

# The Pigs, The Wolf and the Mud-Unit 2, Week 4

Priority Skills					
<u>Phonemic Awareness/Phonics</u> Short u *RF.1.3d	<u>High-Frequency Words</u> Again, could make, one, then, three *RF.1.3b, RF.1.3g	<u>Comprehension</u> Strategy: Visualize. Skill: Plot *RL.1.3	<u>Writing</u> Story *W.1.3	<u>Spelling Words</u> Run, fun, nut, cut, bug, rug, grass, spin, could, one *L.1.2d	
Monday	Tuesday	Wednesday	Thursday	Friday	
<b>8:05-8:10 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 Shared Reading</b>	<a href="#">Robert Munsch - BOO!</a> *SL.1.2	Three little wolves and ... *SL.1.2	Three little pigs *SL.1.2	Three Little Pigs *SL.1.2	<a href="#">Three Little Pigs Video Online</a> *SL.1.2
<b>8:30-8:50 Story of the Week</b>	Story of the Week The Pigs...: Read the story aloud doing guided instruction while reading. (teacher book pg. 88/89) *Intro. Spelling Words-Use in a sentence <u>Visualize</u> -explain that visualizing the events that occur in the story can help you understand the plot. <i>As I read the story, I try to picture the events in my mind, I create a picture of the characters and the events that happen at the beginning, mid. and end</i> BIG BOOK: <a href="#">The three little pigs</a> <i>Let's find out if the pigs have a problem and how they solve it.</i> *SL.1.2	Echo Read Story :Oral Reading Cards: <a href="#">The Squeaky Floor</a> List words: <i>company, construct, collapses, entire, and material</i> on text talk wall. (107I) Complete Problem and Solution Chart. (Teaching Chart pg. 108) Remind kids that the <b>plot</b> has a beginning middle and end. In the beginning the characters usually have a problem. In the end, they usually find a solution. *SL.1.2	Stick read the story. Pull sticks out of the cup to determine who will read. Which might you <b>collapse</b> : working all day in the sun or sitting and reading a book? Whose <b>company</b> would you enjoy more: a group of strangers or a group of friends? Could you <b>construct</b> a house from feathers or from bricks? Why? What kind of <b>material</b> do you need for a coat-light or heavy? *SL.1.2	Read story with a partner. Which word goes with "stuff something is made of"? Which word goes with "to build"? Which word goes with "someone who spends time with you"? Which word goes with "whole"? Which word goes with "falls down"? *SL.1.2	Listen to the story while following along.
<b>8:50-9:05 Reading Assessment</b>	Reading Assessment: Practice Book pg. 81/82 *RF.1.3b, RF.1.3g	Reading Assessment: Practice Book pg. 83/84	Reading Assessment: Practice Book pg.85/86	Reading Assessment: Practice Book pg: 87/88	Reading Assessment: Reading Test

<p style="text-align: center;"><b>Centers</b></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>	<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. Write words 5x</li> <li>5. Starfall</li> <li>6. Reading Groups</li> </ol>	<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. Spelling WS</li> <li>5. Starfall</li> <li>6. Reading Groups</li> </ol>	<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. Words in a sent.</li> <li>5. Starfall</li> <li>6. Running Records</li> </ol>	<ol style="list-style-type: none"> <li>1. AR Test/Library</li> <li>2. Review Worksheet</li> <li>3. What can Pig do?</li> <li>4. Magnetic Letters</li> <li>5. Starfall</li> <li>6. Running Records</li> </ol>
	<p><b>Orange:</b> Say the following words sound by sound: Tell students to give thumbs up when they hear the /u/ sound. <i>bug, cat, run, cut, sit, mop, sun, cub, get, hug.</i> Decodable Reader: <u>Gus and Fluff</u> Read Title: What animals do you see? Where are they? What are they doing? What do you think the story may be about?</p> <p><b>Blue:</b> Have kids read words: <u>mug, rug, plug, hum, drum, plum, bump, spun, sun, bunk, trunk, just, gull, grunt, snug.</u> Have them make words for <u>-ub, -ug, -um, -un.</u> Have them read <u>Guss and Fluff</u>: note decoding proficiency.</p> <p><b>Green:</b> Have students read: <u>aim, brain, play, paint, main, stay, drain, nail, spray, gray, chain, braid, plain, clay, waist.</u> Have them search books for long a words. *RF.1.3d, RF.1.3, RF.1.4 <b><u>DRA Oral Reading Assessment on:</u></b> Shawn, Brianna, Tristin, Danika</p>	<p style="text-align: center;"><b><u>Orange Reading Folders for:</u></b></p> <p><b><u>Orange(easy):</u></b> Jesse Cates Devin Maxwell Danika Carnahan</p> <p><b><u>Blue(Easy &amp; Hard):</u></b> Alexis Hill Rhett Roberson Blayzee Owens</p> <p><b><u>Green(Hard):</u></b> Shawn Bryson Brianna Wendt Tristin Williams Jaxon Gifford Dailen Short Whitney Howell Dierks Pruitt</p> <p style="text-align: center;"><b><u>DRA READING GROUPS</u></b></p> <p><b><u>DRA Oral Reading Assessment on:</u></b> Jaxon, Dailen, Whitney *RF.1.3, RF.1.4</p>	<p style="text-align: center;"><b><u>DRA READING GROUPS</u></b></p> <p style="text-align: center;"><b><u>DRA Oral Reading Assessment on:</u></b> Dierks, Alexis, Blayzee</p> <p style="text-align: center;">*RF.1.3, RF.1.4</p>	<p style="text-align: center;"><b><u>Begin Running Records on:</u></b></p> <p style="text-align: center;"><b><u>During 1<sup>st</sup> Center:</u></b> Shawn Bryson Brianna Wendt Tristin Williams Jaxon Gifford Dailen Short Whitney Howell Dierks Pruitt</p> <p style="text-align: center;"><b><u>DRA Oral Reading Assessment on:</u></b> Devin, Jesse, Rhett</p> <p style="text-align: center;">* RF.1.3, RF.1.4</p>	<p style="text-align: center;"><b><u>Running Records on:</u></b> Jesse Cates Devin Maxwell Danika Carnahan Alexis Hill Rhett Roberson Blayzee Owens</p> <p style="text-align: center;">* RF.1.3, RF.1.4</p>

**9:15-10:15 Center Time/ Reading Groups**  
**\*\*10 Min. on Timer for all 6 groups**

<p>10:15-10:25</p> <p><b>Phonemic Awareness</b></p>	<p>Listen carefully as I say a word: up, . I can hear the /u/ vowel sound at the beginning of the word up. Now Listen as i say another word: bug. I hear the /u/ vowel sound in the middle of bug. Now let's try it together. Listen carefully as I say a word. Then tell me the beginning sound in each word.</p> <p>Us, must, under, just, if, snuck.</p> <p>Now listen carefully as I say the words. Tell me the middle sound in each word.</p> <p>Cut, cot, suck, sack, rug, peg.</p> <p>What is the beginning sound in up?</p> <p>What is the middle sound in bus?</p> <p>What is the beginning sound in add?</p> <p>What is the beginning sound in wig?</p> <p>What is the middle sound in five?</p> <p>What is the middle sound in such?</p> <p>What is the beginning sound in us?</p> <p>What is the middle sound in back?</p> <p style="text-align: right;">*RF.1.2</p>	<p>Listen as I say three words; nut, gem, bus. Happy, which word doesn't belong? yes, nut and bus have the /u/ sound in the middle, but gem does not.</p> <p>Listen to these words. Two words have the same middle sound. One has a different sound. Which word does not belong?</p> <p>Mud, bun, sad Cut, mop, pop Ran, fan, tub Bit, duck, but</p> <p style="text-align: right;">*RF.1.2d</p>	<p>I am going to hold up one finger for each sound in the word. Then I will blend the sounds together. Say: /m//u//s//t/. The word has four sounds and when I blend the sound together, i get the word /muust/, must. Lets do some more together. Hold up one finger for each sound in the word:</p> <p>/d//u//k/, /b//u//m//p/, /j//u//n//k/, /l//u//n//ch/, Now you will do some on your own:</p> <p>/k//r//u//n//ch/, /s//t//u//k/, /b//u//n//ch/, /k//l//u//m//p/, /t//r//u//n//k/, /s//t//u//f/</p> <p style="text-align: right;">*RF.1.2</p>	<p>Listen as I say three words: bus, nut, hat. I hear the /u/ sound in the middle of bus and nut. I do not hear the /u/ sound in the middle of hat.</p> <p>I am going to say more words. Tell me which word does not belong.</p> <p>Mug, just, fume Rat, hut, cut Mud, nod, bud Sick, pup, fun</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 /d//u//g/. Listen as I blend the sounds: /duugg/, dug. The word is dug. Your turn: /b//u//g/ ; /s//t//u//k/ /s//u//n//k/ /d//u//k/ /k//l//u//b/ /m//u//s//t/ 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>bus</i> /b//u//s/. Bus has three sounds. It's your turn. How many sounds are in these words? pup, luck, cub, plum, puff, tub, trunk, just, trust, bunk</p> <p style="text-align: right;">*RF.1.2b, RF.1.2d</p>
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<p>10:25-10:50 <b>Phonics</b></p>	<p>Phonics: Short U Say the word: Umbrella. The sound /u/ is at the beginning. Say it with me: /u/. Now I will say /u/ as I write the letter u in the air. I want you to do this with me five times. Write: nut, have students sound out this word. Continue with fun, mug, rub, bun, mud. Teaching Chart: pg. 48 <b>*Practice Book pg. 119</b> *RF.1.3d</p>	<p>Phonics: Short U Write: bun. The letter b says /b/, the letter u says /u/, and the letter n says /n/. Continue with cut, fuzz, bus, luck, tug, sun, run, rug, dug, duck, luck, tuck, tub, sub, cub, and club. Read teaching chart pg 48 <b>*Practice Book pg. 121</b> *RF.1.3d</p>	<p>Phonics: Short U This is the word <i>but</i>. Have students say all sounds in the words and continue with: duck, crust, bunk, dump, fluff. Have students read teaching chart pg. 50 <b>*Practice Book pg. 123</b> *RF.1.3d</p>	<p>Phonics: Short U Write: must. Have students say each sound in the word and continue with: just, clump, plump, buck, hut, hunt, stunt, hum, sum, hug, hut, rut, rust, crust, crush, brush, blush. <b>*Practice Book pg. 125</b> *RF.1.3d</p>	<p>Phonics: Short U Write: cup, Have kids say each sound in the word. Continue with: mud, fund, it's bud, crust, let's, rust, shut, bump, drum, she's, sunk, hum, dull, puff, hunt, gull, junk, stuck, he's Teacher Chart: 48 &amp; 50. <b>*Practice Book pg. 127</b> *Spelling Test -Add words to word wall *RF.1.3d</p>
<p>10:40-10:50 <b>Handwriting</b></p>	<p>Letter V pg. 78/79</p>	<p>Letter W pg 80/81</p>	<p>Letter X pg 82/83</p>	<p>Letter Y pg 84/85</p>	<p>Time to Review: pg 86/87</p>
<p><b>10:50-11:25 Lunch &amp; Recess : Walk kids to Lunchroom (Get milk for Ethan) and Duty teacher will bring them back.</b></p>					
<p>11:25-11:45 <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. *ESS.8.1.3 *1.NBT.1</p>				
<p>11:45-12:45 <b>Math</b></p>	<p><u><a href="#">ENGAGE NY</a></u> Fluency Practice: (13min) App. Prob. CGI: (7min) Concept Development: (30min) Debrief: (10min) *1.G.2</p>	<p><u><a href="#">ENGAGE NY</a></u> Fluency Practice: (13min) App. Prob. CGI: (7min) Concept Development: (30min) Debrief: (10min) *1.G.2</p>	<p><u><a href="#">ENGAGE NY</a></u> Fluency Practice: (13min) App. Prob. CGI: (7min) Concept Development: (30min) Debrief: (10min) *1.G.2</p>	<p>Review Skills, Pull back students who are struggling, while giving higher students a more challenging task. *1.G.2</p>	<p>Review Skills, Pull back students who are struggling, while giving higher students a more challenging task. *1.G.2</p>

<p>12:45-1:00 English</p>	<p>Tell Children that a common noun names any person, place, or thing. <i>In the Big Book</i>, The Three Little Pigs, the words house, pig, sticks, and door are common nouns. Tell the children that nouns begin with a lowercase letter. Frame each of the words in the <b>Big Book</b> and read it aloud. Explain that the names of particular people, pets, and places are called <b>proper nouns</b>. The names <i>Mrs. Pig</i> and <i>Mr. Smith</i> in the big book, and the place names <i>Merry Garden</i> and <i>Shanklin</i> are proper nouns. Explain that proper nouns begin with a capital letter. Frame each of the names in the Big Book and read it aloud. Have them name the capital letter or letters in the name. Write: 1. Bill and stan jumped. 2. Ned and bob play the drums. 3. Our trip is to rock pond. 4. We sang at frank's. Have students work with a partner to look for proper nouns that begin with a capital letter. Now look for proper nouns that need capital letters. *Grammar Practice Book pg. 41</p>	<p>Have kids turn to the sentences on pgs. 84 &amp; 85 of "too Big for One" Select a child to read them. Explain: these sentences have common and proper nouns. Common nouns name any person, pet, place or thing. The words hut, sticks, and bricks are common nouns. Proper nouns are the names of particular places, pets, and places. Pup, Pig, and Cat are names of characters in the story. The names are proper nouns. ALL proper nouns begin with a capital letter. Write: Cat, Tam, Sam Pat, Tim, boy Stan, man, Hank Ann, gal, Jen Bank, tank, Frank Have students circle the proper nouns, underline the common nouns. How do you know??</p>	<p>Review what a <b>common noun</b> is and what a <b>proper noun</b> is. Say: My name is Kathy. I live in Texas. have a cat named Fluffy. What are the proper nouns? Write:</p> <ol style="list-style-type: none"> <li>1. Sam went to bed to nap.</li> <li>2. We live on Sun Place.</li> <li>3. Gus did not ride in the truck.</li> <li>4. Aunt Nell had fun at lunch.</li> <li>5. We go to see Max's Mill.</li> <li>6. Flip is my pet.</li> </ol> <p>Have children underline the proper nouns.</p> <p>Write:</p> <ol style="list-style-type: none"> <li>1. sam went to oklahoma.</li> <li>2. kim called her pet frog hoppy.</li> <li>3. dan saw his friend nick at the park.</li> <li>4. dad took jen to florida to see grandma.</li> </ol> <p>Have students Capitalize the Proper nouns. Grammar Practice pg 43</p>	<p>Ask children to explain the difference between common and proper nouns. Have them give examples of common and proper nouns. List their examples on the board.</p> <p>Grammar Practice pg 44</p>	<p>Remind them that a common noun names any person, place, pet or thing. A proper noun names a particular person place, pet or thing. Write: Bob lives on Bud Street with his cat, Max. Jen went to Nut Park with her dog, Wags. Circle the Proper Nouns. Have students correct these sentences: Ron has a new cat, fluff. Kim and jim live on duck street. We will go to trot farm to see tim. russ went to sun park in oklahoma. Grammar Practice pg 45</p>
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	Take Students to their activity and pick them up.				
<b>2:00-2:15 Recess</b> - Take students to recess and stay on duty.					
<b>2:15-3:00 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.				
	Recognize that there are seven major continents: Book <a href="#">SONG/VIDEO</a> Color the continents <a href="#">WORKSHEET</a> *G.1.15	Review continents: Watch <a href="#">SONG/VIDEO</a> <a href="#">WORKSHEET</a> Recognize that there are four major oceans in the world <a href="#">Continents &amp; Oceans</a> <a href="#">Mini Book</a> *G.1.16	Talk about: What is electricity? Talk about lightning. - Socks on carpet <a href="#">Video</a> *PS.7.15	Demonstrate methods of producing static electricity *LAB*- Have students make static electricity with balloons, socks, and carpet. *PS.7.15	HALLOWEEN PARTY