

# How You Grew - Unit 1 Week 3

## Priority Skills

<u>Phonemic Awareness/Phonics</u>	<u>High-Frequency Words</u>	<u>Comprehension</u>	<u>Writing</u>	<u>Spelling Words</u>
Short i	Be, ride, run	Strategy: Analyze Text Structure. Skill: Sequence of events	Descriptive Sentences	Nap, sad, kiss, miss, pin, win, run, be, sit, hit
*RF.1.3	*RF.1.3b, RF.1.3g	*RL.1.3	*L.1.1j	*L.1.2d

Monday

Tuesday

Wednesday

Thursday

Friday

<b>8:05-8:10</b> <b>Morning Routine</b>	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
<b>8:10-8:30</b> <b>Shared Reading</b>	If you take a mouse to the movies *SL.1.2	If you give a pig a pancake *SL.1.2	If you give a mouse a cookie *SL.1.2	If you give a moose a muffin *SL.1.2	Inch by Inch *SL.1.2
	Discuss what the title is, author, the book cover, title page, and the author.				
<b>8:30-8:50</b> <b>Story of the Week</b>	Story of the Week Flip: Read the story aloud doing guided instruction while reading. *Inrto. Spelling Words- Use in a sentence BIG BOOK: <u>Growing Up</u> Sequence of Events *SL.1.2	Echo Read Story :Oral Reading Cards: <u>Lion Cubs Grow Up</u> List words: change, learn, adult, imitate, practice on text talk wall. Do sequence chart on story. *SL.1.2	Stick read the story. Pull sticks out of the cup to determine who will read. How have you <u>changed</u> ? What have you <u>learned</u> ? How are <u>adults</u> different from children? How does the lion cub <u>imitate</u> grown-up lions? When you <u>practice</u> something, do you work hard or give up?	Read story with a partner. Book Parts: Teaching chart: pg. 24	Listen to the story while following along.
<b>8:50-9:05</b> Reading Assessment	Reading Assessment: Practice Book pg. 21/22 *RF.1.3b, RF.1.3g	Reading Assessment: Practice Book pg. 23/24	Reading Assessment: Practice Book pg. 25/26	Reading Assessment: Practice Book pg. 27/28	Reading Assessment: Reading Test

<p style="text-align: center;"><b>Centers</b></p> <p><b>9:15-10:15 Center Time/ Reading Groups</b>  **10 Min. on Timer for all 6 groups</p>	<ol style="list-style-type: none"> <li>1. AR Test/Library</li> <li>2. Review Worksheet</li> <li>3. Making 10 Game</li> <li>4. Magnetic Letters</li> <li>5. Starfall</li> <li>6. Reading Groups</li> </ol> <p><b><u>Orange:</u></b>  Work on short I words.  What word does not belong? bit, sit, bike; hid, lid, hide;  kit, mitt, kite;  Decodable Reader: Jim Had a Big Hit.  Read Title: who do you think Jim is? Why?  After Reading: How did Dad help Jim? What did Tip do in the story?  <b><u>Blue:</u></b>  Have kids read words: big, fin, hill, hit, kiss, lip, pin, six, tip, zip, dig, hit, rim, sip, wig.  Have them build as many words as they can -ig, -it, -in, -ip.  Have them read: Jim had a Big Hit. Listen for decoding.  <b><u>Green:</u></b>  Have students search library books for short u words: use highlighter tape.  *RF.1.3d, RF.1.3, RF.1.4</p>	<ol style="list-style-type: none"> <li>1. AR Test/Library</li> <li>2. Doubles Game</li> <li>3. Making 10 Game</li> <li>4. Write words 5x</li> <li>5. Starfall</li> <li>6. Reading Groups</li> </ol> <p><b><u>Orange:</u></b>  Pig Digs!</p> <p><b><u>Blue:</u></b>  Kim is Sick</p> <p><b><u>Green:</u></b>  Jasper's Beanstalk</p> <p style="text-align: right;">*RF.1.3, RF.1.4</p>	<ol style="list-style-type: none"> <li>1. AR Test/Library</li> <li>2. Doubles Game</li> <li>3. Making 10 Game</li> <li>4. Spelling WS</li> <li>5. Starfall</li> <li>6. Reading Groups</li> </ol> <p><b><u>Orange:</u></b>  Read: What does pig do? From old reading book.</p> <p><b><u>Blue:</u></b>  Read: What does pig do? From old reading book.</p> <p><b><u>Green:</u></b>  Read: What does pig do? From old reading book.</p> <p style="text-align: right;">*RF.1.3, RF.1.4</p>	<ol style="list-style-type: none"> <li>1. AR Test/Library</li> <li>2. Doubles Game</li> <li>3. Making 10 Game</li> <li>4. Words in a sent.</li> <li>5. Starfall</li> <li>6. Running Records</li> </ol> <p><b><u>Running Records for all groups.</u></b></p> <p style="text-align: right;">* RF.1.3, RF.1.4</p>	<ol style="list-style-type: none"> <li>1. AR Test/Library</li> <li>2. Doubles Game</li> <li>3. What can Pig do?</li> <li>4. Boggle</li> <li>5. Starfall</li> <li>6. Running Records</li> </ol> <p><b><u>Finish Running Records.</u></b></p> <p style="text-align: right;">* RF.1.3, RF.1.4</p>
---	---	---	--	--	--

<p>10:15-10:25</p> <p><b>Phonemic Awareness</b></p>	<p>Listen to the word: inch. I hear a /i/ sound at the beginning. Listen to some other words that have /i/: is, it, insect.</p> <p>Now I will say two more words. I'll say /i/ when I hear a word that has the /i/ sound at the beginning. The words are: at, it. IF has the /i/ sound so I'll say /i/.</p> <p>Practice: Say /i/ if the word has the /i/ sound: ant, inch, apple, ask, is, are, ace, insect, ice.</p> <p>Let's try some harder ones, this time say the word that has the /i/ sound: height/hit; sit, sight; big, bag; Max, mix;, wig, wag; bit, bite.</p> <p style="text-align: right;">*RF.1.2</p>	<p>Use Power Fist to show how many sounds are in a word. Then I will blend the sounds to form a word. /S/ (Place a marker in the first box) /i/ (Put a marker in the second box) /t/ (put a marker in the third box). This word has three sounds: /s/ /i/ /t/. Listen as I blend the sounds. Now place a marker for each sound you hear. I will say one sound at a time. Then we will blend the sounds to say the word.</p> <p>/p//i///k/, /m//i///t/, /f//i///n/, /t//i///p/, /p//i///g/, /f//i///t/.</p> <p style="text-align: right;">*RF.1.2b</p>	<p>Happy (puppet) is going to say a word: pig, /p/ /p/ /pig/. I will change the /p/ to /f/, and make a new word. the new word is fig, /f/ /f/ /fig/.</p> <p>Let's do some together. The new word is <i>fig</i>. Say it with me: /f//f/ /fig/</p> <p>We will change the first sound /f/ to /j/ Let's say the new word together: <i>jig</i>. Let's do some more together. Jig/pig; pig/dig; dig, rig. Now it's your turn. Say the following word with me: <i>lick</i>. Now change the /l/ to /t/. What is the new word? (tick)</p> <p>Repeat this routine with the following words:</p> <p>Sit/pit pit/kit kit/hit tick/sick sick/pick pick/kick</p> <p style="text-align: right;">RF.K.2.e</p>	<p>Listen as I say the word: pig. I hear /i/ in the middle of <i>pig</i>. Listen /p//i///g/. Let's listen to some other words that have the /i/sound: <i>mix, dig, pit</i>.</p> <p>Now I'll say a word when I hear the /i/ sound in the middle: <i>pin, pan</i>. <i>Pin</i> has the /i/ sound.</p> <p>Say the word if it has the /i/ sound. Let's do the first one together. him, hat sight, sit mite, mitt rid, ride tack, sick fine, fin</p> <p style="text-align: right;">*RF.1.2</p>	<p>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 /s//i///t/. Listen as I blend the sounds: /ssiiitt/, sit. The word is sit. Your turn: /m//i///t/ /p//i///t/ /w//i///n/ /b//i///g/ /p//i///k/ /p//i///g/</p> <p>Now I am going to say a word. I want you to say each sound in the word. Let me try first. The word is <i>pit</i> /p//i///t/. Pit has three sounds. It's your turn. How many sounds are in these words?</p> <p>him jig wig sick fix pin Jim fill miss fizz</p> <p style="text-align: right;">*RF.1.2b, RF.1.2d</p>
---	---	---	---	--	--

10:25-10:50 <b>Phonics</b>	Phonics: Short I Model blending words fit, sit, bit, big, dig, pig, wig. Use teaching chart pg. 20 and have students say each sound and blend words. *Practice Book pg. 31  *RF.1.3d	Phonics: Short I Sort spelling words by: /in/, /it/, /is/ Practice Book pg.  *RF.1.3d	Phonics: Short I Teaching chart pg 22, have students sound out and say each of the words. Practice Book pg. 33  *RF.1.3d	Phonics: Short I Blend words: pick, sit, sick, tick. Practice Book pg.  *RF.1.3d	Phonics: Short I Have children practice generating and blending sounds to form words. use the examples on board: dim, jig, quit, win, wax, yam, Liz, fit, miss, hill, fizz, hiss, pill, mix, quack, hats, tack, vans, pass, laps. Practice Book pg. *Spelling Test -Add words to word wall *RF.1.3d
10:50-11:05 <b>Handwriting</b>	Pg. 38	Pg. 39	Pg. 40	Pg. 41	Pg. 42
<b>11:10-11:45 Lunch &amp; Recess</b> : Walk kids to Lunchroom (Get milk for Coby) and Duty teacher will bring them back.					
11:45-12:00 <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. 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				
12:00-12:45 <b>Math</b>	Adding  CGI Question	Adding CGI Question	Adding  CGI Question	Adding  CGI Question	Adding  CGI Question

12:45-1:00 English	<p>A statement is a sentence that tells something. Write: Baby squirrels look and listen. Explain: this is a statement because it tells us about things baby squirrels do. It also has a Cap. Letter and Period. Then write: <i>baby squirrels</i>, explain that this is not a statement because it does not tell us anything about baby squirrels. Then write <i>learn to climb</i> explain that this is not a statement because it does not tell us who or what learns to climb, but Baby squirrels learn to climb would be a statement because it tells us who learns to climb. Write: 1.The cat can jump over the hat. 2. can jump over; 3. Max runs and runs. 4. Max and 5. The cat can run back. -students work with a partner to see which are statements. *Grammar Practice Book pg. 11</p>	<p>Turn to story "I Am a Big Kid" read the title and point out that it is a statement. Read first sentence, point out that it is a statement. Have children look at pic and say another statement about the boy. Write on Board: 1.A cat and a rat 2.I can pat the cat. 3.What can Tim and Nat do? 4. Tim and Nat can run and run. Read each sentence or phase and ask: <i>Is it a statement? How do you know?</i></p>	<p>Have students look at story "How you Grew" ask students to read sentence with you. Explain that this sentence is called a <i>statement</i> because it tells something. Write on Board: 1. A cat likes to nap. 2.naps and runs 3.The cat can jump. 4. can jump 5. over the map 6. Jim jumps over the mat. 7. The cat runs up the hill. Have kids read each and say which are sentences. -Sentences have cap. letters and end marks. Write on Board: 1. Jump with me! 2. Did he jump? 3. she can ride 4. can we sit on the hill? 5. i will run to the hill. 6. Tim and Nat will run with me. 7. Can we run to Jack? 8. jack sits on the hill **Have students edit to correct the sentences.</p>	<p>Review that a statement is a sentence that tells about something and begin writing.</p>	<p>Write the following on chart paper: Tom is a big dog. Sam is a little pup. Sam can dig. Tom can run up the hill. Sam and Tom can jump. <i>These statements tell something. What do they tell?</i> Talk about cap. letter and end mark. Write: the cat jumps over the pup ; the pup runs ; i must get back to Liz ; jim is quick to run up the hill ; i miss bill ; we will fill the sack : Have students correct the sentences.</p>
	*L.1.1j, L.1.2b	*RF.1.4.a, L.1.2a	*RF.1.3d, *L.1.2b	*L.1.2b	*L.1.1j, L.1.2b

1:00-1:20 <b>Writing</b>	<p>Display Big Book: <i>Growing Up</i>, list the different types of animals the children learned about in this book. Brainstorm other animals that change as they grow up. (Add to list). Reread list together. After each animals name write one or two words to describe the animal, Like: soft, loud, fluffy. Journal: Have children use these words to create a descriptive sentence about the animal.</p> <p style="text-align: right;">*W.CCR.10 L.1.1j, W.1.8</p>	<p>Talk about in the story "I am a big kid" children can run and ride because they are big. Describe other things big kids can do. Have them speak in complete sentences. Tell them that what we describe something, we tell more about it.</p> <p><i>- When we were little, there were things we couldn't do. As we grow, we <b>change</b> and <b>learn new things</b>. Sometimes we learn how to do new things by <b>imitating</b>, or following, bigger kids. Let's think of a statement that describes something else big kids can do. Provide example: Big kids can _____. Have them write in journal.</i></p> <p style="text-align: right;">*W.CCR.10 L.1.1j, W.1.5</p>	<p>Tell kids that good writers take time to think of an idea before they write. They use details in their writing to give more info. and make their writing more interesting. The details help readers understand their writing. Write:</p> <ol style="list-style-type: none"> <li>1. I played with my truck.</li> <li>2. I played with my shiny, red fire truck.</li> </ol> <p>The first sentence doesn't tell me anything about the truck. When I read the second sentence, I learn more. I learn that the truck is shiny and red and is a fire truck. The words, shiny, red, and fire give details that make the writing interesting. Examples of Interesting Sentences(on chart): The strong wind howled. I ate a very juicy peach. He made a huge rainbow kite. The worm was cold and slimy. They laughed very loudly.</p> <p>Sentence Frame: When I was little, I had____.</p> <p>Have students draw pic of a toy they had. (Use details!)</p> <p style="text-align: right;">*W.CCR.10 W.1.5</p>	<p>Turn to page 76 in book. Talk about Carly's sentence. The sentence has detail, begins with a capital letter and an end mark.</p> <p>Read aloud the writing prompt on pg 77. Does it tell you to write about something read or make believe? What clues in the prompt help me know what I should write about? What clues in the prompt tell me how I should write? Does the prompt tell me who I am writing for? Tell them to write a descriptive sentence about something they can do.</p> <p>Revise writing about toy.</p> <p>Describing words? Capital Letter? End Mark?</p> <p style="text-align: right;">*W.CCR.10 W.1.5</p>	<p>Share descriptive sentences aloud. Collect children's work to be published in class book.</p> <p style="text-align: right;">*W.CCR.10 W.1.6</p>
1:05-1:20 <b>Recess</b> - Take students to recess and stay on duty.					
1:20-2:00 <b>Activity</b>	Library Mrs. Trafford	PE Coach Setzer	PE Coach Setzer	Art Mrs. B	Music Mrs. Smith

	Take Students to their activity and pick them up.				
2:00-3:00 <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.				
	G.3.1.1 - Recognize reasons people need various types of transportation.	Life Cycle of a Frog Introduce with book LS.3.1.2	Life Cycle of a Frog Video And book. LS.3.1.2	Constitution Day! Worksheet - Out Early P/T Conferences	Life Cycle of a Frog *LAB* Make Frog Lifecycle Craft LS.3.1.2

