

# Flip- Unit 1 Week 4

## Priority Skills

|  |  |  |  |   |
|--|--|--|--|---|
| <u>Phonemic Awareness/Phonics</u><br>L Blends<br>*RF.1.3 | <u>High-Frequency Words</u><br>Come, down, good, pull<br>*RF.1.3b, RF.1.3g | <u>Comprehension</u><br><u>Strategy:</u> Analyze Text Structure. <u>Skill:</u> Plot<br>*RL.1.3 | <u>Writing</u><br>Descriptive Sentences<br>*L.1.1j | <u>Spelling Words</u><br>Clip, flip, slip, flag, black, plan, win, sit, come, good<br>*L.1.2d |
|--|--|--|--|---|

Monday

Tuesday

Wednesday

Thursday

Friday

|                          |  |   |   |  |  |
|--------------------------|--|---|---|--|--|
| <b>8:05-8:10</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>Morning Routine</b>   |  |   |   |  |  |
| <b>8:10-8:30</b>         | A color of his own<br>*SL.1.2  | Click, Clack Moo<br>*SL.1.2   | The Very Hungry Caterpillar<br>*SL.1.2  | Rooster's off to see the world<br>*SL.1.2  | I just Forgot<br>*SL.1.2                                     |
| <b>Shared Reading</b>    | Discuss what the title is, author, the book cover, title page, and the author.   |   |   |  |  |
| <b>8:30-8:50</b>         | Story of the Week<br>Flip: Read the story aloud doing guided instruction while reading. (84/85)<br>*Inrto. Spelling Words- Use in a sentence<br>BIG BOOK: <u>Along Came Toto</u> Analyze story structure, Plot-what happens at the beginning, middle and end. (79A)<br>*SL.1.2 | Echo Read Story<br>:Oral Reading Cards: <u>Pig goes to the party</u><br>List words: adorable, dear, needs, sensible, train on text talk wall.<br>(79I) Complete a story map. (Teaching Chart pg. 26)<br>Review Plot: A <b>Plot</b> is about a problem that the characters have to solve. Describe what happens at the beginning, middle, and end of Flip. and how the problem is solved helps us understand the story.*SL.1.2 | Stick read the story. Pull sticks out of the cup to determine who will read.<br>Would a dinosaur be a <b>adorable</b> pet? Why? Which kind of animal is more <b>dear</b> to you a dog or cat? Why? Which <b>needs</b> are more important: food or toys? Why? What does a <b>sensible</b> person do before coming to school? If you had a dog, what would you <b>train</b> it to do? | Read story with a partner.<br>Teaching Chart: pg. 26<br>Explain that they have been reading a kind of story called fiction called a <b>fantasy</b> . It is a story that has made-up characters, settings, and events that would not happen in real life. Review vocab. Which two words go with "lovable" or "well loved"? Which goes with "teach how to do something"? Which goes with "careful to avoid dangerous things"? Which goes with "things you must have to live"? Use words in a sentence. | Listen to the story while following along.                   |
| <b>Story of the Week</b> |  |   |   |  |  |

| <b>8:50-9:05</b><br>Reading Assessment        | Reading Assessment:<br>Practice Book pg. 31/32<br>*RF.1.3b, RF.1.3g  | Reading Assessment:<br>Practice Book pg. 33/34   | Reading Assessment:<br>Practice Book pg.35/36  | Reading Assessment:<br>Practice Book pg. 37/38  | Reading Assessment:<br>Reading Test   |
|---|--|--|--|---|---|
| <b>9:05-9:15</b><br><b>Phonemic Awareness</b> | <p>Listen carefully as Happy (puppet) says three words. Two of the words will have the same consonant sounds at the beginning, and one of the words will have odd sounds. Listen: <i>flag, float, black</i>. The words <i>flag</i> and <i>float</i> begin with the same consonant sounds: /fl/. <i>Black</i> does not begin with the /fl/ sounds. It does not belong.</p> <p>Now let's try it together. I will say three words. Listen for which word does not belong.</p> <p>Black, climb, blend<br/>           Blue, clam, clap<br/>           Slam, slip, play<br/>           Glob, glue, class</p> <p>Now lets try some harder ones. I will say for words: three of the words will have the same consonant sounds at the beginning and one will not. Tell me which word doesn't belong.</p> <p>Black, blink, glue, blaze<br/>           Clip, slick, clock, close<br/>           Flag, flood, glow, flow<br/>           Glaze, glob, blaze, glad<br/>           Plot, place, bolt, plane,<br/>           Blow, slip, slow, slate</p> <p style="text-align: right;">*RF.1.2</p> | <p>I am going to say the sounds in the word flat. Listen /f//l//a/ /t/. The first sound is /f/, the second /l/, the next is /a/ and the last is /t/. I'll place a marker in a box for each sound I hear. The word has four sounds: /f//l//a/ /t/. Say the word with me: <i>flat</i>. I'm going to say some words. Place a marker in a box to stand for each sound. slap, black, glad, click, slid, flap, class, plan, slim, glad, flick, glass.</p> <p style="text-align: right;">*RF.1.2d</p> | <p>Listen carefully as Happy (puppet) says a word: flick. The word <i>flick</i> has four sounds. Say the sounds with me: /f//l//i//k/. I'll take away the first sound /f/ and make a new word: <i>lick</i>. Let's do some more together. Listen as happy says a word. Then say the word without the first sound.</p> <p>Clap, slid, flip<br/>           Now it's your turn. Listen carefully:<br/>           Glad, flow, cloud, slip, slow, black, slate, glove, flake, flight, glitter, plate.</p> <p>Generate Rhyme:<br/>           Now I will say words that rhyme and I have consonant blends. Words that rhyme have the same end sounds. Listen to these words that rhyme:<br/>           Black, slack, track, crack, snack.</p> <p>Now let's see how many rhyming words we can make with consonant blends. Plan (Stan, Fran, bran) slim (trim, brim, skim) Clap (snap, trap, flap) Skip (flip, slip, trip)</p> <p style="text-align: right;">*RF.1.2</p> | <p>Listen as I say two words. If the words rhyme, Happy will jump. Listen: bean, seen. Do they rhyme? Happy is jumping! Bean and seen rhyme. They both end in /en/. Happy, which other words rhyme with bean and seen? they have to end with /en/. Yes, clean ends with /en/. <i>Clean</i> rhymes with bean and seen. I also notice that clean begins with a blend. Now let's listen to rhyming words. Tell me the sounds that rhyme. Then we'll add another rhyming word. Let's do the first set. play spray; slip, flip; blaze, glaze; flock, clock</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 /f//l//i//t/. Listen as I blend the sounds: /fliit/, flight. The word is <i>flight</i>. Your turn:<br/>           /s//l//e//p/ (long e)<br/>           /p//l//a//n/ (long a)<br/>           /k//l//i//p/<br/>           /f//l//a//k/ (long a)<br/>           /b//l//a//k/<br/>           /g//l//a//s/ 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>slice</i> /s//l//i//s/. <i>Slice</i> has four sounds. It's your turn. How many sounds are in these words? slow, flat, clip, slim, glide, class, slip, plus, slick, float</p> <p style="text-align: right;">*RF.1.2b, RF.1.2d</p> |

|                                       |  |  |  |  |  |
|---------------------------------------|--|--|--|--|--|
| <p>10:25-10:50<br/><b>Phonics</b></p> | <p>Phonics: L Blends<br/>Listen to the word: <i>flap</i>. The beginning sounds are /fl/. The /fl/sounds are spelled with the letters f and l. Say /fl/ with me. these are the sounds at the beginning of <i>flop</i>. Listen:/fl/flop. Write the letters fl. Repeat with <i>bl, cl, gl, pl, and sl</i>. Now do it with me. Say /fl/ as I write the letters <i>fl</i>. This time write the letters <i>f</i>/five times as you say the sounds /fl/. Write <i>BLACK</i>. The letters <i>b</i> and /say /bl/. Blend the rest of the word. Teaching Chart: pg.25<br/>*RF.1.3d</p> | <p>Phonics: L Blends<br/>Write; flag on board. The letter <i>f</i> stands for /f/. The letter <i>l</i> stands for /l/. the letter <i>a</i> stands for /a/ and the letter <i>g</i> stands for /g/. Now listen as I blend all four sounds /flaag/, flag. Now you say it. Let's read it together. Blend sounds for: sip, slip, clip. then say change the c to f and repeat with flip. Do words: flap, clap, slap, slip, slim, slick, and flick. Read teaching chart pg 25.<br/>*RF.1.3d</p> | <p>Phonics: L Blends<br/>Review L blends<br/>Flashcards: bl, cl, fl, gl, pl, and sl. Write the word glad. Listen as I read the word <i>glad</i>. The beginning sounds are <i>gl</i>. the <i>gl</i> sounds are spelled with the consonant letters g and l. Say them with me /gl/. Listen /glaad/. We've been reading words with l blends all week. Today we will read some more. Model blending with plan, click, flick, slick, black, and glass. Have students read teaching chart pg. 27<br/>*RF.1.3d</p> | <p>Phonics: L Blends<br/>Write the word plans. The letter p stands for /p/. the letter l for /l/, a for /a/, n for /n/ and s for /s/. listen as I blend the sounds /plaaans/. plans. Repeat with: claps, slips, flips, slams. Write: lap, blend sounds, add c to beginning to make clap, blend sounds, change c to f, blend sounds.<br/>*RF.1.3d</p> | <p>Phonics: L Blends<br/>Review Flashcards: a, b, bl, c, cl, ck, d, f, fl, g, gl, h, i, j, k, l, pl, sl<br/>Write: glad. Say the sounds and then blend the sounds together. Have Students build these words on marker boards: flip, clam, slap, click, flat, slim, black, did, glass, slick, will, pick, flat, sam's, cliff's, had, flag, him, Jack's, six<br/>Read teaching Chart: pg 25 and 27<br/>*Spelling Test<br/>-Add words to word wall<br/>*RF.1.3d</p> |
|---------------------------------------|--|--|--|--|--|

|   |  |  |  |   |  |
|---|--|--|--|---|--|
| <p>9:15-10:15 Center Time/ Reading<br/>Groups<br/>Centers<br/>**10 Min. on Timer for all 6 groups</p> | <p>1. AR Test/Library<br/>2. Review Worksheet<br/>3. Making 10 Game<br/>4. Magnetic Letters<br/>5. Starfall<br/>6. Reading Groups<br/><br/><b>Orange:</b><br/>Remind Children that many words start with a consonant plus <i>l</i>. Say: Listen as I say three words: flip, flag, clap. The words flip and flap start with /fl/. Another Example: stand, glad, glass.<br/>Have students do: black, snow, bliss; glad, lit, glass; slick, slap,</p> | <p>1. AR Test/Library<br/>2. Review Worksheet<br/>3. Reading Folder<br/>4. Write words 5x<br/>5. Starfall<br/>6. Reading Groups<br/><br/><b>Orange:</b><br/>A Bath for Mick<br/><br/><b>Blue:</b><br/>My Fish<br/><br/><b>Green:</b></p> | <p>1. AR Test/Library<br/>2. Review Worksheet<br/>3. Reading Folder<br/>4. Spelling WS<br/>5. Starfall<br/>6. Reading Groups<br/><br/><b>Orange:</b><br/>Read: The Path on the Map. From old reading book.<br/><br/><b>Blue:</b></p> | <p>1. AR Test/Library<br/>2. Review Worksheet<br/>3. Making 10 Game<br/>4. Words in a sent.<br/>5. Starfall<br/>6. Running Records<br/><br/><b>Running Records for all groups.</b><br/>On Kim's Puppy</p> | <p>1. AR Test/Library<br/>2. Review Worksheet<br/>3. Blends Chart<br/>4. Magnetic Letters<br/>5. Starfall<br/>6. Running Records<br/><br/><b>Finish Running Records.</b></p> |
|---|--|--|--|---|--|

|  |   |   |  |   |                         |
|--|---|---|--|---|-------------------------|
|  | <p>sit; cat, clam, click; flick, flash, fit; plan, pin, plant</p> <p><u>Decodable Reader: Sam the Clam</u></p> <p><b>Read Title:</b> What do you see on the cover? Where does it live?</p> <p><b>Blue:</b></p> <p>Have kids read words: flap, flat, flab, slip, click, glass, class, clap, flip, blip, clips, slam, bliss, flick, flags</p> <p>Have them read: Sam and the Clam Listen for decoding.</p> <p><b>Green:</b></p> <p>Review s blends: Write: sn, st, sw, sk, sp. Model words: snap, stack, swim, skip, spin. Underline s blends. Model Blending with: snip, spin, snap, stop, ask, fist, swim, swap, mask, skip, last, risk, spill, snack, past. Have them search for s blends in books-write on post it notes.</p> <p>*RF.1.3d, RF.1.3, RF.1.4</p> | <p><b>My dogs the best</b></p> <p>*RF.1.3, RF.1.4</p> | <p><b>Read: The Path on the Map. From old reading book.</b></p> <p><b>Green:</b></p> <p>Read: The Path on the Map. From old reading book.</p> <p>*RF.1.3, RF.1.4</p> | <p>* RF.1.3, RF.1.4</p>                       | <p>* RF.1.3, RF.1.4</p> |
| <p>10:4<br/>0-10:50<br/><b>Handwriting</b></p>   | Pg. 43  | Pg. 44  | Pg. 45   | Pg. 46  | Pg. 47                  |
| <p><b>10:50-11:25 Lunch &amp; Recess : Walk kids to Lunchroom (Get milk for Coby) and Duty teacher will bring them back.</b></p> |   |   |  |   |                         |
| <p>11:25-11:45<br/><b>Calendar Time</b></p>  | <p>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.</p> <p>*1.NBT.1</p>   |   |  |   |                         |
| <p>11:45-12:45<br/><b>Math</b></p>   | <p>Communicative Property<br/>CGI Problem</p>   | <p>Communicative Property<br/>CGI Problem</p>         | <p>Communicative Property<br/>CGI Problem</p>  | <p>Communicative Property<br/>CGI Problem</p> | <p>Math Test</p>        |

|                               |  |  |  |   |   |
|-------------------------------|--|--|--|---|---|
| <p>12:45-1:00<br/>English</p> | <p>A statement is a sentence that tells something and ends with an end mark. Write on Board: Toto is funny. Explain that it is a statements and point out the end mark. Explain that a question is a sentence that asks something. Write: Is Toto funny? Explain that this is a question and point out the end mark. Then write: Percy was angry. Was Percy angry? Tell them that the first sentence tells something and the second asks. Ask how the word order changes. Explain that an exclamation shows strong feeling or excitement and ends with an exclamation mark. Write: Toto is really funny! Then write: Wow, Percy was angry! Write: Does Percy like Toto? Stop following me! Have students tell which is exclamation and question. Have students work together to see which of these are q's or exclamations. 1. Do you see that cat 2. Run to me 3. Can you jump like a cat 4 Where is the cat 5. Look, I see the cat<br/>*Grammar Practice Book pg. 16</p> <p style="text-align: right;">*L.1.2b</p> | <p>Remind children about exclamation and question sentences. Have them turn to story "Come down, flag!" and have them read it. What kind of end mark do you see at the end. (exclamation mark). <i>What does that tell you about the sentence.</i> (It should be read with excitement or strong feeling). Have kids give examples of exclamations. Write: 1. you Did see the big cat 2. is in here What 3. the little cat is Where 4. a big hill That is 5. a good cat You are 6. Come here Have students pair up to make the first three questions and the last three exclamation and remember to use end marks.</p> <p>Grammar Practice pg. 17</p> <p style="text-align: right;">*L.1.1j</p> | <p>Review that a question asks something and an exclamation shows excitement or strong feeling. Write and read aloud the following sentences. Which are exclamations or questions? 1. Come see the pets! 2. Can Kit do a trick? 3. Where can the dog run? 4. That is a good trick! Questions always end with a question mark and Exclamation ends with an exclamation mark. Write: 1. wow, that was amazing 2. what did the cat do 3. did Sam hit the can Have students correct these sentences.</p> <p>Grammar Practice pg 18</p> <p style="text-align: right;">*L.1.1j, L.1.2b</p> | <p>Ask them what kind of sentence ends with a question mark, and exclamation mark? Turn these sentences into questions: <i>This is Dan's Plant. Pam can fix the van.</i> Have them give examples of exclamations.</p> <p>Grammar Practice pg 19</p> <p style="text-align: right;">*L.1.1j</p> | <p>Review: remind children that a question is a sentence that asks something and ends with a question mark. An exclamation shows strong feeling or excitement and ends with an exclamation mark. Write:<br/>What a fast cat that was!<br/>Where is the cat now?<br/>Will it win?<br/>The cat is quick!<br/>Ask what kind of sentence is this? How can you tell?</p> <p>Have students correct these sentences:<br/>That is a big cat<br/>are you ? glad<br/>That is so cute?<br/>go get thee map now<br/>when will He get here!<br/>Did u see the Crab</p> <p>Grammar Practice pg 20</p> <p style="text-align: right;">*L.1.1j</p> |
|-------------------------------|--|--|--|---|---|

|                                     |  |  |  |  |   |
|-------------------------------------|--|--|--|--|---|
| <p>1:00-1:20<br/><b>Writing</b></p> | <p>Explain that descriptive words are words that tell about something or someone.<br/>Display Big Book: <u>Along Came Toto</u> Ask: <i>What are some words that describe, or tell about, how Percy was feeling?</i> (grumpy, growly, grouchy) <i>What words does Percy use in the story to describe Toto?</i> (fiddly, measly, teeny-tiny, teency-weency, tiddly-widdly) Write these words on chart paper. Work on a list to tell about Toto. The words can tell about what the cat looks like (cute, tiny) or how the cat acts (lively, happy) add to chart paper. Reread list. Have children use those words to think of sentences that describe Percy or Toto. Ask a question or exclamation sentence. Write these on chart paper. Have students draw a pic. of a pet they know and like and label it and write a sentence with words from the list.<br/>*W.CCR.10, L.1.1j, W.1.8</p> | <p>Display story "Along Came Toto" Tell students that Percy uses describing words to tell how he feels about Toto. The <i>describing words</i> make the story more interesting. Display list students made yesterday. Ask kids if Percy would describe the cat differently by the end of the story. <i>Do you think Percy would describe Toto as adorable?</i> Add new words to the chart. At the end of the story, Percy changed his mind about Toto. He really liked him. They became <b>dear</b> friends. He used nice words to describe him. Think of someone you like. Think of words you would use to describe them. Start new chart and write these words. Journal: A good friend is _____.<br/><br/>*W.CCR.10, L.1.1j, W.1.5</p> | <p>Point out that good writers use details in their writing to give more information and make their writing more interesting. Explain that including details and using interesting words helps writers to sound like they are talking as they write. A good writer writes in a natural voice so that people will want to read it. Write: 1. The dog is nice! 2. Our sweet, cuddly dog, Poochie is playful! Think aloud: When I read the first sentence, I don't learn much about the dog or how the writer feels about it. I only know that the dog is nice. When I read the second sentence, I learn much more: I learn that the dog is sweet, cuddly, and playful, and that his name is Poochie. These words give me much more information about the dog and how the writer feels about it. Read: <u>Come down, Flag (kids book)</u> look at the last sentence "What a good cat your are!" Tell them to write their own exclamation sentences. Think of a pet they <b>trained</b> and the pet's <b>needs</b>. <u>Prewrite</u>: think of a pet they know and like. <u>Draft</u>: write and exclamation sentence below their drawing.(include details<br/>*W.CCR.10, W.1.5</p> | <p>Turn to page 104 in book. Talk about Robert's sentence. Ask them to look at the pic of Robert and the dog. <i>Where do you think Robert got his idea for writing his sentence?</i> Point out that Robert wrote a descriptive sentence. Descriptive sentences include details that make the writing more interesting. Use Robert's sentence to reinforce sentence grammar. Point out that the exclamation mark at the end and that it signals the reader to read the sentence with feeling. Do grammar and Writing activity on page 105 together. Revise Writing: Check for exclamation mark. Does it tell about a pet? Do I tell what the pet looks like? Do I include details? Partner read each other's sentences to check that they are complete.<br/><br/>*W.CCR.10 W.1.5</p> | <p>Publish and Present:<br/>-Invite each child to read his or her descriptive sentences aloud.<br/>-Publish a class book to be placed in the Reader Center so that children may reread their work. Save a copy for children's Writing Portfolio.<br/><br/>*W.CCR.10 W.1.6</p> |
|-------------------------------------|--|--|--|--|---|

|   |  |  |   |   |   |
|---|--|--|---|---|---|
| <b>1:05-1:20 Recess</b> - Take students to recess and stay on duty.     |  |  |   |   |   |
| <b>1:20-2:00</b><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.  |  |   |   |   |
| <b>2:00-3:00</b><br><b>Science /</b><br><b>Social</b><br><b>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.3.1.3 - Identify ways in which people depend on the physical environment   | G.3.1.3 - Identify ways in which people depend on the physical environment | G.2.1.1 - Discuss elements of culture (e.g. food, clothing, housing, language, sports, recreation, customs, traditions, art, music, religion) | G.2.1.1 - Discuss elements of culture (e.g. food, clothing, housing, language, sports, recreation, customs, traditions, art, music, religion) | G.2.1.1 - Discuss elements of culture (e.g. food, clothing, housing, language, sports, recreation, customs, traditions, art, music, religion) |