

Smile Mike!-Unit 3,Week 2

Priority Skills						
<u>Phonemic Awareness/Phonics</u> Long I: i_e *RF.1.3	<u>High-Frequency Words</u> Call, funny, how, more, so, there *RF.1.3b, RF.1.3g	<u>Comprehension</u> <u>Strategy:</u> Analyze Text Structure. <u>Skill:</u> Make & Confirm Predictions *R.CCR.5, RL.1.1	<u>Writing</u> Personal Narrative *W.1.1	<u>Spelling Words</u> Like, spike, ride, hide, bike, mike, make, came, how, there *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	Shared Reading Story *SL.1.2	Shared Reading Story	Shared Reading Story	Shared Reading Story	Shared Reading Story	
8:30-8:50 Story of the Week	Story of the Week Smile Mike: Read the story aloud doing guided instruction while reading. () *Intro. Spelling Words-Use in a sentence Analyze story structure, Author's Purpose- authors write to entertain readers to try to convince them of something, or to give information. (107A) BIG BOOK: <u>The Stray Dog</u> Let's think about what happens at the beginning, middle and end of the story. *SL.1.2	Echo Read Story :Oral Reading Cards: <u>Now things are worse!</u> List words: connections, possessions, relief, support, and typical on text talk wall. (107I) Complete Author's purpose Chart. (Teaching Chart pg. 31) Remind kids that authors have a purpose, or reason, for writing a story. One purpose it to inform readers, entertain readers. *SL.1.2	Stick read the story. Pull sticks out of the cup to determine who will read. Which is a typical greeting- the word Hi or the word No? Which would give relief from a toothache- candy or medicine? Who do people have close connections with- strangers or friends? Would you support an unhappy friend with kind or mean words? *SL.1.2	Read story with a partner. I feel relief when I finish my _____. Sometimes at home I need support for _____. One possession that is special to my family is the _____. I once felt a connection to a story character who _____. After school my typical snack is _____. *SL.1.2	Listen to the story while following along.	
8:50-9:05 Reading Assessment	Reading Assessment: Practice Book pg. 111/112 *RF.1.3b, RF.1.3g	Reading Assessment: Practice Book pg. 113/114	Reading Assessment: Practice Book pg.115/116	Reading Assessment: Practice Book pg: 117/118	Reading Assessment: Reading Test	

<p style="text-align: center;">Centers</p> <p style="text-align: center;">9:15-10:15 Center Time/ Reading Groups **10 Min. on Timer for all 6 groups</p>	<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> Work on Alliteration: <i>Say: Sally sat silently.</i> Repeat the sentence again and pointing out that each word in the sentence begins with the /s/ sound. Then say: Ivan ate ice-cream. Repeat the sentence and ask if every word starts with the same sound. Then say: I want you to finish these for you: <i>Kathy cut ____.</i> <i>Tony took two ____.</i> <i>Mia made ____.</i> <i>Nina needed nine ____.</i> Decodable Reader: <u>Job Time for the Pines</u> Read Title: Who are the people on the cover? Where will this story take place? What job do you think they might have to do?</p> <p><u>Blue:</u> Have kids read words: five, ride, tile, dime, lime, mine, file, slime, dine, mile, slide, hive, tide, drive, fine.</p> <p><u>Green:</u> Talk about Long o sound like: o, oa, ow. <u>SECRET STORIES.</u> Have students read: no, most, coach, blow, bowl, row, loan, load, snow, going, toad, doe, float, blown, throw.</p> <p style="text-align: right;">*RF.1.3d, RF.1.3, RF.1.4</p>	<p><u>DRA GROUPS</u></p> <p style="text-align: center;">*RF.1.3, RF.1.4</p>	<p><u>DRA GROUPS</u></p> <p style="text-align: center;">*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><u>Finish Running Records.</u></p> <p style="text-align: center;"><u>If students are done, they may read their extra readers.</u></p> <p style="text-align: right;">* RF.1.3, RF.1.4</p>

<p>10:15-10:25 Phonemic Awareness</p>	<p>I will say a sentence. Listen to these words that begin with the same sound: <i>Mike, made meatballs. Mike, made and meatballs all begin with the same sound: /m/. I can change the name MIKE to another name that begins with /m/, Molly. Molly made meatballs. Here is another sentence: Listen: Kate carried a cupcake. Kate, carried, and cupcake all begin with /k/. I can change the word cupcake to another word that begins with the /k/ like cape. Listen: Kate carried a cape. Tell me what sound all of these begin with: Dave dug a ditch. Hanna hiked up a hill. Ted told a tale. Bev built a barn. Rob ran in the race.</i></p> <p><i>Listen for the beginning sounds in these sets of words. Think of another word with those beginning sounds.</i></p> <p><i>Cave, cake</i> <i>Ripe, ride</i> <i>Scare, score</i> <i>Sip, sand</i> <i>Bike, band</i> <i>Feet, four</i> <i>Late, line</i> <i>Smell, smoke</i> <i>Tame, tape</i></p> <p>*RF.1.2</p>	<p>Give students WorkBoards with counters. I will say the word <i>vest</i> in parts. The first sound is /v/, then /e/, then /s/, and last is /t/. <i>Vest</i> has four sounds. say the sounds with me: /v//e//s//t/. I will say words, place a marker in boxes to show three or four sounds: lit, list, pan, pant, pad, land, ban, band, fat, fast.</p> <p>*RF.1.2d</p>	<p>I am going to say a word with four sounds. Then I will take away the last sound to make a new word with three sounds. The word is pant, /p//a//n//t/, when I take away the /t/, I have the sounds /p//a//n/. /paaan/, pan. I changed the word pant to pan. Now it's your turn to take the last sound away. Name the word that will be left. Tend, wind, rant, pant, belt, mist, ramp, went. Now let's delete the following sounds from the words. Name the word that will be left. Take away the /t/: felt. Take away the /s/: fast, Take away the /d/: bend; take away the /n/: hint.</p> <p>*RF.1.2</p>	<p>Listen to Happy (puppet) say: jump. I hear two sounds at the end: /m//p/. Listen as I blend the sounds: /mmp/. I hear the /mp/ sounds at the end of <i>jump</i>. Now Happy will say more words: ramp, clank, blimp. I hear the same sounds in <i>ramp</i> and <i>blimp</i>. Clank does not end with /mp/. it does not belong. Listen for /mp/: lump, limp, land. Listen for /nt/: pant, mist, hunt. Listen for /nk/: pink, blank, jump. Listen for /st/: list, pant, dust.</p> <p>*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 /l//i//s//t/. Listen as I blend the sounds: /l//i//s//t/, list. The word is list. Your turn: /a//n//t/ ; /f//i//s//t/ /l//i//n//k/ /b//a//n//d/ /j//u//m//p/ /s//i//n//g/ 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>sand</i> /s//a//n//d/. Sand has four sounds. It's your turn. How many sounds are in these words? hand, list, can, rink, task, ant, pink, lump, wink, sit</p> <p>*RF.1.2b, RF.1.2d</p>
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10:25-10:40 Phonics	Phonics: Long I (final e) Teaching Chart: pg.63 *Practice Book pg. *RF.1.3d	Phonics: : Long I (final e) Read teaching chart pg63 *RF.1.3d	Phonics: : Long I (final e) teaching chart pg. 65 Practice Book pg. *RF.1.3d	Phonics: : Long I (final e) *RF.1.3d	Phonics: : Long I (final e) Teacher Chart: 63 and 65. Practice Book pg. *Spelling Test -Add words to word wall *RF.1.3d
10:40-10:50 Handwriting	pg.	pg	pg	pg	pg
10:50-11:25 Lunch & Recess : Walk kids to Lunchroom and Duty teacher will bring them back.					
11:25-12:00 Calendar Time	<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 style="text-align: right;">*ESS.8.1.3 *1.NBT.1</p>				
12:00-12:45 Math	Shapes: Subtraction Facts: CGI Question *1.OA.6	Shapes: Subtraction Facts: CGI Questions *1.OA.1	Shapes: Subtraction Facts: CGI Questions *1.OA.1	Shapes: Subtraction Facts: CGI Questions *1.OA.1	Shapes: Subtraction Facts: CGI Questions *1.OA.1
12:45-1:00 English	A sentence is a group of words that tells a whole idea. Write: <i>Jim can run up the hill. Say: This is a sentence. It tells who the sentence is about (Jim) and what that person can do (run up a hill).</i> A statement tells about something. A question asks about something, and an exclamation shows strong feeling ro excitement. All	Have kids turn to "The Gift" chorally read. <i>Remember, these are sentences. There are different types of sentences. A statement is a sentence that tells something, a question asks, and exclamation shows feeling.</i> Point out	Review that a sentence tells a whole idea. There are different kinds of sentences. A statement tells something tells something, a question asks, and an exclamation shows strong feeling. Write: 1. I run and kick.	Ask children to explain what a sentence is. What does a sentence have to have? What type of sentences have we learned about?	Remind them that a sentence always has an end mark. Have them write the punctuation marks on their marker boards. Have them think of sentences for each type of end mark and share with their neighbor. Have students share one

	<p>sentences must begin with a capital letter and end with a period, a question mark, or an exclamation mark. Open big Book: <u>teamwork</u> pg 14 point out capital E and period. Write: look at how fast the boat is sailing! the wind makes the goat go faster and faster Fix Mistakes. Write:</p> <ol style="list-style-type: none"> 1. The jumped up and down. 2. went up the hill. 3. she did not come back 4. Is the cat up on the hill 5. what a good cat <p>Have pairs correct sentences *Grammar Practice Book pg. 21</p> <p style="text-align: right;">*L.1.2b</p>	<p>the different types of sentences in story. Write:</p> <ol style="list-style-type: none"> 1. Ann helps Rick. 2. What are they doing? 3. Ann and Rick run. 4. What a great gift! 5. Does the kite fly? <p>Have them tell what kinds of sentences they are and how they know.</p> <p>Grammar Practice pg. 22</p> <p style="text-align: right;">*L.1.1j</p>	<ol style="list-style-type: none"> 2. Can you do it? 3. We like soccer! 4. We run very fast. 5. Where is the ball? <p>Have student identify what type of sentence these are. Write:</p> <ol style="list-style-type: none"> 1. can you run and kick 2. we run and run 3. how fast can you run 4. i like soccer 5. do you like soccer <p>Have students correct them on board. Grammar Practice pg 23</p> <p style="text-align: right;">*L.1.1j, L.1.2b</p>	<p>Grammar Practice pg 24</p> <p style="text-align: right;">*L.1.1j</p>	<p>of their sentences with the class and have them VOTE by writing down what type end mark it is on their marker board and holding it up. Examples: I will run down the hill really fast! Do you like to run? I run down the hill. Write: 1. Hank and Jan play in a band 2. can you play the sticks 3. the drums are very loud 4. jack plays the bells 5. is it over now 6. what a great band Have students come up and correct the sentences. Grammar Practice pg 25 *L.1.1j, L.1.2b</p>
<p>1:00-1:20 Writing</p>	<p>On chart paper, list some of the things people did with their friends in: <i>Teamwork</i>. Ask children to list words or phrases that describe why playing with friends is good. Have children think of the goals that can be accomplished when playing together. <i>A personal narrative is a story about yourself. It tells about who you are and what you do. This week we will be writing</i></p>	<p>Remind children that in "The Gift" the author tells us about what friends do when they play together. <i>It sounds like they had a lot of fun.</i> Display the Playing with Friends chart from the previous day. Read the words and phrases as you point to each one. Have kids think of activities they have done with friends or family members and add these</p>	<p>Good Writers make their writing sound like a real person is speaking to the reader. They care about what they are writing, and let it show. Good writers help their readers to feel what they feel. Write:</p> <ol style="list-style-type: none"> 1. Basketball is a good sport. 2. Basketball is the best sport ever! <i>When I read the first sentence, I don't learn much about how the writer feels about basketball. I only know that the writer thinks that basketball is a good</i> 	<p>Review that a person narrative is a story about yourself. When you write a personal narrative, we are telling readers about ourselves: who we are and things that have happened to us. Read Pat's sentence in Student Book pg 130. Ask them what they notice about her writing. Review that Pat has written a personal narrative. She has written a story about herself</p>	<p>Our class works and plays together, and today we will work together to focus on our writing. We will present our Personal Narratives and pictures and be a good audience. Ask students to share their work. Collect children's work to be published in class book.</p>

	<p><i>personal narratives.</i> With children, review the list of words and phrases they created. Ask them to use their own ideas to create sentences that tell about a time they played something with a friend. Have children describe what they like about playing together. Use the sentence frame: I played ____ with ____.</p> <p>*W.CCR.10, W.1.3, W.1.8</p>	<p>ideas to the chart. Have kids write a sentence about an activity they have done with a friend or family member. They need to tell details in their writing. They need to write one sentence on chart paper one word at a time. Start by saying the first word slowly. <i>What sound do you hear at the beginning? What are the other sounds?</i> Invite them to write more sentences if they wish.</p> <p>*W.CCR.10, W.1.3, W.1.5</p>	<p><i>sport. When I read the second sentence, it sounds like someone is talking to me. I know the writer really likes basketball.</i> Focus and Plan: We have been talking about playing together with friends. Tell them that they will write about something they play with their friends. <u>Prewrite</u>: Draw a pic of you playing with a friend or friends. <u>Draft</u>: Write two sentences about their drawing. It should tell about who they are playing with. The second should tell what they are playing.</p> <p>*W.CCR.10, W.1.5, W.CCR.4</p>	<p>playing blocks with her friend Ray. Grammar and Writing activity on pg 131 with children. 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>*W.CCR.10 W.1.5</p>	<p>*W.CCR.10 W.1.6</p>
1:20-2:00 Activity	Library Mrs. Ketchum	PE Coach Setzer	PE Coach Setzer	Art Mrs. B	Music Mrs. Smith
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.				
	<p>Explain how climate, location, and physical surroundings affect the way people live (food, clothing, shelter, transportation, recreation)</p> <p>*G.1.1.7</p>	<p>Explain how climate, location, and physical surroundings affect the way people live (food, clothing, shelter, transportation, recreation)</p> <p>*G.1.1.7</p>	<p>Differentiate between herbivores and carnivores Video on herbivores and carnivores.</p> <p>*LS.2.1.2</p>	<p>Differentiate between herbivores and carnivores Activity discussing the differences.</p> <p>*LS.2.1.2</p>	<p>Differentiate between herbivores and carnivores *LAB* Craft sorting pictures of herbivores and carnivores</p> <p>*LS.2.1.2</p>

