unlike, have students say all the sounds. Continue with: replace, unfold, remove, unkind, recall, remove, retold, untold, unlike, unpack, unrest, untie, unload, reload.  Teacher chart pg. 176 | Phonics: : Prefixes re- & un-  Write: tall, have students say all the sounds in the word. Continue with, small, launch, caught, gnaw, talk.  teaching chart pg. 172  Practice Book pg. 277  \*RF.1.3d | Phonics: : Prefixes re- & un-  Write: laws, Have them say all the sounds and blend. Continue with:  All, fall, ball, scrawl, mall, crawling, taught, pauses, mall, small, tall, taller, talking, stalked, walker.  Teacher chart pg. 164 | Phonics: : Prefixes re- & un-  Write: lawn, do all the sounds together. Continue with: draw, small, wash, falling, called, yawn, our, her, my, brawl, his, faults, ours, sauce, mine, its, all, haulers, hers, gnawed.  Teacher Chart: 168 and 172  \*Spelling Test  -Add words to word wall  \*RF.1.3d |
| 10:50-11:05  **Handwriting** | Ee/Ff | Teddy Bear Clinic | Ii/Jj |  | Kk/Ll |
| **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** | Add two digit numbers. | Add two digit numbers. | Add two digit numbers. | Add two digit numbers. | Add two digit numbers.. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 12:45-1:00  **English** | Write: Dentists fix teeth.  They fix teeth.  Then read the sentences aloud and underline the word they. Remind them that *they* is a pronoun. It can take place of the word *dentists*.  Explain that pronouns are often used so you do not have to repeat the noun or proper noun in your writing. *he, she, it, we*  and  *they* are pronouns.  Write:  1. Paul went riding. He went riding.  2. Kira has a bike. She has a bike.  3. The bike is red. It is red.  4. Kira and I went riding. We went riding.  5. Paul and Kira went home. They went home.  What is the noun & pronoun in each?  Write:  1. We went to a job fair.  2 It was fun.  3 We learned about different jobs.  4 They all sounded interesting.  Have them identify pronouns.  \*Grammar Practice Book pg. 126  \*L.1.2b | Remind them that pronouns are words that take the place of nouns or subjects.  Review that *he, she, it, we, and they* are common pronouns.  Write: Mrs. Smith is a singer. She is a singer. -Underline the word She because it is the pronoun.  Write;  1. Mr. Cinar is a police officer.  2. Mrs. Hall works at a restaurant.  3. Many people work at the supermarket.  4. The library has six Liberians.  5. Anna and I are painters.  Grammar Practice pg. 137  **\*\*\*12:40-1:20: Computer Lab**  \*L.1.1j | \*L.1.1j, L.1.2b | Review pronouns in a sentence. Have them write sentences with pronouns. | Pronouns  Write:  Write:  I have a friend Bart. Together, \_ feed the birds.  The zookeeper thanked \_ for helping.  We saw other children. \_ like to feed the birds too.  Capitalize I Review.  Write:  i has two pets, a cat and a Dogs. They is great, i like them both of them a lot. my pets is cool, they can do lots of neat things. My dog can roll over, and my cat can jump really hiigh. Both of my Pets are really soft, I love to pet them. My pets and i will be friends forever.  Grammar Practice pg 120  \*L.1.1j, L.1.2b |
| 1:00-1:20  **Writing** | Tell them that this week they are going to write a letter to a friend. A letter to a friend begins with a greeting like "Dear Paul' In a personal letter, you might tell about something that you have been doing or places that you have visited. When you are writing your letter, you are writing about yourself, so use the words I, we, or my.    Write:  Gram and I went to the zoo.  Dad and I drove to the beach.  My family and I went to the desert.  My aunt and I went to the park.  Have students contribute their own sentences that tell something they have done. | Remind them that they have read about a family that went to different places when they read *Olivia.* Display list from yesterday. Read them together. Tell them that today we will write a letter FROM Olivia to her grandmother telling her about her trip to the beach. SAY: Think about what Olivia might tell her grandmother about what she did at the beach one day. Model the correct format for writing the date and Dear Grandma, as you explain to them that a letter begins with a date and a greeting.  Collaborate with them to write the letter on chart paper. | Good writers think about how their writing sounds. They take time to make their writing sound good. Good writers check their writing by reading it aloud. If it doesn't sound right, they make changes. Write:  1. To the beach, I want to go with my mom. It's warm there.  2. I want to go to the beach with my mom. it's warm at the beach.  The first pair of sentences is confusing. The writing doesn't sound good because the sentences are not complete. In the second pair, I understand what the writer means. The sentences are complete. They sound good and make sense. | Look at Transparency 39, Correct the mistakes in the letter. Look at book pg. 40. Look at his writing. do you see how he wrote the date and a greeting? I want you to look at your own writing and make sure that it looks like this, if not fix it now. | Publish and Present. |
| 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. | | | | |
| Counselor | Computer Lab | Computer Lab | Weekly Reader | Weekly Reader |