## Animal Moms and Dads-Unit 2 Week 1

				Prio	rity Skills			
Phonemic Awaneness/Phonics		Her, o	<u>Comprehension</u> Strategy: Summarize <u>Skill</u> : Main I RF.1.3b, RF.1.3g		lea and Details *RI.1.2	Writing Report *W.1.2	<u>Spelling Words</u> Hop, top, log, hog, hot, lot, fast, wink, our, they *L.1.2d	
	Monday		Tuesday		Wednesday	Thurs	day	Friday
8:05-8:10 Morning Routine 8:10-8:30 Shared Reading	Roll Call Lunch Count Pledge of Allegiance  A house is a house f	*SL.1.2	Roll Call Lunch Count Pledge of Allegiance Angel Child, Drago	*C.5.1.4 on Child *SL.1.2	Roll Call Lunch Count Pledge of Allegiance *C.5.1.4  Arthur Writes a Story *SL.1.2	Roll Call Lunch Count Pledge of Allegian Arthur's Tooth	*C.5.1.4 *SL.1.2	Roll Call Lunch Count Pledge of Allegiance *C.5.1.4 Froggy's Halloween *SL.1.2
8:30-8:50 Story of the Week	Animal Moms and Dads story aloud doing guide instruction while reading anterest of the sentence BIG BOOK: In that summer book can help you bett understand and remem main idea and the most details. I can summarize have read so far. First, we lions say hello by rubbing foreheads. Then we learn bears say hello. The main pages we have read are at animals say hello in different the story of the say hello in different the story of the say hello in different the story of the say hello in different the say hel	Read the d d ng. (12/13) -Use in a dello, Hello. narizing a er ber the important the details I the learn that their how Polar idea of the bout how they	Echo Read Story: Oral Reading Conding Families List words: protect, guide, separate, and talk wall. (71) Completidea web. (Teaching 35) Review Summarizing children that identify important facts and the selection and rein order can help the understand the selecthem summarize: Wiffamilies	provide, wild on text ete a main Chart pg.  Remind fying the details in estating them em better ction. Have	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 Read poem: Ove Meadow. Setting the mother and live? Literary El Alliteration: list reread the last the poem. In the the words sand with the same so words that beging same sound in a called alliteration. Summarize: Let what we have rewhat is the poen about? etc	r in the g: where do baby turtle ements: en as I two lines of e last line, and sun begin ound. Using n with the poem is on. s summarize ad do far.	Listen to the story while following along.
8:50-9:05 Reading Assessment	Reading Assessme Practice Book pg. !		Reading Assessn Practice Book po		Reading Assessment: Practice Book pg. 55/56	Reading Asses Practice Book		Reading Assessment: Reading Test

'n	AR Test/Library     Review Worksheet	AR Test/Library     Review Worksheet	<ol> <li>AR Test/Library</li> <li>Review Worksheet</li> </ol>	AR Test/Library     Review Worksheet	<ol> <li>AR Test/Library</li> <li>Review Worksheet</li> </ol>
Centers	3. Making 10 Game	3. Making 10 Game	3. Making 10 Game	3. Making 10 Game	3. What can Pig do?
<b>ತ</b>	4. Magnetic Letters	4. Write words 5x	4. Spelling WS	4. Words in a sent.	4. Magnetic Letters
	5. Starfall	5. Starfall	5. Starfall	5. Starfall	5. Starfall
	6. Reading Groups	6. Reading Groups	6. Reading Groups	6. Running Records	6. Running Records
	Orange:	Orange:	Orange:	Running Records for	Finish Running
	Work on short O words.	The Big Sun	Read: The Bug Bath	all groups.	Records.
	What word does not belong?		From old reading		
	hot, pot, poke; tot, tod, tone; cot, mote, lot;	Blue:	book.		
	Decodable Reader: Fox on a	Big?			
	Rock		Blue:		
	Read Title: What do you see	Green:	Read: The Bug Bath		
	on the cover? Where do you think this story will take	Whose Footprints	From old reading		
	place.		book.		
	Blue:				
	Have kids read words: odd,		Green:		
Ñ	flop, clock, lock, rock, hop,		Read: The Bug Bath		
d no	top, flock, cob, log, pot, box, plop, mop, slot.		From old reading		
P	Have them build as many		book.		
ding	words as they can -op, -ot, -				
eac	od, -ob. Give them the cards				
9 / B	b, c, d, f, g, h, l, m, n, o, p, r, s, t, v, w. Have them read: Fox				
i	on a Rock. Listen for decoding.				
F 2	Green:				
nte r fo	Have students read long A				
<u>a</u> <u>e</u>	and I words: came, mile,				
15 L 15	lime, make, dime, gate,				
9:15-10:15 Center Time/ Reading Groups **10 Min. on Timer for all 6 groups	kite, fade, bride, blame,				
5-1   Ai	drive, snake, slime, grape,				
):1: *10	hide.	*RF.1.3, RF.1.4	*RF.1.3, RF.1.4	* RF.1.3, RF.1.4	* RF.1.3, RF.1.4
O/ *	*RF.1.3d, RF.1.3, RF.1.4				

10:15-10:25 Phonemic Awareness	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 thes three sounds together: /p/o//t/, /pooot/, pot. That's right happy the wois pot.  Let's do some more together. Listen carefully as I say one sound at a tim 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//p/, /t//o//p/, /s//t//o//p/, /s//t//o//p/, /s//t//o//p/, /s//t//o//p/, /s//t//o//sh/,

/b//l//o//k/,/k//l//o//k/,

\*RF.1.2

/b//l//o//ch/

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 /mmmoooop/ 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.

Have Workmats ready for students with counters. Iam 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: /nnooot/. 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/; /\//o//k/: /k//\//o//k/: /s//t//o//p/.

\*RF.1.2

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.

\*RF.1.2

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 /a//o//t/. Listen as I blend the sounds: /gooot/, got. The word is got. Your turn: /k//o//t/ /s//o//k/ /l//o//q/ /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 /ot /1//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

\*RF.1.2b, RF.1.2d

\*RF.1.2d

10:25-10:50 Phonics	Phonics: Short O Listen to the word: Octoppus. 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. 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	Phonics: Short O Write; hop: the letter h stands for /h/. The letter o stands for /o/. The letter p 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. Read teaching chart pg 34.	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 pond. The beginning sound is p. the p 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	Phonics: Short O Write the word: rock. The letter r stands for /r/. the letter o for/o/, ck for /k/. listen as I blend the sounds /roook/. rock. Repeat with: lock, plop, soft, clack Write; sob, sock, lock, flock, flop, slop, slob, glob. blend sounds,  Practice Book Pg:  *RF.1.3d	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, slop, stock, locked. Teaching Chart: 34 & 36  Practice Book pg. *Spelling Test -Add words to word wall *RF.1.3d
10:50-11:05	Practice Book Pg: *RF.1.3d Letter H pg 53	Practice Book Pg: *RF.1.3d  Letter R pg 54	Letter R pg 55	Letter S pg 56	Letter S pg 57
Handwriting					
11:10-11:45	<b>Lunch &amp; Recess</b> : Walk	kids to Lunchroom and D	uty teacher will bring the	m back.	
11:45-12:00 Calendar Time	Have students Count by: 2's, What is the Day of the Week weather like? (add to calenda	? Month? How many days in a	week? Months in a year? Days i	n this month? What is today's	date? What was today's  *ESS.8.1.3 *1.NBT.1
12:00-12:45	Equal Sign and Missing	Equal Sign and Missing	Equal Sign and Missing	Review: Doubles,	Test over: Doubles,
Math	Addend	Addend	Addend	Making 10, Equal sign, and missing addend.	Making 10, Equal sign, and missing addend.
	*1.OA.1, 1.OA.2,				
	1.OA.5, 1.OA.6, 1.OA.8	*1.0A.1, 1.0A.2, 1.0A.5, 1.0A.6, 1.0A.8	*1.0A.1, 1.0A.2, 1.0A.5, 1.0A.6, 1.0A.8	*1.0A.1, 1.0A.2, 1.0A.5, 1.0A.6, 1.0A.8	*1.0A.1, 1.0A.2, 1.0A.5, 1.0A.6, 1.0A.8

12:45-1:00	Explain that there are	Remind children that a	Review that a noun names	NOUNS:	Write the following on
	different kinds of words.	noun is a word that	a person, place or thing.	Ask kids to explain what a	chart paper: Have
English	Words that name people,	names a person, place or	Write; 1. My mother	noun is. They should be	students circle the Nouns.
	places or things are called	• • • • • • • • • • • • • • • • • • • •	•	able to define that a noun	The man hops on a big
	nouns. Write: The boy runs.	thing. Every sentence has	makes good pizza. 2. The bird built a nice nest. 3.		
	Circle the word <i>boy</i> . Say:	a subject, or who or what		is a person, place or thing.	rock.
	there are three words in this	the sentence is about.	The kangaroo carries her		The cat sat on a mat on
	sentence. the word boy	This subject is the	baby in her sack. 4. There		the sand.
	names a person. It is a noun.	NOUN. Write: The lion	are many cows on the		The dog had my backpack.
	A noun is a person, place or	can jump over the water.	farm. Have students name		The children sang a song
	thing. Have them Repeat:	The words <i>lion</i> and <i>water</i>	nouns.		on the hill.
	person, place, thing. Write:	are nouns. They name	Have students correct		Review: Capital Letters
	The clock ticks. Clock is a	things. Write: the lions	these sentences:		and Periods. Have them
	noun. It names a thing. Write: The train runs on the	love the little cats. What	1. i see a dog and a cat		fix them on paper with a
	track. Say: sometimes there	are the nouns in the	2. the frog can hop fast		partner. the dog is big and
	are more than one noun in a	sentence? Write:	3. the baby is on the		black / the baby has a hat
	sentence. There are two	1. The lion ran with her	dad's back		/ the mom is with her
	nouns in this sentence. Circle	cubs across the field. 2.			baby / animal moms and
	train and track. Train and	Do you prefer to climb a	Grammar Practice pg 28	Grammar Practice pg 29	dads can play / the frog
	Track are both nouns. Write;	tree or play in a	13	13	jumped off the log / the
	dog, little, grass, ant, see,	sandbox? 3. Pigs like to	*L.1.1j, L.1.2b		dog is on the cot
	sand, like, hill, on, fall, up,	play in the mud. 4. Can	J, ,		9
	small, the, friend. Have kids	you see two cats on the		*L.1.1j	
	identify which are nouns.	rock? 5. The frog jumped		2.2.2	
	Write: 1. The fish swims in	off the log. 6. The boy			
	the pond. 2. The girl ran to	took two books about			
	the swing. 3. The wig is in				
	the bag. 4. The shop sells	dogs back to the library.			
	socks. 5. A bug is on the	Have students name the			
	plant.	nouns.			
	*Grammar Practice Book	Grammar Practice pg. 27			
	pg. 26	*L.1.1j			
	*L.1.2b				Grammar Practice pg 30
					*L.1.1j

Writing	Hello In this book, we		1		•
	learned how animals talk with each other. On chart paper make a list of the ways animals greet each other. Remind them that this week we will be talking about ways animal moms and dads protect and provide for their babies. Explain that this week they will be writing a report. A report is a type of writing that gives information about something. Have them say sentences about how people greet each other. Each sentence should have a noun. Write the sentences on the board. Capital letter and period.  *W.CCR.10, L.1.1j, W.1.8	care of their babies in different ways. They usually protect them from harm and provide food for them. Brainstorm with children ways some animal moms and dads take care of their families. Write their ideas on chart paper.  Use children's ideas to write a class sentence on the board, one word at a time. Start by saying the first word slowly. What sound do you hear at the beginning of this word? What letter do we write for this sound? Should it be a capital or lowercase letter? What other sounds do you hear? Let children write the known sounds in each word, and then fill in the remaining letters for them. Collaborate with children to compose sentences that tell about how animals take care of their babies. Remind children that we write from left to right and space between words.  *W.CCR.10, L.1.1j, W.1.5	decide what they want to write about before they begin writing. They think of their ideas to make a plan. Write: 1. My mom reads stories at bedtime. I ate meat loaf last night. 2. My mom reads stories at bedtime. My mom helps me with my homework. Say: Let's see. When I read the first two sentences, they are talking about two different things. When I read the second pair of sentences, I understand them better because both sentences are talking about one idea- how the mom helps. When I write, I first think of what I'm going to write about and then I present my ideas in a way that makes sense. Prewrite: draw a pic of a family member they would like to write about. Draft: write a short report below the drawing. The report should tell about how family members take care of each other. Remind them that their sentences should be organized in a way that makes sense.  *W.CCR.10, W.1.5	Talk about Sam's writing.  How did he organize his information to tell how family members protect and provide for each other? Point out that Sam has written a report. A report is a kind of writing that tells information about something. Then do the Grammar and Writing activity on pg.35 together Revise Your Writing: Their writing must have a Title and that their sentences end with a period and begin with a capital letter. Revise: Have them revise their writing they drafted on Day 3. Make sure the words are in the right order.  *W.CCR.10 W.1.5	*W.CCR.1  *W.CCR.1  *W.L.  *W.L.
1:20-2:00	Library	PE	PE	Art	Music
Activity	Mrs. Ketchum	Coach Setzer	Coach Setzer	Mrs. B	Mrs. Smith

2:15-3:00	Students will need to take a bathroom break. While students are doing a bathroom break, send them to AR test with Mrs.						
Science /	Mary Jean on the Shared Reading Story for the day and let them test on their extra readers.						
Social	Identify and discuss	Identify and discuss	Science: Identify the	Science: Identify the	Science: Identify the		
Studies	national symbols that represent American democracy: American Flag White House Bald Eagle	national symbols that represent American democracy: American Flag White House Bald Eagle	features of major landforms Social Studies: Map Skills	features of major landforms Discuss Landforms	features of major landforms Review Landforms. Make a Map of Landforms. *LAB*		
	Statue of Liberty United States Constitution	Statue of Liberty United States Constitution	Map Book				
			*ESS.8.1.1	*ESS.8.1.1	*ESS.8.1.1		
		BrainPop Video on National Symbols					
		Color the National Symbols Book *C.5.1.4					