

Animal Moms and Dads-Unit 2 Week 1

Priority Skills					
<u>Phonemic Awareness/Phonics</u> Short O *RF.1.3d	<u>High-Frequency Words</u> Her, our, they, two *RF.1.3b, RF.1.3g	<u>Comprehension</u> <u>Strategy</u> : Summarize <u>Skill</u> : Main Idea and Details *RI.1.2		<u>Writing</u> Report *W.1.2	<u>Spelling Words</u> Hop, top, log, hog, hot, lot, fast, wink, our, they *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	A house is a house for me *SL.1.2	Angel Child, Dragon Child *SL.1.2	Arthur Writes a Story *SL.1.2	Arthur's Tooth *SL.1.2	Froggy's Halloween *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	<u>Animal Moms and Dads</u> : Read the story aloud doing guided instruction while reading. (12/13) *Inrto. Spelling Words-Use in a sentence BIG BOOK : <u>Hello, Hello</u> . (7A) Explain that summarizing a book can help you better understand and remember the main idea and the most important details. <i>I can summarize the details I have read so far. First, we learn that lions say hello by rubbing their foreheads. Then we learn how Polar bears say hello. The main idea of the pages we have read are about how they animals say hello in different ways.</i> *SL.1.2	Echo Read Story :Oral Reading Cards: <u>Wild Animal Families</u> List words: protect, provide, guide, separate, and wild on text talk wall. (71) Complete a main idea web. (Teaching Chart pg. 35) Review Summarizing: Remind children that identifying the important facts and details in the selection and restating them in order can help them better understand the selection. Have them summarize: Wild Animal Families *SL.1.2	Stick read the story. Pull sticks out of the cup to determine who will read. What might you need someone to guide you? When might you protect someone younger? What kind of snacks would you provide for friends? Why do parents tell children not to act so wild ? Why do teachers tell children not to separate from the group?	Read story with a partner. Read poem: <u>Over in the Meadow</u> . Setting: where do the mother and baby turtle live? Literary Elements: Alliteration: listen as I reread the last two lines of the poem. In the last line, the words <i>sand</i> and <i>sun</i> begin with the same sound. Using words that begin with the same sound in a poem is called <i>alliteration</i> . Summarize: Let's summarize what we have read do far. What is the poem mainly about? etc...	Listen to the story while following along.
8:50-9:05 Reading Assessment	Reading Assessment: Practice Book pg. 51/52 *RF.1.3d	Reading Assessment: Practice Book pg. 53/54 *RF.1.3d	Reading Assessment: Practice Book pg. 55/56	Reading Assessment: Practice Book pg. 57/58	Reading Assessment: Reading Test

Centers	<ol style="list-style-type: none"> 1. AR Test/Library 2. Review Worksheet 3. Making 10 Game 4. Magnetic Letters 5. Starfall 6. Reading Groups 	<ol style="list-style-type: none"> 1. AR Test/Library 2. Review Worksheet 3. Making 10 Game 4. Write words 5x 5. Starfall 6. Reading Groups 	<ol style="list-style-type: none"> 1. AR Test/Library 2. Review Worksheet 3. Making 10 Game 4. Spelling WS 5. Starfall 6. Reading Groups 	<ol style="list-style-type: none"> 1. AR Test/Library 2. Review Worksheet 3. Making 10 Game 4. Words in a sent. 5. Starfall 6. Running Records 	<ol style="list-style-type: none"> 1. AR Test/Library 2. Review Worksheet 3. What can Pig do? 4. Magnetic Letters 5. Starfall 6. Running Records
	9:15-10:15 Center Time/ Reading Groups **10 Min. on Timer for all 6 groups	<p><u>Orange:</u> Work on short O words. What word does not belong? hot, pot, poke; tot, tod, tone; cot, mote, lot; Decodable Reader: Fox on a Rock Read Title: What do you see on the cover? Where do you think this story will take place.</p> <p><u>Blue:</u> Have kids read words: odd, flop, clock, lock, rock, hop, top, flock, cob, log, pot, box, plop, mop, slot. Have them build as many words as they can -op, -ot, -od, -ob. Give them the cards b, c, d, f, g, h, l, m, n, o, p, r, s, t, v, w. Have them read: Fox on a Rock. Listen for decoding.</p> <p><u>Green:</u> Have students read long A and I words: came, mile, lime, make, dime, gate, kite, fade, bride, blame, drive, snake, slime, grape, hide.</p> <p style="text-align: right;">*RF.1.3d, RF.1.3, RF.1.4</p>	<p><u>Orange:</u> The Big Sun</p> <p><u>Blue:</u> Big?</p> <p><u>Green:</u> Whose Footprints</p> <p style="text-align: right;">*RF.1.3, RF.1.4</p>	<p><u>Orange:</u> Read: The Bug Bath From old reading book.</p> <p><u>Blue:</u> Read: The Bug Bath From old reading book.</p> <p><u>Green:</u> Read: The Bug Bath From old reading book.</p> <p style="text-align: right;">*RF.1.3, RF.1.4</p>	<p><u>Running Records for all groups.</u></p> <p style="text-align: right;">* RF.1.3, RF.1.4</p>

<p>10:15-10:25 Phonemic Awareness</p>	<p>I am going to say three sounds. Then Happy (puppet) is going to blend the three sounds together to make a word. The first sound is /p/, the second sound is /o/, and the last sound is /t/. Listen carefully as we blend these three sounds together: /p//o//t/, /poot/, pot. That's right happy the word is pot. Let's do some more together. Listen carefully as I say one sound at a time. Repeat the sounds for me. Then we will blend the sounds to say the word. /h//o//t/, /n//o//t/, /m//o//p/. Now it's your turn. Listen carefully. /p//o//t/, /s//p//o//t/, /l//o//k/, /t//o//p/, /r//o//k/, /f//l//o//p/, /h//o//p/, /l//o//g/, /l//o//t/, /s//t//o//p/, /s//l//o//sh/, /b//l//o//k/, /k//l//o//k/, /b//l//o//ch/</p> <p style="text-align: right;">*RF.1.2</p>	<p>Listen carefully. I am going to tell Happy a word, then Happy will tell me the middle sound in that word. What is the middle sound in /mmmooop/ mop? That's right Happy, the middle sound in mop is /o/. I am going to say more words. Tell me the middle sound you hear in each word. Lot, pen, shop, pass, not, fill, sick, log, lock, sit, bat, got.</p> <p style="text-align: right;">*RF.1.2d</p>	<p>Have Workmats ready for students with counters. <i>I am going to put one marker in each box as I say each sound. Then I will blend the sounds to form a word. Listen and watch. /nnn/ /ooo/ /t/. This word has three sounds. /n//o//t/. Listen as I blend these sounds to form a word: /nnoot/. this word is not. Let's do some together. 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: /l//o//t/; /f//o//g/; /t//o//p/; Now it's your turn: /m//o//p/; /h//o//t/; /p//o//p/; /l//o//k/; /k//l//o//k/; /s//t//o//p/.</i></p> <p style="text-align: right;">*RF.1.2</p>	<p>Listen as I am going to tell Happy a word. Happy is going to tell me the middle sound in that word. What is the middle vowel sound in blond? That's right, the middle sound in blond is /o/. i am going to say more words. Tell me the middle sound you hear in each word. slots, plant, shock, pot, spot, slock, quack, long, stock, blot, belt, slash.</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 /g//o//t/. Listen as I blend the sounds: /gooot/, got. The word is got. Your turn: /k//o//t/ /s//o//k/ /l//o//g/ /n//o//b/ /n//o//d/ /b//l//o//k/ 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>lot</i> /l//o//t/. Lot has three sounds. It's your turn. How many sounds are in these words? mop, pod, blond, rock, rocks, box, lock, flock, pop, plan</p> <p style="text-align: right;">*RF.1.2b, RF.1.2d</p>
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<p>10:25-10:50 Phonics</p>	<p>Phonics: Short O Listen to the word: <i>Octopus. The sound at the beginning is /o/. The /o/ sounds is spelled with o. Say it with me: /ooo/. This is the sound at the beginning of the word octopus. Listen /ooo/octopus. Watch as I write the letter o. I will say the sound /o/ as I write the letter several times. Now do it with me. Say /o/ as I write the letter. This time, write the letter five times as you say the /o/ sound.</i> Flashcards: a, bl, cl, fl, i, nd, nk, nt, o, pl, sk, sl, st. Write: not. Model how to blend, continue with: pot, pod, sock, top. Teaching Chart pg. 34 Practice Book Pg: *RF.1.3d</p>	<p>Phonics: Short O Write; hop: the letter <i>h</i> stands for /h/. The letter <i>o</i> stands for /o/. The letter <i>p</i> stands for /p/. Now listen as I blend all three sounds: /hoopp/. Now you say it. Let's read the word together. Repeat with top, rock, sock, and mop, pod, nod, not, hot, rot, rock, sock, sack, sand, pond, bond, blond, blot. <i>Read teaching chart pg 34.</i> Practice Book Pg: *RF.1.3d</p>	<p>Phonics: Short O Review Short O Flashcards: a, bl, cl, fl, i, nd, nk, nt, o, pl, sk, sl, st. Write the word pond. Listen as I read the word <i>pond</i>. The beginning sound is <i>p</i>. the <i>p</i> sound is spelled with p. Say it with me /p/. Listen /poond/. Have students read teaching chart pg. 36 Practice Book pg. 33 *RF.1.3d</p>	<p>Phonics: Short O Write the word: rock. The letter <i>r</i> stands for /r/. the letter <i>o</i> for /o/, <i>ck</i> for /k/. listen as I blend the sounds /roook/. rock. Repeat with: lock, plopp, soft, clack Write; sob, sock, lock, flock, flop, slopp, slob, glob. blend sounds, Practice Book Pg: *RF.1.3d</p>	<p>Phonics: Short O Flashcards: a, bl, cl, fl, i, nd, nk, nt, o, pl, sk, sl, st. Write: box and blend sounds together. Write; flop, clock, pond, cot, pot, on, log, rock, block, toss, sob, dock, pod, lock, off, rob, stop, slopp, stock, locked. Teaching Chart: 34 & 36 Practice Book pg. *Spelling Test -Add words to word wall *RF.1.3d</p>
<p>10:50-11:05 Handwriting</p>	<p>Letter H pg 53</p>	<p>Letter R pg 54</p>	<p>Letter R pg 55</p>	<p>Letter S pg 56</p>	<p>Letter S pg 57</p>
<p>11:10-11:45 Lunch & Recess : Walk kids to Lunchroom and Duty teacher will bring them back.</p>					
<p>11:45-12:00 Calendar Time</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. *ESS.8.1.3 *1.NBT.1</p>				
<p>12:00-12:45 Math</p>	<p>Equal Sign and Missing Addend *1.OA.1, 1.OA.2, 1.OA.5, 1.OA.6, 1.OA.8</p>	<p>Equal Sign and Missing Addend *1.OA.1, 1.OA.2, 1.OA.5, 1.OA.6, 1.OA.8</p>	<p>Equal Sign and Missing Addend *1.OA.1, 1.OA.2, 1.OA.5, 1.OA.6, 1.OA.8</p>	<p>Review: Doubles, Making 10, Equal sign, and missing addend. *1.OA.1, 1.OA.2, 1.OA.5, 1.OA.6, 1.OA.8</p>	<p>Test over: Doubles, Making 10, Equal sign, and missing addend. *1.OA.1, 1.OA.2, 1.OA.5, 1.OA.6, 1.OA.8</p>

<p>12:45-1:00 English</p>	<p>Explain that there are different kinds of words. Words that name people, places or things are called nouns. Write: The boy runs. Circle the word <i>boy</i>. Say: there are three words in this sentence. the word boy names a person. It is a noun. A noun is a person, place or thing. Have them Repeat: person, place, thing. Write: The clock ticks. Clock is a noun. It names a thing. Write: The train runs on the track. Say: sometimes there are more than one noun in a sentence. There are two nouns in this sentence. Circle train and track. Train and Track are both nouns. Write: dog, little, grass, ant, see, sand, like, hill, on, fall, up, small, the, friend. Have kids identify which are nouns. Write: 1. The fish swims in the pond. 2. The girl ran to the swing. 3. The wig is in the bag. 4. The shop sells socks. 5. A bug is on the plant. *Grammar Practice Book pg. 26 *L.1.2b</p>	<p>Remind children that a noun is a word that names a person, place or thing. <i>Every sentence has a subject, or who or what the sentence is about. This subject is the NOUN.</i> Write: The lion can jump over the water. The words <i>lion</i> and <i>water</i> are nouns. They name things. Write: the lions love the little cats. What are the nouns in the sentence? Write: 1. The lion ran with her cubs across the field. 2. Do you prefer to climb a tree or play in a sandbox? 3. Pigs like to play in the mud. 4. Can you see two cats on the rock? 5. The frog jumped off the log. 6. The boy took two books about dogs back to the library. Have students name the nouns. Grammar Practice pg. 27 *L.1.1j</p>	<p>Review that a noun names a person, place or thing. Write; 1. My mother makes good pizza. 2. The bird built a nice nest. 3. The kangaroo carries her baby in her sack. 4. There are many cows on the farm. Have students name nouns. Have students correct these sentences: 1. i see a dog and a cat 2. the frog can hop fast 3. the baby is on the dad's back Grammar Practice pg 28 *L.1.1j, L.1.2b</p>	<p>NOUNS: Ask kids to explain what a noun is. They should be able to define that a noun is a person, place or thing. Grammar Practice pg 29 *L.1.1j</p>	<p>Write the following on chart paper: Have students circle the Nouns. The man hops on a big rock. The cat sat on a mat on the sand. The dog had my backpack. The children sang a song on the hill. Review: Capital Letters and Periods. Have them fix them on paper with a partner. the dog is big and black / the baby has a hat / the mom is with her baby / animal moms and dads can play / the frog jumped off the log / the dog is on the cot Grammar Practice pg 30 *L.1.1j</p>
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2:00-2:15 Recess - Take students to recess and stay on duty.					
2:15-3:00 Science / Social Studies	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.				
	Identify and discuss national symbols that represent American democracy: American Flag White House Bald Eagle Statue of Liberty United States Constitution	Identify and discuss national symbols that represent American democracy: American Flag White House Bald Eagle Statue of Liberty United States Constitution BrainPop Video on National Symbols Color the National Symbols Book *C.5.1.4	Science: Identify the features of major landforms Social Studies: Map Skills Map Book *ESS.8.1.1	Science: Identify the features of major landforms Discuss Landforms *ESS.8.1.1	Science: Identify the features of major landforms Review Landforms. Make a Map of Landforms. *LAB* *ESS.8.1.1