

# Pam and Sam-Unit 1 Week 1

| Priority Skills                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                  |                                                              |
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| <u>Phonemic Awareness/Phonics</u><br>Short A<br>*RF.1.3d | <u>High-Frequency Words</u><br>Jump, not, up<br>*RF.1.3b, RF.1.3g                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <u>Comprehension</u><br><u>Strategy</u> : Analyze Story Structure<br><u>Skill</u> : Character and Setting<br>*RI.1.2                                                                                                                                                                                                                                                                                                                                                                          | <u>Writing</u><br>Personal narrative<br>*W.1.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <u>Spelling Words</u><br>Man, ran, can, cat, hat,<br>mat, not, up<br>*L.1.2d                                                                                                                                                                     |                                                              |
| Monday                                                   | Tuesday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Wednesday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Thursday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Friday                                                                                                                                                                                                                                           |                                                              |
| <b>8:05-8:10</b><br><b>Morning Routine</b>               | Roll Call<br>Lunch Count<br>Pledge of Allegiance<br>*C.5.1.4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Roll Call<br>Lunch Count<br>Pledge of Allegiance<br>*C.5.1.4                                                                                                                                                                                                                                                                                                                                                                                                                                  | Roll Call<br>Lunch Count<br>Pledge of Allegiance<br>*C.5.1.4                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Roll Call<br>Lunch Count<br>Pledge of Allegiance<br>*C.5.1.4                                                                                                                                                                                     | Roll Call<br>Lunch Count<br>Pledge of Allegiance<br>*C.5.1.4 |
| <b>8:10-8:30</b><br><b>Shared Reading</b>                | Shared Reading Story<br>*SL.1.2, *RI.1.1, 2, 3, 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Shared Reading Story<br>*SL.1.2, *RI.1.1, 2, 3, 4                                                                                                                                                                                                                                                                                                                                                                                                                                             | Shared Reading Story<br>*SL.1.2, *RI.1.1, 2, 3, 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Shared Reading Story<br>*SL.1.2, *RI.1.1, 2, 3, 4                                                                                                                                                                                                | Shared Reading Story<br>*SL.1.2, *RI.1.1, 2, 3, 4            |
|                                                          | Discuss what the title is, author, the book cover, title page, and the author.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                  |                                                              |
| <b>8:30-8:50</b><br><b>Story of the Week</b>             | <u>Pam and Sam</u> : guided instruction . (12/13) *Inrto. Spelling Words- Use in a sentence <u>BIG BOOK</u> : <u>That Big Cat.</u> (7A) Tell the students that you are going to read them a <b>fiction</b> story, this means a make believe story. Some fiction is realistic, and could really happen. Most make believe stories have pictures, not photographs, to illustrate them. Explain that every story is put together carefully by the author. How the story is organized is called the <b>story structure</b> . It has a beginning, middle and ending. Each part has important info. about the setting and characters, both in text, or words, and illustrations. Good readers pay attention to the different parts. Talk about what <b>character and setting</b> are.<br>*SL.1.2 | <b>Echo Read Story</b><br>:Oral Reading Cards: <u>The Princess and the Pea</u><br>List words: Unique, interest, cheerful, genuine, prefer. (71)<br>Complete Character Chart (Teaching Chart pg. 11)<br>Remind them that a character is who the story is about. What a character does and says can help the reader understand that character. The setting is where and when the story takes place.<br><i>Pay special attention to what the princess does and says where she is.</i><br>*SL.1.2 | Stick read the story. Pull sticks out of the cup to determine who will read.<br>Review words: genuine, interest, cheerful, prefer, unique.<br>Which word is more <b>unique</b> , a can of applesauce or a purple apple? Why?<br>Do you have a greater <b>interest</b> in taking a trip or playing with a new toy? What would make you more <b>cheerful</b> , flying a kite or flying in an airplane? Which is more <b>genuine</b> , a plastic banana or real banana? Would you <b>prefer</b> to ride a parade or watch one? | Read story with a partner.<br>Read poem: <u>Over in the Meadow.</u><br>What word goes with real?<br>Which word goes with curiosity?<br>Which word goes with happy?<br>Which word goes with what you like?<br>Which word goes with one of a kind? | Listen to the story while following along.                   |
| <b>8:50-9:05</b><br>Reading Assessment                   | Reading Assessment:<br>Practice Book pg. 1/2<br>*RF.1.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reading Assessment:<br>Practice Book pg. 3/4<br>*RF.1.3                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reading Assessment:<br>Practice Book pg. 5/6<br>*RF.1.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reading Assessment:<br>Practice Book pg. 7/8<br>*RF.1.3                                                                                                                                                                                          | Reading Assessment:<br>Reading Test<br>*RF.1.3               |



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| <p>9:15-9:30<br/>Phonics</p> | <p>Phonics: Short A<br/>Listen to the word: <i>Apple</i>.<br/><i>The sound at the beginning is /a/.</i> The /a/ sounds is spelled with a. Say it with me: /aaa/. This is the sound at the beginning of the word apple. Listen /aaa/apple. Watch as I write the letter a. I will say the sound /a/ as I write the letter several times. Now do it with me. Say /a/ as I write the letter. This time, write the letter five times as you say the /a/ sound. Write: mat. Model how to blend, continue with: sat, ram, sad, mad, rat<br/>Teaching Chart pg. 10<br/>*RF.1.3d</p> | <p>Phonics: Short A<br/>Write; sad: the letter <i>s</i> stands for /s/. The letter a stands for /a/. The letter d stands for /d/. Now listen as I blend all three sounds: /sssaaad/. Now you say it. Let's read the word together. Repeat with nap, mat, pan, sap, ram, tap, tan, man, pan, pat, rat, Sam, map. <i>Read</i> teaching chart pg 10<br/><br/>*RF.1.3d</p> | <p>Phonics: Short A<br/>What sound does apple begin with? /aaa/<br/>What letter makes the /aaa/ sound?<br/>Write: map. Have students blend the sounds together.<br/>Continue with: cap, tap, ran, tan.<br/><br/>Have students read teaching chart pg. 12<br/><br/>*RF.1.3d</p> | <p>Phonics: Short A<br/>Write the word: nap. The letter n stands for /n/. the letter a for/a/, p for /p/. listen as I blend the sounds /nnnaap/. nap. Repeat with: can, pat, map, sat, ram, rat, ran, man, mat, Sam, rams, rats, rat.<br/><br/>*RF.1.3d</p> | <p>Phonics: Short A<br/>Flashcards: a, b, c, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, u, v, w, x, y, z.<br/>Write: tan and blend sounds together.<br/>Continue with: can, cap, cat, man, map, nap, pan, pat, ram, rat, sad, sat, tap, cans, caps, cats, maps, mats, naps, pans,<br/>Teaching Chart: 10 &amp; 12<br/><br/>*Spelling Test<br/>-Add words to word wall<br/>*RF.1.3d</p> |
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| <b>9:30-10:30 Center Time/ Reading Groups</b><br><b>Centers</b><br><b>**10 Min. on Timer for all 6 groups</b> | 1. AR Test/Library<br>2. Review Worksheet<br>3. Make Short A words<br>4. Magnetic Letters<br>5. IPads<br>6. Reading Groups                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 1. AR Test/Library<br>2. Review Worksheet<br>3. Make Short A words<br>4. Write words 5x<br>5. IPads<br>6. Reading Groups                                                                                      | 1. AR Test/Library<br>2. Review Worksheet<br>3. Make Short a words<br>4. Spelling WS<br>5. IPads<br>6. Reading Groups                                                                                                                                                                                                  | 1. AR Test/Library<br>2. Review Worksheet<br>3. Make Short A words<br>4. Words in a sent.<br>5. IPads<br>6. Running Records | 1. AR Test/Library<br>2. Review Worksheet<br>3. Max the Cat<br>4. Magnetic Letters<br>5. IPads<br>6. Running Records |
|                                                                                                               | <p><b>Orange:</b><br/>Work on short rhyming words. man and fan, they rhyme because they both end with /an/. Say the following initial sounds and have them add /an/ to the end: /r/, /p/, /k/, /t/, /v/.</p> <p>Decodable Reader: A Cap for Pam.<br/>Read Title: What do you see on the cover? Where do you think this story will take place.</p> <p><b>Blue:</b><br/>Have kids read words: cap, pat, can, pan, rat, ram, sat, tan, man, mat, sap, tap, cat, map, dad<br/>Have them build as many words as they can -at, -an, -am, -ap. Give them the cards c, m, n, p, r, s, t.<br/>Have them read: A Cap for Pam.<br/>Listen for decoding.</p> <p><b>Green:</b><br/>Have students read: man, tip, hit, fan, tap, hat, fin, lap, sat, pin, lip, sit, pan, hip, fit, ran, pat, nap.<br/>Have them search books for short a and i words.<br/>*RF.1.3d, RF.1.3, RF.1.4</p> | <p><b>Orange:</b><br/>Cat Can Jump<br/>Character/Setting</p> <p><b>Blue:</b><br/>Can you?<br/>Character/Setting</p> <p><b>Green:</b><br/>Look at Chameleon!<br/>Character /Setting</p> <p>*RF.1.3, RF.1.4</p> | <p><b>Orange:</b><br/>Read: Max the Cat<br/>From old reading book.<br/>Orange Reading Folder</p> <p><b>Blue:</b><br/>Read: Max the Cat<br/>From old reading book.<br/>Orange Reading Folder</p> <p><b>Green:</b><br/>Read: Max the Cat<br/>From old reading book.<br/>Orange Reading Folder</p> <p>*RF.1.3, RF.1.4</p> | <p><b>Running Records for all groups.</b></p> <p>* RF.1.3, RF.1.4</p>                                                       | <p><b>Finish Running Records.</b></p> <p>* RF.1.3, RF.1.4</p>                                                        |
| 10:30-10:50<br><b>Handwriting</b>                                                                             | Review Letters Pg. 49                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Review Letters Pg. 51                                                                                                                                                                                         | Pg.53                                                                                                                                                                                                                                                                                                                  | Pg.55                                                                                                                       | Pg 57                                                                                                                |
| <b>10:50-11:25 Lunch &amp; Recess : Walk kids to Lunchroom and Duty teacher will bring them back.</b>         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                        |                                                                                                                             |                                                                                                                      |

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| <b>11:25-11:40</b><br><b>Calendar Time</b> | Have students Sing: Months, Days of the Week, Money Song. Have students Count by: 2's, 10's, and 5's.<br>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. *ESS.8.1.3 *1.NBT.1 |                                                    |                                                    |                                                    |                              |
| <b>11:40-12:35</b><br><b>Math</b>          | Counting<br>Counting Worksheet<br>CGI Word Problem                                                                                                                                                                                                                                                                                                                          | Counting<br>Counting Worksheet<br>CGI Word Problem | Counting<br>Counting Worksheet<br>CGI Word Problem | Counting<br>Counting Worksheet<br>CGI Word Problem | Counting<br>CGI Word Problem |

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| <p>12:35-12:55<br/>English</p> | <p>Tell them that a sentence is a group of words that tells a whole idea. Write:<br/>Sam can write.<br/>SAY: this is a sentence. It tells who the sentence is about and what that person can do.<br/>REMEMBER: a sentence always begins with a capital letter and ends with a punctuation mark, like a period.<br/>WRITE: 1. Pam sat.<br/>2. tan hats<br/>Read both aloud. Say: <i>As I read 1, I wonder if it is a sentence. Do the words say the whole idea? They do. They tell who the sentence is about and what she did. "Does it start with a capital letter?" "Does it end with a period?" 2 doesn't tell the whole idea. It doesn't start with a capital letter and it doesn't end with a period. So, it isn't a sentence. Have them work with a partner to see if these are sentences:</i><br/>WRITE:<br/>1. I am a girl.<br/>2. write name.<br/>3. Pam has a hat.<br/>4. Cat and rat.<br/>Think about what kinds of things <i>Allie</i> does in <i>That Big Cat!</i> Write sentences on board. make sure they are sentences.<br/>*Grammar Practice Book pg. 1<br/><br/>*L.1.2b</p> | <p>Have students turn to pg. 9 of <i>Nat Can Jump!</i> in their reading book. Ask them to read the sentence aloud.<br/><i>Remember: this is a sentence. It is a group of words that tells a whole idea. A sentence always begins with a capital letter and ends with an end mark, like a period.</i><br/>WRITE:<br/>1. The sad man<br/>2. The cat sat down.<br/>3. had a nap<br/>4. We see a map.<br/>What is a sentence? Why or why not?<br/>Work with them to rewrite the incomplete sentences to make them complete.<br/><br/>Grammar Practice pg. 2<br/>*L.1.1j</p> | <p>Have them turn to pg. 14 of Pam and Sam. Tell them to read it aloud.<br/><i>Remember: this is a sentence. It is a group of words that tells a whole idea. A sentence always begins with a capital letter and ends with an end mark, like a period.</i><br/>WRITE: 1. Sam up.<br/>2. Pam can jump.<br/>3. Can fly.<br/>4. Pam and Sam ran down.<br/><i>Is this a sentence? Why?</i><br/>Cross out incomplete sentences. Work to rewrite each.<br/>WRITE: Sam can ____.<br/>Pam can ____.<br/>I can ____.<br/>Have them copy and complete each sentence on writing paper. Have them read their sentence to a friend.<br/>WRITE:<br/>1. Sam can jump<br/>2. look at Sam.<br/>3. Pam and Sam like to play<br/>4. Sam can not go with Pam<br/>5. i see Sam and Pam<br/>Have students fix sentences.<br/>Grammar Practice pg 3<br/>*L.1.1j, L.1.2b</p> | <p>REVIEW:<br/>What is a sentence? What does it have to have?<br/>Write some sentences and phrases on the board and have students underline the sentences and circle the end marks.<br/><br/>Grammar Practice pg 4<br/><br/>*L.1.1j</p> | <p>WRITE:<br/>Sam can.<br/>My cat is big.<br/><br/>REVIEW:<br/>sam can not go with Pam.<br/>look at Sam.<br/>pam and Sam like to play<br/>pam and sSm run up<br/>can Sam fly?<br/>i have a cap<br/><br/>Have students fix sentences.<br/><br/>Grammar Practice pg 5<br/>*L.1.1j</p> |
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| <p>12:55-1:20<br/><b>Writing</b></p> | <p>Remember sentences we wrote about what <i>Allie</i> does. What do you like to do. Write words and phrases children say.<br/>- When something is personal, it has to do with yourself. When we write sentences about ourselves and put those sentences together it is called a <b>personal narrative</b>- A writing about ourselves. Have each child create a sentence about themselves. Write their sentences on chart paper. Remind them to use the word I in the sentence.</p> <p>Writing Journal:<br/>Have them draw a pic. of something they do and write a sentence below it.</p> <p><b>*W.CCR.10, L.1.1j, W.1.8</b></p> | <p><i>Remind them that in the story <b>That Big Cat</b> Allie talks about things she does during her day. She sleeps with her animals, dresses herself, draws pictures, and plays with her friends.</i></p> <p>When I read about Allie, I can tell that her <b>interest</b> are her animals, her clothes, her friends and at the end of the story, that big cat! What are some things that you like?<br/>Make a list on chart paper. Let's think of some sentences we could write that tell about something we <b>prefer</b> to like. Remember that a <b>personal narrative</b> sentence is a sentence about yourself. It uses the words I or me. Model a sentence orally using a word or phrase from the list you have brainstormed. LIKE, I like my cat. Have them use the list to suggest other ways to complete the sentence <i>I like ____.</i></p> <p>Writing Journal:<br/>Have them draw a picture of something they like. Have them write a sentence about the picture.</p> <p><b>*W.CCR.10, L.1.1j, W.1.5</b></p> | <p>Discuss the importance of thinking of an idea before you begin to write. Talk about how to include details in your writing makes the ideas easier to understand.<br/>WRITE: 1. I like to eat.<br/>2. I like to eat yummy, crunchy vegetables.<br/><i>Say: The first sentence tells me only that the writer likes to eat, but the second sentence tells me details like the words yummy and crunchy vegetables. When you write, remember to add details to make your sentence more interesting.</i></p> <p>WRITE:<br/>1. I like to play.<br/>2. I can run.<br/>3. I like to read.<br/>4. I can write.<br/>5. I like to ride my bike.<br/>Have them help you to add more details to make each more interesting.<br/><u>Pre-write:</u> Draw a picture of what they like to do and include details in their picture.<br/><u>Draft:</u> Give sentence frame: I like to _____. Remind them to add details.</p> <p><b>*W.CCR.10, W.1.5</b></p> | <p>Read Jen's Sentence on pg. 32 in reading book. What do you notice about her writing?<br/>Do pg 33 together. Look at your writing. Do you need to make any changes? Did you tell what you like to do? Do you need to add any words to make your sentence more interesting? Can you tell me anything else?</p> <p><b>*W.CCR.10<br/>W.1.5</b></p> | <p>Share descriptive sentences aloud. Collect children's work to be published in class book.</p> <p><b>*W.CCR.10<br/>W.1.6</b></p> |
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| 1:05-1:20                                    | Recess- Take them to the playground and stay on duty.                                                                                                                                                              |                      |                                                                                     |                                                                          |                                                                                                                                                                          |
| 1:20-2:00<br><b>Activity</b>                 | Library<br>Mrs. Ketchum                                                                                                                                                                                            | PE<br>Coach Setzer   | PE<br>Coach Setzer                                                                  | Art<br>Mrs. B                                                            | Music<br>Mrs. Smith                                                                                                                                                      |
|                                              | Take Students to their activity and pick them up.                                                                                                                                                                  |                      |                                                                                     |                                                                          |                                                                                                                                                                          |
| 2:00-3:00<br><b>Science / Social Studies</b> | 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. |                      |                                                                                     |                                                                          |                                                                                                                                                                          |
|                                              | Classify animals according to common characteristics (movement)<br>*LS.2.1.1                                                                                                                                       | Enrichment 2:02-2:32 | Classify animals according to common characteristics ( body coverings)<br>*LS.2.1.1 | Classify animals according to common characteristics (diet)<br>*LS.2.1.1 | Classify animals according to common characteristics (movement, body coverings, diet)<br>*LAB* Students sort pictures of animals by common characteristics.<br>*LS.2.1.1 |