

On My Way to School-Unit 3,Week 1

Priority Skills					
<u>Phonemic Awareness/Phonics</u> Long A - a_e *RF.1.3	<u>High-Frequency Words</u> Away, school, today, way, why *RF.1.3b, RF.1.3g	<u>Comprehension</u> <u>Strategy</u> : Analyze Story Structure. <u>Skill</u> : Retell *RL.1.2	<u>Writing</u> Story *W.1.3	<u>Spelling Words</u> Make, take, came, game, gate, late, shop, with, why, school *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	Robert Munsch *SL.1.2	Shared Reading Story *SL.1.2	Shared Reading Story *SL.1.2	Shared Reading Story *SL.1.2	Shared Reading Story *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>Story of the Week</u> <u>On My Way to School</u> : Read the story aloud doing guided instruction while reading. (Teacher Book Pgs. 12/13) <u>*Inrto. Spelling Words-Use in a sentence</u> Analyze story structure, Stories have a beginning, middle, and end. How these parts are put together is called the story structure. Retell- A good way to understand a story is to retell it in their own words.. (7A) BIG BOOK: <u>If you take a mouse to school I see a mouse on the cover holding a pencil.</u> <i>What do you think the mouse is doing? What is funny about the mouse on the cover? What do you think the story is going to be about?</i> *SL.1.2	Echo Read Story :Oral Reading Cards: <u>The Monkey's and the Hats</u> List words: amuse, delighted, humorous, mood, and ridiculous on text talk wall. (107I) Complete Retelling Chart. (Teaching Chart pg. 59) Remind them that when they retell, they tell what happens in the beginning, middle and end of the story. *SL.1.2	Stick read the story. Pull sticks out of the cup to determine who will read. Does a humorous joke make you laugh or cry? Who looks ridiculous in mittens-a girl or a kitten? If a cartoon amuses you, would you watch it or leave the room? If you were delighted by a gift, would you love it or hate it? Could the mood of your class be happy or pretty? *SL.1.2	Read story with a partner. What is your mood on your birthday? What cartoon character most amuses you? What story do you find humorous ? What game or activity most delights you? What is the most ridiculous thing you've ever seen? *SL.1.2	Have students use these words in a sentence: amuse, delighted, humorous, mood, and ridiculous. Listen to the story while following along.
8:50-9:05 Reading Assessment	Reading Assessment: Practice Book pg. 101/102 *RF.1.3b, RF.1.3g	Reading Assessment: Practice Book pg. 103/104	Reading Assessment: Practice Book pg.105/106	Reading Assessment: Practice Book pg: 107/108	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
	<p><u>Orange:</u> Decodable Reader: <u>Jane and Wade</u> Read Title: What do you see on the cover? Why do you think think there is a frog on the girl's head? Who do you think is Wade and who is Jane? How do you know?</p> <p><u>Blue:</u> Have kids read words: pave, cake, ape, make, tape, cape, frame, grape, plate, save, scale, game, shave, stake, state. Have them read <u>Jane and Wade</u>: note decoding proficiency.</p> <p><u>Green:</u> Have them read Long E words: see, brief, scream, teeth, field, sea, queen, honey, peach, wheel, flea, sweet, bunny, runny, wheat. Have them read <u>Jane and Wade</u>, note decoding proficiency.</p> <p style="text-align: center;">*RF.1.3d, RF.1.3, RF.1.4</p>	<p style="text-align: center;"><u>DRA GROUPS</u></p> <p style="text-align: center;">*RF.1.3, RF.1.4</p>	<p style="text-align: center;"><u>DRA GROUPS</u></p> <p style="text-align: center;">*RF.1.3, RF.1.4</p>	<p style="text-align: center;"><u>DRA Groups and begin Running Records</u></p> <p style="text-align: center;">* RF.1.3, RF.1.4</p>	<p style="text-align: center;"><u>Finish Running Records.</u></p> <p style="text-align: center;"><u>Work on students writing and correct any misspelled words.</u></p> <p style="text-align: center;">SIGHT WORD TEST!!</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 Phonemic Awareness</p>	<p>Happy will say three words. One sound will be the same in all three words. Listen: <i>Jake, rake, made</i>. The middle sound /A/ is the same in Jake, rake, and made. Say the sound with me /AAA/. Now let's try it together. I will say three words. Tell me the sound you hear that is the same in all three words. Tape, made, cane; wet, pen, fled; trap, hat, mad; make, late, fade; wait, main, day; fix, tick, bit. Let's try some harder ones. I'll say four words. Tell me the sound that is the same in all four words: Track, man, fan, sat Met, ten, fed, bed Cake, make, game, gate Bake, brain, same, stain. Continue with: Duck, lump, tuck; clap, flat, mask; name, tame, late; tell, wet, swell; grape, clay, graze; plate, great, bake; quit, gift, flick; best, red, yet; fog, clock, box; pain, flake, gain; file, sight, slight; flick, trick, clip.</p> <p style="text-align: right;">*RF.1.2</p>	<p>Listen carefully as I say a word: aim. Happy will repeat the word and add a /k/ to the beginning. to make a new word. /k//k/Am. came. I am going to say more sounds and words, Add the sound to the beginning of the word to get a new word. Then tell me the new word. /k/ape, /k/age, /s/take, /p/age, /p/late, /sh/ape.</p> <p style="text-align: right;">*RF.1.2d</p>	<p>Listen carefully to this word: <i>bake</i>. I want Happy to change the first sound in bake from /b/ to /mmm/. Happy, what is the new word? That's right, the new word is make. Let's do some more together. Listen as I say a word and a sound. Change the first sound in the word to make a new word. Start with the word <i>take</i>. Change the /t/ to /k/. What's the new word? Continue with. Cake - change /k/ to /l/ Lake - change /l/ to /r/ Rake - change /r/ to /f/ Fake - change /f/ to /b/</p> <p style="text-align: right;">*RF.1.2</p>	<p>Listen to Happy says these words: gate, whale, train. I hear the /A/ sound in the middle of each word. I am going to say more words. Tell me the middle sound you hear in each set. Let's do the first one together. Leg, web, vet Sad, bag, cat Snake, plate, rate Take, pain, mail</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 /m//A//z/. Listen as I blend the sounds: /mmmAAzzz/, maze. The word is maze. Your turn: /kw//A//k/ ; /sh//A//p/ /l//A//k/ /b//l//A//z/ /g//r//A//p/ /r//A//n/ 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>case</i>/k//A//s/. Case has three sounds. It's your turn. How many sounds are in these words? tale, paint, grade, plate, face, bait, shake, snake, fate, shave</p> <p style="text-align: right;">*RF.1.2b, RF.1.2d</p>
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<p>10:25-10:40 Phonics</p>	<p>Phonics: Long A Listen to this word: Train. The word Train has the long A sound. Today we will learn one of the spellings for the Long A sound. Let's spell rat together. If I add an e on the end of the word, the e will make the A say it's name. Now the word is rate. Write: same -have students say each sound in the word. Continue with: make, cave, tale, bake, lake. Teaching Chart: pg.58</p> <p>*Practice Book pg. 130 *RF.1.3d</p>	<p>Phonics: Long A Write; tape. Have students say each sound in the word, note that the e does not say anything. Continue with: game, late, bake, make, gave, fade, fake, male, pale, pave, wave, wake, bake, rake, rate, late. Read teaching chart pg58</p> <p>*Practice Book pg. 134 *RF.1.3d</p>	<p>Phonics: Long A The word Tale has the Long A sound. Listen /t//AAA//l//e/. This is the same sound in the middle of <i>same</i>. Listen: /ssAAAm/, same. We've been reading words with the Long A sound all week, Today we will read some more. Write: Plane, blame, shape, frame, grade, brave. Have students sound out each word. Have students read teaching chart pg. 60</p> <p>*Practice Book pg. 136 *RF.1.3d</p>	<p>Phonics: Long A Write: flame, have students say each sound in the word. Continue with: grade, shade, snake, game, blame, frame, fame, fake, shake, shape, drape, draped, shaped, and shaping.</p> <p>*Practice Book pg. *RF.1.3d</p>	<p>Phonics: Long A Write: gave. What sounds do each of these words say? Help me blend the sounds. /ggAAAvvv/. Continue with: flake, tale, saved, grape, taming, shake, tamed, plate, date, blamed, case, tape, raked, name, drape, cape, gazed, crave, lake, waving. Teacher Chart: 58 and 60. *Practice Book pg. *Spelling Test -Add words to word wall *RF.1.3d</p>
<p>10:40-10:50 Handwriting</p>	<p>Time to Review pg. 98</p>	<p>Color words pg 100/101</p>	<p>Days of the Week pg 102/103</p>	<p>Months of the Year pg 104/105</p>	<p>Plurals pg 106/107</p>
<p>10:50-11:25 Lunch & Recess : Walk kids to Lunchroom (Get milk for Ethan) and Duty teacher will bring them back.</p>					
<p>11:25-11:45 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. *1.NBT.1 *ESS.8.1.3</p>				
<p>11:45-12:45 Math</p>	<p>Review Shapes and practice adding on and adding to make 10 **1.OA.6 1.G.1</p>	<p>Review Shapes and practice adding on and adding to make 10 **1.OA.6 1.G.1</p>	<p>Review Shapes and practice adding on and adding to make 10 **1.OA.6 1.G.1</p>	<p>Math test *1.OA.6 1.G.1</p>	<p>Subtraction-taking from, taking apart. Worksheet pg. *1.OA.1</p>

12:45-1:00
English

Tell them that a word that shows action is called a verb. Some verbs are: run, jump, play. These words all show something that you can do. Explain that stories use many different verbs to show actions. Listen to these sentences from **If you take a Mouse to School**: *On the way to the lunchroom, he'll see some building blocks. He'll build a little mouse house and make some furniture out of clay.* The **verbs** in these two sentences tell what the mouse will do. He'll see, he'll build, and he'll make. See, build and make are the **verbs**. Have students act out these **verbs**: smile, write, stand, sit, laugh, eat, sleep. You had to do something to act these out. Write:

1. The cats and dogs run.
2. The hens lay eggs.
3. The rabbit hops in the yard.
4. Ducks swim in the pond.
5. The cat jumps on the rock.

Have them work with a partner to write down the verbs on their marker board.

*Grammar Practice pg. 51
*L.1.2b

Write: *Jane sees the frogs. The frogs hop. The ducks quack.* Read them aloud. Underline the verbs in each sentence and explain that is what they are doing. Remember, a verb shows action. Write:

1. Pig and Frog walk to Cat's home.
2. They play a game.
3. Cat and Frog pull.
4. They fall onto Pig.
5. Then Pig, Frog, and Cat play a game of tag.
6. Pig, Frog, and Cat run together.

Have students circle the verbs in each sentence.

Grammar Practice pg. 52
*L.1.1j

Review that words that show action are called **verbs**. An action is anything that you can actually do. You can walk, run and sit. Walk, run and sit are all **verbs**. Write:

1. Pig and I run for the bus.
2. The bus zips away.
3. We pass a trash truck.
4. The duck hops in the bus.
5. We see frogs with gumdrops.
6. They drop the gumdrops.
7. Two frogs clip.
8. Two frogs mop.
9. The frogs hop in the bus.
10. They sit with the rest of us.
11. The frogs hop in the pond.
12. The duck flies up in the sky.
13. The apes fish in the pond.
14. They nap in the grass.

Have students circle the verbs.

Grammar Practice pg 53
*L.1.1j, L.1.2b

Ask children to explain what verbs are. They should be able to describe that verbs are action words. Explain that they will use verbs to describe actions when they write their stories. Remind them that they will write a silly story, you can provide emphasis by using an exclamation point.

Grammar Practice pg 54
*L.1.1j

Write:
A dog in pants
sings in the sea.
A cat plays drums
up in a tree.
-Have students circle the verbs.
Remind them that a sentence always ends with a punctuation mark . The Punctuation mark helps good readers to know what the sentence means. Exclamations should be read with lots of feeling. Have them remember that a comma comes after a greeting and closing of a letter.
Write:
will he jump on me
Wow, jake can kick
Look out
Is he taking the ball
Have students look for capital letters, punctuation marks.

Grammar Practice pg 55
*L.1.1j, L.1.2b

<p>1:00-1:20 Writing</p>	<p>Tell kids that a story should be fun to read and entertaining for the reader.</p> <p>-Brainstorm additional silly things the mouse from <i>If You Take a Mouse to School</i> might do in school. Ask questions such as "What might the mouse do at recess? Write children's responses on chart paper.</p> <p>-With the kids, ask them to write about what a silly mouse might do each day in their school. Have them include action verbs in some of their sentences. Write their sentences on the board. Guide them in organizing sentences to make an amazing story.</p> <p>Journal: If you let a mouse ____ then he would ____.</p> <p style="text-align: right;">*W.CCR.10, W.1.3, W.1.8</p>	<p>Review that some words rhyme, because they have the same ending sounds. Have students say some rhyming words.</p> <p>-Remind them that a story should be fun to read and entertaining to a reader. Stories like "Jane is Late" have rhyming words. Discuss why rhyming word stories are fun to read.</p> <p>-Brainstorm with kids about some silly things that could happen on their way to school.</p> <p>-Collaborate with them to make some humorous sentences on chart paper.</p> <p>-Encourage them to use fun verbs to show the humorous action. Like: The purple dog danced with me on my way to school today. Add kids ideas to the list.</p> <p>Journal: On my way to school _____.</p> <p style="text-align: right;">*W.CCR.10, W.1.3, W.1.5</p>	<p>Good Writers make their story sound like someone is talking. This makes the writing easier to read. Good writers use short and long sentences to make what they say more interesting.</p> <p>Write: 1. Sam and I swim. Sam and I play. 2. I like to swim with Sam. After we swim, we play ball together. Explain how #2 is better because the sentences aren't the same length. They sound like someone is talking. They have more detail and are more interesting.</p> <p>Write: Sam and Pam go to school. Sam and Pam stop on the way. Sam likes to play with frogs. Pam will play with Sam and the frogs. Oh, my! Sam and Pam are late.</p> <p>Work with kids to re-write these sentences to make the different lengths.</p> <p><u>Pre-write</u>: Draw a pic. of something you do every day.</p> <p><u>Draft</u>: Have them use a list of rhyming words to make a humorous story about their pic.</p> <p style="text-align: right;">*W.CCR.10, W.1.5, W.CCR.4</p>	<p>Revise Writing: Do they tell the whole idea? Do you need to add a word to a sentence? Check for spelling, capitalization, and end marks. Work with a partner.</p> <p style="text-align: right;">*W.CCR.10 W.1.5</p>	<p>Ask students to share their work.</p> <p>Collect children's work to be published in class book.</p> <p style="text-align: right;">*W.CCR.10 W.1.6</p>
<p>1:20-2:00 Activity</p>	<p>Library Mrs. Traffod</p>	<p>PE Coach Setzer</p>	<p>PE Coach Setzer</p>	<p>Art Mrs. B</p>	<p>Music Mrs. Carr</p>

	Take Students to their activity and pick them up.				
2:00-2:15 Recess - Take students to recess and stay on duty.					
2:15-3:00 Science / Social Studies/ Health and Safety	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.				
	Demonstrate the rights and responsibilities of being a good citizen (politeness, reliability, fairness, honesty, patriotism) *C.5.1.2	Consoler: Mrs. Barnhardt	Discuss the voting process as it relates to an election *C.5.1.3	Illustrate incomplete metamorphosis (grasshopper) *LAB* Make craft to demonstrate a grasshopper's metamorphosis. *LS.3.1.1	Explore complete metamorphosis. Compare and contrast metamorphosis and incomplete metamorphosis *LS.3.1.2