

Day: 1

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Friday, August 1, 2014

Subject/Title: Language Arts/Grammar: Complete Sentences~ Routines, Rules and Procedures

Theme: Animals, Tame and Wild

**Standard(s) for the day:**

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

1. Daad said my kat ran.      1. Dad said my cat ran.
2. I im mab at that cat.      2. I am mad at that cat.

**Lesson Activities:**

- Teacher will explained routines, rules and procedures of the classroom. Introduce and model writing complete sentences using Writing Transparency 1. 1) Sam come back. 2) I like Sam. 3) Sam is a cat. (**ELACC1:2b:** Use end punctuation for sentences.)
- Teacher will assist students in reading the completed sentences aloud while track reading. Students will identify what a complete sentence is by writing sentences about their pets. (**ELACC1L2a:** Capitalizes the date and names of people. **ELACC1L2b:** Use end punctuation for sentences. . **ELACC1L2e:** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.)

**Essential Questions:** Why is it important to follow classroom rules while working in learning centers?  
How to write a complete sentence?

**Remedial/ Enrichment / Acceleration Activities:**

Remedial Activities Students will role play in rotating in centers.	Enrichment Activities Students will role play in rotating in centers.	Acceleration Activities Students will role play in rotating in centers.
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**Closure:** Teacher will review and discuss classroom rules. Teacher will review how to write a complete sentence.

**Assessment:** Teacher will ask students to name some classroom rules. Teacher will ask students how to begin and end sentences.

Day: 2

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Monday, August 4, 2014

Subject/Title: Language Arts/Grammar: Complete Sentences, Routines, Rules and Procedures

Theme: Animals, Tame and Wild

**Standard(s) for the day:**

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

1. Daad said my kat ran.      1. Dad said my cat ran.
2. I im mab at that cat.      2. I am mad at that cat.

**Lesson Activities:**

- Teacher will explained routines, rules and procedures of the classroom. Introduce and model writing complete sentences using Writing Transparency 1. (**ELACC1:2b:** Use end punctuation for sentences.)
- Teacher will assist students in reading the completed sentences aloud while track reading. Students will identify what a complete sentence is by writing sentences about their pets. (**ELACC1L2a:** Capitalizes the date and names of people. **ELACC1L2b:** Use end punctuation for sentences. **ELACC1L2e:** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.)

**Essential Questions:** How to write a complete sentence?

**Remedial/ Enrichment / Acceleration Activities:**

Remedial Activities	Enrichment Activities	Acceleration Activities
Teacher will provide students with sentences. Students will circle sentences that begin with a capital letter.	Students will complete given sentences by filling in the beginning of a sentence making sure it begins with a capital letter.	Students will write complete sentences about their pet or favorite animal.

**Closure:** Teacher will review and discuss classroom rules. Teacher will review how to write a complete sentence.

**Assessment:** Teacher will ask students to name some classroom rules. Teacher will ask students how to begin and end sentences. Students will share their sentence with a partner.

Day: 3

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Tuesday, August 5, 2014

Subject/Title: Language Arts/Grammar: Complete Sentences~ Routines, Rules and Procedures

Theme: Animals, Tame and Wild

**Standard(s) for the day:**

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**ELACC1SL5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

3. look at the little cat      3. Look at the little cat.  
4. she is in that sakk.      4. She is in the sack.

**Lesson Activities:**

- Teacher will continue with explaining routines, rules, and procedures of the classroom.
- Teacher will remind students that a sentence is a group of words that tells a complete thought. It begins with a capital letter. Many sentences end with a period. Teacher will tell students today they will write a complete sentence about their favorite animal. Teacher will demonstrate and give examples of a complete sentence. Teacher will assist students in reading the completed sentences aloud while track reading. Struggling writers may draw and label pictures. (**ELACC1L2a:** Capitalizes the date and names of people. **ELACC1L2b:** Use end punctuation for sentences. **ELACC1L2d:** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **ELACC1L2e:** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. **ELACC1SL5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.)

**Essential Questions:** How to write a complete sentence?

**Remedial/ Enrichment / Acceleration Activities:**

Remedial Activities	Enrichment Activities	Acceleration Activities
Teacher will provide students with sentences. Students will circle sentences that begin with a capital letter.	Students will complete given sentences by filling in the beginning of a sentence making sure it begins with a capital letter.	Students will write complete sentences about their pet or favorite animal.

**Closure:** Teacher will review and discuss classroom rules. Teacher will review how to write a complete sentence.

**Assessment:** Teacher will ask students to name some classroom rules. Teacher will ask students how to begin and end sentences. Students will share their sentences with a partner.

Day: 4

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Wednesday, August 6, 2014

Subject/Title: Language Arts/Grammar: Complete Sentences~ Routines, Rules and Procedures

Theme: Animals, Tame and Wild

**Standard(s) for the day:**

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**WIDA:** Standard 2: Language of Language Art

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

5. my dad ren with the cat    5. My dad ran with the cat.  
6. the cat was in the sak.    6. The cat was in the sack.

**Lesson Activities:**

- Teacher will explained routines, rules and procedures of the classroom.
- Teacher will remind students that a complete sentence is a group of words that tells a whole idea. Teacher will ask volunteers to describe how to begin and end a sentence. Teacher will write *I like to play*. Teacher will guide students into describing how the sentence tells a whole idea. Teacher will write \_\_\_\_\_ likes to \_\_\_\_\_. And \_\_\_\_\_ likes \_\_\_\_\_. Teacher will call on individual students to fill in the blanks. Students will describe correct capitalization and punctuation. (**ELACC1:2b:** Use end punctuation for sentences. **ELACC1L2a:** Capitalizes the date and names of people. **ELACC1L2b:** Use end punctuation for sentences. **ELACC1L2e:** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.)

**Essential Questions:** How to write a complete sentence?

**Remedial/ Enrichment / Acceleration Activities:**

Remedial Activities	Enrichment Activities	Acceleration Activities
Teacher will provide students with sentences. Students will circle sentences that begin with a capital letter.	Students will complete given sentences by filling in the beginning of a sentence making sure it begins with a capital letter.	Students will write complete sentences about their pet or favorite animal.

**Closure:** Teacher will review and discuss classroom rules. Teacher will review how to write a complete sentence.

**Assessment:** Teacher will ask students to name some classroom rules. Teacher will ask students how to begin and end sentences.

Day: 5

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Thursday, August 7, 2014

Subject/Title: Language Arts/Grammar: Complete Sentences~ Routines, Rules and Procedures

Theme: Animals, Tame and Wild

**Standard(s) for the day:**

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**ELACC1SL5:** Produce complete sentences when appropriate to task and situation.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

7. sam ren bac      7. Sam ran back.  
8. dad is at dat.    8. Dad is at bat.

**Lesson Activities:**

- Teacher will explained routines, rules and procedures of the classroom.
- Teacher will review definition of a complete sentence. Teacher will ask students how a written sentence always begins. How do many written sentences end? (**ELACC1L2a:** Capitalizes the date and names of people. **ELACC1:2b:** Use end punctuation for sentences.)
- Teacher will write several sentences on the board. Students will tell if sentences are a *sentence* or *not a sentence*. (**ELACC1L2a:** Capitalizes the date and names of people. **ELACC1L2b:** Use end punctuation for sentences.)

**Essential Questions:** Why is it important to follow classroom rules while working in learning centers? How to write a complete sentence?

**Remedial/ Enrichment/ Acceleration Activities:**

Remedial Activities	Enrichment Activities	Acceleration Activities
Teacher will provide students with sentences. Students will circle sentences that begin with a capital letter.	Students will complete given sentences by filling in the beginning of a sentence making sure it begins with a capital letter.	Students will write complete sentences about their pet or favorite animal.

**Closure:** Teacher will review and discuss classroom rules. Teacher will review how to write a complete sentence.

**Assessment:** Teacher will ask students to name some classroom rules. Teacher will ask students how to begin and end sentences.

Day: 6

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Friday, August 8, 2014

Subject/Title: Language Arts/Grammar: Complete Sentences~ Routines, Rules and Procedures

Theme: Animals, Tame and Wild

**Standard(s) for the day:**

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**ELACC1SL5:** Produce complete sentences when appropriate to task and situation.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

9. dad is made at sam.      10. Dad is mad at Sam.  
10. sam ran bak to Dad.    11. Sam ran back to Dad.

**Lesson Activities:**

- Teacher will explained routines, rules and procedures of the classroom.
- Teacher will tell students today you will write three complete sentences about a pet or your favorite animal. Teacher will introduce and model writing complete sentences. Struggling writers may draw and label pictures. Teacher will assist students in reading the completed sentences aloud while track reading. (**ELACC1:2b:** Use end punctuation for sentences. **ELACC1L2a:** Capitalizes the date and names of people.) **ELACC1L2e:** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. **ELACC1SL5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.)

**Essential Questions:** How to write a complete sentence?

**Remedial/ Enrichment / Acceleration Activities:**

Remedial Activities Teacher will provide students with sentences. Students will circle sentences that begin with a capital letter.	Enrichment Activities Students will complete given sentences by filling in the beginning of a sentence making sure it begins with a capital letter.	Acceleration Activities Students will write complete sentences about their pet or favorite animal.
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**Closure:** Teacher will review and discuss classroom rules. Teacher will review how to write a complete sentence.

**Assessment:** Teacher will ask students to name some classroom rules. Teacher will ask students how to begin and end sentences. Teacher will display students' work in the hallway.

Day: 7

Teachers: Albrycht, S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Monday, August 11, 2014

Subject/Title: Language Arts/Grammar: Complete Sentences~ Routines, Rules/Procedures

Theme: Animals, Tame and Wild **Review due to Benchmarks**

**Standard(s) for the day:**

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

1. Daad said my kat ran.      1. Dad said my cat ran.
2. I im mab at that cat.      2. I am mad at that cat.

**Lesson Activities:** Teacher will explain routines, rules and procedures of the classroom.

**GRAMMAR: Identify Sentences**

- Introduce and model writing complete sentences using Writing Transparency 1. Read the definition of a sentence aloud. “*Jack the cat ran.*” is group of words that tells a complete idea. A group of words that tells a complete idea forms a sentence. A sentence begins with a capital letter and ends with a period. “*Jack the cat ran.*” is sentence, so it begins with a capital letter and has a period at the end. “*Jack the cat*” is not a complete sentence because it does not tell a complete idea. Continue modeling with items 2-5. (**ELACC12b:** Use end punctuation for sentences.)

**PRACTICE: Write Sentences**

- Teacher will ask children to use sentences to tell about their own pets or pets they know. Remind them that a sentence is a group of words that tells a complete idea. Guide children to form complete sentences, and when they are successful write the sentences on the board. You may wish to omit capital letters or end punctuation and invite children to “*correct*” the mistakes. Then have children read the sentences aloud as you track the print. (**ELACC12b:** Use end punctuation for sentences.)

**Essential Questions:** How to write a complete sentence?

**Remedial/ Enrichment / Acceleration Activities:**

Remedial Activities	Enrichment Activities	Acceleration Activities
Teacher will provide students with sentences. Students will circle sentences that begin with a capital letter.	Students will complete given sentences by filling in the beginning of a sentence making sure it begins with a capital letter.	Students will write complete sentences about their pet or favorite animal.

**Closure:** Teacher will review and discuss classroom rules. Teacher will review how to write a complete sentence.

**Assessment:** Teacher will ask students to name some classroom rules. Teacher will ask students how to begin and end sentences.

Day: 8

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Tuesday, August 12, 2014

Subject/Title: Language Arts/Grammar: Complete Sentences, Routines, Rules and Procedures

Theme: Animals, Tame and Wild **Review due to Benchmarks**

**Standard(s) for the day:**

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

3. look at the little cat      3. Look at the little cat.  
4. she is in that sakk.      4. She is in the sack.

**Lesson Activities:**

- Teacher will explained routines, rules and procedures of the classroom.

**GRAMMAR: Develop The Concept**

- **Identifying Sentences:** Remind children how to write a complete sentence. (Beginning with a capital letter and ending with a period.) Teacher will write a sentence about a pet on the board. Point to each word as you read it. Ask children to explain how they know it is a sentence. (The first word is a capital and it has a period at the end.) *A sentence is a group of words that tells a complete idea. It begins with a capital letter. Many sentences end with a period. How do sentences begin? (with a capital letter) How do sentences end? (with a period)* **(ELACC12b:** Use end punctuation for sentences.)

**PRACTICE: Correct Sentence**

- Teacher will display a picture of a running cat. Begin by writing on the board *That cat ran*. Model how correctly capitalize and punctuate the sentence as you write it. **Model:** Write *That. I think That is the first word in a sentence, so it begins with a capital letter.* Write *cat ran*. That cat ran is a sentence so it ends with a period. Help students generate other sentences (groups of words that tell a complete idea) about the picture. Model how to correctly capitalize and punctuate their sentence as you write them. Teacher will assist students in completing p. 1 in the Grammar and Writing Practice Book. **(ELACC12b:** Use end punctuation for sentences.)

**Essential Questions:** How to write a complete sentence?



**Remedial/ Enrichment / Acceleration Activities:**

<p><b>Remedial Activities</b> Teacher will provide students with sentences. Students will circle sentences that begin with a capital letter.</p>	<p><b>Enrichment Activities</b> Students will complete given sentences by filling in the beginning of a sentence making sure it begins with a capital letter.</p>	<p><b>Acceleration Activities</b> Students will write complete sentences about their pet or favorite animal.</p>
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**Closure:** Teacher will review and discuss classroom rules. Teacher will review how to write a complete sentence.

**Assessment:** Teacher will ask students to name some classroom rules. Teacher will ask students how to begin and end sentences. Students will share their sentence with a partner.

Day: 9

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Wednesday, August 13, 2014

Subject/Title: Language Arts/Grammar: Complete Sentences~ Routines, Rules and Procedures

Theme: Animals, Tame and Wild **Review due to Benchmarks**

**Standard(s) for the day:**

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

5. my dad ren with the cat      5. My dad ran with the cat.  
6. the cat was in the sak.      6. The cat was in the sack.

**Lesson Activities:** Teacher will continue with explaining routines, rules, and procedures of the classroom.

**GRAMMAR: Apply to Writing Sentences**

**Improve Writing Sentences:**

- Remind children that a sentence is a group of words that tells a whole idea. Ask Volunteers to describe how to begin and end a sentence. (with a capital letter and punctuation such as period) Remind children to use sentences in their own writing. Write *Sam likes to play*. Guide individuals to describe how the sentence tells a whole idea. *Who is the sentence about? (Sam) What does the sentence tell about him? (likes to play)* (**ELACC12b:** Use end punctuation for sentences.)

**PRACTICE: Write With Sentences**

- Teacher will call on individuals to supply words for the sentence frames below to write complete sentences. Have them describe correct capitalization and punctuation for the sentences.  
\_\_\_\_\_ likes to \_\_\_\_\_      \_\_\_\_\_ likes \_\_\_\_\_      Teacher will assist students in completing p. 2. In Grammar and Writing Practice Book. (**ELACC12b:** Use end punctuation for sentences. **ELACC1L2a:** Capitalizes the date and names of people)

**Essential Questions:** How to write a complete sentence?

**Remedial/ Enrichment / Acceleration Activities:**

Remedial Activities	Enrichment Activities	Acceleration Activities
Teacher will provide students with sentences. Students will circle sentences that begin with a capital letter.	Students will complete given sentences by filling in the beginning of a sentence making sure it begins with a capital letter.	Students will write complete sentences about their pet or favorite animal.

**Closure:** Teacher will review and discuss classroom rules. Teacher will review how to write a complete sentence.

**Assessment:** Teacher will ask students to name some classroom rules. Teacher will ask students how to begin and end sentences. Students will share their sentences with a partner.

Day: 10

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Thursday, August 14, 2014

Subject/Title: Language Arts/Grammar: Complete Sentences~ Routines, Rules and Procedures

Theme: Animals, Tame and Wild **Review due to Benchmarks**

**Standard(s) for the day: ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**WIDA:** Standard 2: Language of Language Art

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

7. sam ren bac                      7. Sam ran back.  
8. dad is at dat.                    8. Dad is at bat.

**Lesson Activities:** Teacher will explained routines, rules and procedures of the classroom.

**GRAMMAR: Review Sentences:**

**Define Sentences:**

- Teacher will ask students *What is a sentence?* (A group of words that tells a complete idea.) *How does a written sentence always begin?* (with a capital letter) *How do many written sentences end?* (with a period) **(ELACC1:2b:** Use end punctuation for sentences)

**PRACTICE: Identify Sentences**

- Teacher will write *Sentence, Not a Sentence* to head two columns. Read examples aloud as you track the print. Guide children to compare and contrast examples. Explain that the sentence tells a whole idea---who (the cat) and what (plays). Point out that the other example only tells who (the cat). Emphasize that it does not tell a whole idea. Continue writing complete and incomplete sentences in each column. Guide children to compare and contrast the examples. **(ELACC1:2b:** Use end punctuation for sentences)

**Sentence**

The cat plays.

**Not a Sentence**

the cat

- Teacher will assist students in completing p. 3 in the Grammar and Writing Practice Book. **(ELACC1L2b:** Use end punctuation for sentences.)

**Essential Questions:** How to write a complete sentence?

**Remedial/ Enrichment/ Acceleration Activities:**

Remedial Activities Teacher will provide students with sentences. Students will circle sentences that begin with a capital letter.	Enrichment Activities Students will complete given sentences by filling in the beginning of a sentence making sure it begins with a capital letter.	Acceleration Activities Students will write complete sentences about their pet or favorite animal.
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**Closure:** Teacher will review and discuss classroom rules. Teacher will review how to write a complete sentence.

**Assessment:** Teacher will ask students to name some classroom rules. Teacher will ask students how to begin and end sentences.

Day: 11

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Friday, August 15, 2014

Subject/Title: Language Arts/Grammar: Complete Sentences~ Routines, Rules and Procedures

Theme: Animals, Tame and Wild **Review due to Benchmarks**

**Standard(s) for the day:**

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**ELACC1SL6:** Produce complete sentences when appropriate to task and situation.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

9. dad is made at sam.      9. Dad is mad at Sam.

10. sam ran bak to Dad.      10. Sam ran back to Dad.

**Lesson Activities:**

- Teacher will explained routines, rules and procedures of the classroom.

**GRAMMAR: Sentences**

- Remind students that a sentence is a group of words that tells a complete idea. It begins with a capital letter. Many sentences end with a period (.). This is a sentence *Sam ran*. This is not a sentence *Al and Sam*. Look at the sentences about a pet. Name the capital letters at the beginning. Point to the periods at the end. Students will be tested on identifying and writing complete sentences by completing p. 4 in the Grammar and Writing Practice Book.

**(ELACC1L2a:** Capitalizes the date and names of people. **ELACC1:2b:** Use end punctuation for sentences.)

**Essential Questions:** Why is it important to follow classroom rules while working in learning centers?  
How to write a complete sentence?

**Remedial/ Enrichment/ Acceleration Activities:**

Remedial Activities	Enrichment Activities	Acceleration Activities
Teacher will provide students with sentences. Students will circle sentences that begin with a capital letter.	Students will complete given sentences by filling in the beginning of a sentence making sure it begins with a capital letter.	Students will write complete sentences about their pet or favorite animal.

**Closure:** Teacher will review and discuss classroom rules. Teacher will review how to write a complete sentence.

**Assessment:** Teacher will ask students to name some classroom rules. Teacher will complete p. 4. in the Grammar and Writing Practice Book.

Day: 12

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Monday, August 18, 2014

Subject/Title: Language Arts/Grammar: Complete Sentences~ Routines, Rules and Procedures

Theme: Animals, Tame and Wild **Review due to Benchmarks**

**Standard(s) for the day:**

**ELACC1L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

1. Ficks the wigg. Fix the wig.
2. the pig did id. The pig did it.

**Lesson Activities:**

**GAMMAR: Teach/Model Naming Parts of Sentences**

- **Review Sentences:** Remind children that a sentence is a group of words that tells a complete idea. It begins with a capital letter and many sentences end with a period.
- **Identify Naming Parts of Sentences:** Display Grammar Transparency 2. Read the definition and examples. Then model with item 1. *A wig is a thing. The naming part of the first sentence is A wig. The naming part tells that this sentence is about a wig.* Teacher will continue with items 2-5.

**PRACTICE**

- **Suggest Naming Parts of Sentences:** Have children suggest naming parts to complete these sentences have about a cat they have read about.

1. \_\_\_\_\_ ran that way.
2. \_\_\_\_\_ was mad.
3. \_\_\_\_\_ ran back.

(**ELACC1:2b:** Use end punctuation for sentences. **ELACC1L2a:** Capitalizes the date and name of people. **ELLACC1L1c:** Use singular and plural nouns with matching verbs in basic sentences.)

**Essential Questions:** How to identify naming parts of a sentence?

**Remedial/ Enrichment / Acceleration Activities:**

Remedial Activities Teacher will provide students with sentences. Students will underline the naming part of the sentence.	Acceleration Activities Students will complete given sentences by filling in a naming part of a sentence.	Acceleration Activities Students will write complete sentences about their pet or favorite animal.
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**Closure:** Teacher will review and discuss the essential question.

**Assessment:** Teacher will ask to identify the naming part of given sentences. Teacher will ask students how to begin and end sentences. Teacher will display students' work in the hallway.

Day: 13

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Monday, August 18, 2014

Subject/Title: Language Arts/Grammar: Complete Sentences~ Routines, Rules and Procedures

**Review due to Informal Assessments/Spelling Inventory**

**Standard(s) for the day:**

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**ELACC1SL5:** Produce complete sentences when appropriate to task and situation.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

9. dad is made at sam.      9. Dad is mad at Sam.  
10. sam ran bak to Dad.    10. Sam ran back to Dad.

**Lesson Activities:**

- Teacher will explained routines, rules and procedures of the classroom.

**GRAMMAR: Sentences**

- Remind students that a sentence is a group of words that tells a complete idea. It begins with a capital letter. Many sentences end with a period (.). This is a sentence *Sam ran*. This is not a sentence *Al and Sam*. Look at the sentences about a pet. Name the capital letters at the beginning. Point to the periods at the end. Students will complete an assessment on identifying and writing complete sentences. (**ELACC1L2a:** Capitalizes the date and names of people. **ELACC1:2b:** Use end punctuation for sentences. (**ELACC1L2a:** Capitalizes the date and names of people. **ELACC1L2b:** Use end punctuation for sentences.)

**Essential Questions:** Why is it important to follow classroom rules while working in learning centers? How to write a complete sentence?

**Remedial/ Enrichment / Acceleration Activities:**

Remedial Activities	Enrichment Activities	Acceleration Activities
Teacher will provide students with sentences. Students will circle sentences that begin with a capital letter.	Students will complete given sentences by filling in the beginning of a sentence making sure it begins with a capital letter.	Students will write complete sentences about their pet or favorite animal.

**Closure:** Teacher will review and discuss classroom rules. Teacher will review how to write a complete sentence.

**Assessment:** Teacher will ask students to name some classroom rules. Students will complete an assessment on identifying and writing complete sentences.

Day: 14

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Tuesday, August 19, 2014

Subject/Title: Language Arts/Grammar: Pig in a Wig: Naming Parts of Sentences

Theme: Animals, Tame and Wild

**Standard(s) for the day:**

**ELACC1L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**ELACC1SL1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

3. Pig said sitt here      3. Pig said sit here.  
4. he can Mix it.      4. He can mix it.

**Lesson Activities:**

**GRAMMAR**

- **DEVELOP THE CONCEPT: Naming Parts of Sentences: Identify Naming Parts of Sentences:** Write *The cat takes a nap.* Track the print as you read the sentence. Ask children to identify the naming part of the sentence. (*The cat*) Continue with *The pig sits in back.* (*The pig*) *Naming parts of sentences tell who or what the sentence is about. What can the naming part of a sentence name? (a person, place, animal, or thing) (ELACC1L1b: Use common, proper and possessive nouns.)*

**PRACTICE**

- **SUGGEST SENTENCES:** Gather several pictures of dogs and other tame animals. Display a picture. Model a sentence that tells about an animal, identifying the naming part of the sentence, for example: **MODEL** *This dog is running. I think The dog is getting exercise would be a good sentence to tell about this dog. The dog tells who the sentence is about so it is the naming part of this sentence.* Have children give sentences for the other pictures and identify the naming part in each. Write the sentences children suggest. (**ELACC1L1b: Use common, proper and possessive nouns.**)

**Speaking and Listening**

- **WHY WE LISTEN: Demonstrate Speaking and Listening:** Explain that there are several reasons for listening, such as finding out information, hearing others' ideas, and listening to others' questions. Model appropriate listening behaviors as you lead a class discussion about ways to help animals. **ELACC1SL1a:** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking and about the topics and texts under discussion).



- **COMPLETE A WEB:** Draw a web or display Graphic Organizer 17. Add circles to the lines. Write *Ways to Help Animals* in the center. Ask children to name ways that people can help animals. Add their responses to the web. Teachers will assist students in completing p. 5 in Grammar and Writing Practice Book. **(ELACC1L1b: Use common, proper and possessive nouns.)**

**Essential Questions:** How to identify naming parts in a sentence?

**Remedial/ Enrichment/ Acceleration Activities:**

<p><b>Remedial Activities</b> Teacher will provide students with sentences. Students will underline the naming part of the sentence.</p>	<p><b>Enrichment Activities</b> Students will complete given sentences by filling in the beginning of a sentence making sure it begins with a capital letter.</p>	<p><b>Acceleration Activities</b> Students will write complete sentences by filling in a naming part of a sentence.</p>
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**Closure:** Teacher will review and discuss the essential question.

**Assessment:** Teacher will ask to identify the naming part of given sentences. Teacher will ask students how to begin and end sentences. Teacher will display students' work in the hallway.

Day: 15

Teachers: Albrycht, S. Brooks, Chapman, Curry, Holloway, Johnson, Lariscy, Todd

Grade: First

Date: Wednesday, August 20, 2014

Subject/Title: Language Arts/Grammar: Pig in a Wig: Naming Parts of Sentences

Theme: Animals, Tame and Wild

**Standard(s) for the day:**

**ELACC1L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**ELACC1SL1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

- |                     |                     |
|---------------------|---------------------|
| 5. Jak can fiks it. | 5. Jack can fix it. |
| 6. dad can mix et   | 6. Dad can mix it.  |

**Lesson Activities:**

**Writing Trait of the Week**

- **INTRODUCE Conventions: TALK ABOUT CONVENTIONS:** Explain to children that conventions are rules good writers follow when they write. Good writers spell words a certain way. They begin sentences with capital letters. They finish sentences with end marks. Ask children to think about whether the author of *Pig in a Wig* follows conventions. Then model your thinking.

**MODEL** *I'll look at the sentence on p. 36. The sentence has a beginning capital letter and an end mark. The words in the sentence are spelled correctly. Yes, the author follows conventions when she writes. Let's look at some more sentences in the selection. Assign pairs of children one of the sentences on pp. 38-39. Ask partners to check their sentences to see whether the author uses conventions. Have children answer these questions about their sentences.*

*Does this sentence begin with a capital letter? (yes)*

*Does this sentence have an end mark? (yes)*

*Is every word spelled correctly? (yes)*

Let the pairs share what they found out about their sentences. You may wish to have them write their sentence on the board and highlight the initial capital letter and the end punctuation mark.

(**ELACC1:2b:** Use end punctuation for sentences.)

**GRAMMAR**

- **APPLY TO WRITING: Naming Parts of Sentence: IMPROVE WRITING WITH NAMING PARTS OF SENTENCES:** Have children recall that the naming part of a sentence tells who or what a sentence is about. Ask volunteers to share their sentences. Encourage them to tell the naming part and explain why it makes sense. Remind children to use the naming parts of sentences correctly in their own writing. Write *The \_\_\_\_\_ is in the sack.* Have individuals supply an animal or a grooming tool to complete the naming part of the sentence. Have different individuals identify the naming part of each sentence.

**Animals**

**Tools**

- The \_\_\_\_\_ is in the sack. (cat)                      The \_\_\_\_\_ is in the sack. (brush) **(ELACC1L1b: Use common, proper and possessive nouns.)** Teacher will assist students in completing p. 6. in Grammar and Writing Practice Book.

**Essential Questions:** How to identify naming parts of a sentence?

**Remedial/ Enrichment / Acceleration Activities:**

<p>Remedial Activities Teacher will provide students with sentences. Students will underline the naming part of the sentence.</p>	<p>Enrichment Activities Students will complete given sentences by filling in the beginning of a sentence making sure it begins with a capital letter.</p>	<p>Acceleration Activities Students will write complete sentences by filling in a naming part of a sentence.</p>
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**Closure:** Teacher will review and discuss the essential question.

**Assessment:** Teacher will ask to identify the naming part of given sentences. Teacher will ask students how to begin and end sentences. Teacher will display students' work in the hallway.

Day: 16

Teachers: Albrycht, S. Brooks, Chapman, Curry, Holloway, Johnson, Lariscy, Todd

Grade: First

Date: Thursday, August 21, 2014

Subject/Title: Language Arts/Grammar: Pig in a Wig: Naming Parts of Sentences

Theme: Animals, Tame and Wild

**Standard(s) for the day:**

**ELACC1L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**ELACC1SL1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

7. pig is en back.      7. Pig is in back.

8. Take that weg      8. Take that wig.

**Lesson Activities:**

**Writing Across the Curriculum**

- **WRITE: Poster: Discuss:** Have children look at pp. 48-49. Using the pictures as a starting point, discuss careers that involve helping animals. Guide children to understand that people can do different kinds of work to help animals. Help them recall that vets help sick pets. Explain that they also help pets stay healthy. Remind children of Pam from “Pet Service.” Lead a discussion of the work she does grooming pets and how it helps animals. Encourage children to use oral vocabulary, such as *sloppy* and *scrub*. (**ELACC1SL1a:** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking and about the topics and texts under discussion).
- **SHARE THE PEN:** Have children participate in writing a sentence for a poster about careers that involve animals. Call on an individual to share a sentence that tells about a career that helps animals. Write the sentence, inviting individuals to check capitalization and punctuation. Then have the class read it with you as you track the print. Ask questions, such as:
  - What does this sentence tell about? (how a vet can help a pet)*
  - With what does a sentence always begin? (a capital letter)*
  - What belongs at the end of this sentence? (period)*Have a volunteer describe a picture to go with the sentence on the poster. Continue having individuals suggest sentences that tell about careers that help animals. (**ELACC1:2b:** Use end punctuation for sentences.)

**GRAMMAR**

- **REVIEW NAMING PARTS OF SENTENCES: Define Naming Parts of Sentences: *What***

*does the naming part of a sentence tell you? (The naming part of a sentence tells who or what the sentence is about.) What can the naming part of a sentence be? ( person, place, animal or thing)*

- **PRACTICE: Naming Parts of Sentences:** Teacher will assist students in completing p. 7 Grammar and Writing Practice Book. **(ELACC1L1b: Use common, proper and possessive nouns.)**

**Essential Questions:** How to identify naming parts of a sentence?

**Remedial/ Enrichment/ Acceleration Activities:**

<b>Remedial Activities</b> Teacher will provide students with sentences. Students will underline the naming part of the sentence.	<b>Enrichment Activities</b> Students will complete given sentences by filling in the beginning of a sentence making sure it begins with a capital letter.	<b>Acceleration Activities</b> Students will write complete sentences by filling in a naming part of a sentence.
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**Closure:** Teacher will review and discuss the essential question.

**Assessment:** Teacher will ask to identify the naming part of given sentences. Teacher will ask students how to begin and end sentences. Teacher will display students' work in the hallway.

Day: 17

Teachers: S. Brooks, Chapman, Curry, , Lariscy, Todd

Grade: First

Date: Friday, August 22, 2014

Subject/Title: Language Arts/Grammar: Pig in a Wig: Naming Parts of Sentences

Theme: Animals, Tame and Wild

**Standard(s) for the day:**

**ELACC1L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**ELACC1SL1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

9. sit end mix it.

9. Sit and mix it.

10. Pig ded et.

10. Pig did it.

**Lesson Activities:**

**Writing and Grammar**

- **LOOK AT THE PROMPT:** Read p. 50 aloud. Have children select and discuss key words or phrases in the prompt. (*pictures help tell the story, what each picture shows, two sentence captions about two of the pictures*) Explain that conventions are rules such as capitalization the first word of a sentence and having punctuation at the end of a sentence. Have children: add capital letters and end punctuation to “sentences” you write on the board or chart paper, practice spelling words you read aloud. (**ELACC1:2b:** Use end punctuation for sentences.)
- Teacher will assist students in completing pp. 8-9 in Grammar and Writing Practice Book. (**ELACC1L1b: Use common, proper and possessive nouns.**)

**Essential Questions:** How to identify naming parts of a sentence?

**Remedial/ Enrichment / Acceleration Activities:**

Remedial Activities	Enrichment Activities	Acceleration Activities
Teacher will provide students with sentences. Students will underline the naming part of the sentence.	Students will complete given sentences by filling in the beginning of a sentence making sure it begins with a capital letter.	Students will write complete sentences by filling in a naming part of a sentence.

**Closure:** Teacher will review and discuss the essential question.

**Assessment:** Teacher will ask to identify the naming part of given sentences. Teacher will ask students how to begin and end sentences. Teacher will display students’ work in the hallway.

Day: 17

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Monday, August 25, 2014

Subject/Title: Language Arts/Grammar: Pig in a Wig: Naming Parts of Sentences

Theme: Animals, Tame and Wild~~~**REVIEW: Lesson Plans adjusted to five days**

**Standard(s) for the day:**

**ELACC1L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

3. Ficks the wigg.    1. Fix the wig.
4. the pig did id.    2. The pig did it.

**Lesson Activities:**

**GAMMAR: Teach/Model Naming Parts of Sentences**

- **Review Sentences:** Remind children that a sentence is a group of words that tells a complete idea. It begins with a capital letter and many sentences end with a period.
- **Identify Naming Parts of Sentences:** Display Grammar Transparency 2. Read the definition and examples. Then model with item 1. *A wig is a thing. The naming part of the first sentence is A wig. The naming part tells that this sentence is about a wig.* Teacher will continue with items 2-5.

**PRACTICE**

- **Suggest Naming Parts of Sentences:** Have children suggest naming parts to complete these sentences have about a cat they have read about.

2. \_\_\_\_\_ ran that way.    2. \_\_\_\_\_ was mad.    3. \_\_\_\_\_ ran back.

(**ELACC1:2b:** Use end punctuation for sentences. **ELACC1L2a:** Capitalizes the date and names of people. **ELLACC1L1c:** Use singular and plural nouns with matching verbs in basic sentences.)

**Essential Questions:** How to identify naming parts of a sentence?

**Remedial/ Enrichment/ Acceleration Activities:**

Remedial Activities	Enrichment Activities	Acceleration Activities
Teacher will provide students with sentences. Students will underline the naming part of the sentence.	Students will complete given sentences by filling in a naming part of a sentence.	Students will write complete sentences and underline the naming part of the sentence.

**Closure:** Teacher will review and discuss the essential question.

**Assessment:** Teacher will ask students to identify the naming part of given sentences. Teacher will ask students how to begin and end sentences. Teacher will display students' work in the hallway.

Day: 18

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Tuesday, August 26, 2014

Subject/Title: Language Arts/Grammar: Pig in a Wig: Naming Parts of Sentences

Theme: Animals, Tame and Wild **REVIEW: ~~~REVIEW: Lesson Plans adjusted to five days**

**Standard(s) for the day:**

**ELACC1L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**ELACC1SL1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

3. Pig said sitt here      3. Pig said sit here.

4. he can Mix it.          4. He can mix it.

**Lesson Activities:**

**GRAMMAR**

- **DEVELOP THE CONCEPT: Naming Parts of Sentences: Identify Naming Parts of Sentences:** Write *The cat takes a nap.* Track the print as you read the sentence. Ask children to identify the naming part of the sentence. (*The cat*) Continue with *The pig sits in back.* (*The pig*) *Naming parts of sentences tell who or what the sentence is about. What can the naming part of a sentence name? (a person, place, animal, or thing) (ELACC1L1b: Use common, proper and possessive nouns.)*

**PRACTICE**

- **SUGGEST SENTENCES:** Gather several pictures of dogs and other tame animals. Display a picture. Model a sentence that tells about an animal, identifying the naming part of the sentence, for example: **MODEL** *This dog is running. I think The dog is getting exercise would be a good sentence to tell about this dog. The dog tells who the sentence is about so it is the naming part of this sentence.* Have children give sentences for the other pictures and identify the naming part in each. Write the sentences children suggest. (**ELACC1L1b: Use common, proper and possessive nouns.**)

**Speaking and Listening**

- **WHY WE LISTEN: Demonstrate Speaking and Listening:** Explain that there are several reasons for listening, such as finding out information, hearing others' ideas, and listening to others' questions. Model appropriate listening behaviors as you lead a class discussion about ways to help animals. **ELACC1SL1a:** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking and about the topics and texts under discussion).



- **COMPLETE A WEB:** Draw a web or display Graphic Organizer 17. Add circles to the lines. Write *Ways to Help Animals* in the center. Ask children to name ways that people can help animals. Add their responses to the web. Teachers will assist students in completing p. 5 in Grammar and Writing Practice Book. **(ELACC1L1b: Use common, proper and possessive nouns.)**

**Essential Questions:** How to identify naming parts in a sentence?

**Remedial/ Enrichment / Acceleration Activities:**

<p><b>Remedial Activities</b> Teacher will provide students with sentences. Students will underline the naming part of the sentence.</p>	<p><b>Enrichment Activities</b> Students will complete given sentences by filling in a naming part of a sentence.</p>	<p><b>Acceleration Activities</b> Students will write complete sentences by filling in a naming part of a sentence.</p>
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**Closure:** Teacher will review and discuss the essential question.

**Assessment:** Teacher will ask to identify the naming part of given sentences. Teacher will ask students how to begin and end sentences. Teacher will display students' work in the hallway.

Day: 19

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Wednesday, August 27, 2014

Subject/Title: Language Arts/Grammar: Pig in a Wig: Naming Parts of Sentences

Theme: Animals, Tame and Wild~~~**REVIEW: Lesson Plans adjusted to five days**

**Standard(s) for the day:**

**ELACC1L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**ELACC1SL1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

- |                     |                     |
|---------------------|---------------------|
| 5. Jak can fiks it. | 5. Jack can fix it. |
| 6. dad can mix et   | 6. Dad can mix it.  |

**Lesson Activities:**

**Writing Trait of the Week**

- **INTRODUCE Conventions: TALK ABOUT CONVENTIONS:** Explain to children that conventions are rules good writers follow when they write. Good writers spell words a certain way. They begin sentences with capital letters. They finish sentences with end marks. Ask children to think about whether the author of *Pig in a Wig* follows conventions. Then model your thinking.

**MODEL** *I'll look at the sentence on p. 36. The sentence has a beginning capital letter and an end mark. The words in the sentence are spelled correctly. Yes, the author follows conventions when she writes. Let's look at some more sentences in the selection. Assign pairs of children one of the sentences on pp. 38-39. Ask partners to check their sentences to see whether the author uses conventions. Have children answer these questions about their sentences.*

*Does this sentence begin with a capital letter? (yes)*

*Does this sentence have an end mark? (yes)*

*Is every word spelled correctly? (yes)*

Let the pairs share what they found out about their sentences. You may wish to have them write their sentence on the board and highlight the initial capital letter and the end punctuation mark.

(**ELACC1:2b:** Use end punctuation for sentences.)

**GRAMMAR**

- **APPLY TO WRITING: Naming Parts of Sentence: IMPROVE WRITING WITH NAMING PARTS OF SENTENCES:** Have children recall that the naming part of a sentence tells who or what a sentence is about. Ask volunteers to share their sentences. Encourage them to tell the naming part and explain why it makes sense. Remind children to use the naming parts of sentences correctly in their own writing. Write *The \_\_\_\_\_ is in the sack.* Have individuals supply an animal or a grooming tool to complete the naming part of the sentence Have different individuals identify the naming part of each sentence.

**Animals**

**Tools**

- The \_\_\_\_\_ is in the sack. (cat)                      The \_\_\_\_\_ is in the sack. (brush) (**ELACC1L1b: Use common, proper and possessive nouns.**) Teacher will assist students in completing p. 6. in Grammar and Writing Practice Book.

**Essential Questions:** How to identify naming parts of a sentence?

**Remedial/ Enrichment/ Acceleration Activities:**

Remedial Activities Teacher will provide students with sentences. Students will underline the naming part of the sentence.	Enrichment Activities Students will complete given sentences by filling in a naming part of a sentence.	Acceleration Activities Students will write complete sentences by filling in a naming part of a sentence.
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**Closure:** Teacher will review and discuss the essential question.

**Assessment:** Teacher will ask to identify the naming part of given sentences. Teacher will ask students how to begin and end sentences. Teacher will display students' work in the hallway.

Day: 20

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Thursday, August 28, 2014

Subject/Title: Language Arts/Grammar: Pig in a Wig: Naming Parts of Sentences

Theme: Animals, Tame and Wild~~~**REVIEW: Lesson Plans adjusted to five days**

**Standard(s) for the day:**

- ELACC1L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.
- ELACC1SL1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

7. pig is en back.      7. Pig is in back.  
8. Take that weg      8. Take that wig.

**Lesson Activities:**

**Writing Across the Curriculum**

- **WRITE: Poster: Discuss:** Have children look at pp. 48-49. Using the pictures as a starting point, discuss careers that involve helping animals. Guide children to understand that people can do different kinds of work to help animals. Help them recall that vets help sick pets. Explain that they also help pets stay healthy. Remind children of Pam from “Pet Service.” Lead a discussion of the work she does grooming pets and how it helps animals. Encourage children to use oral vocabulary, such as *sloppy* and *scrub*. (**ELACC1SL1a:** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking and about the topics and texts under discussion).
- **SHARE THE PEN:** Have children participate in writing a sentence for a poster about careers that involve animals. Call on an individual to share a sentence that tells about a career that helps animals. Write the sentence, inviting individuals to check capitalization and punctuation. Then have the class read it with you as you track the print. Ask questions, such as:  
*What does this sentence tell about? (how a vet can help a pet)*  
*With what does a sentence always begin? (a capital letter)*  
*What belongs at the end of this sentence? (period)*  
Have a volunteer describe a picture to go with the sentence on the poster. Continue having individuals suggest sentences that tell about careers that help animals. (**ELACC1:2b:** Use end punctuation for sentences.)

**GRAMMAR**

- **REVIEW NAMING PARTS OF SENTENCES: Define Naming Parts of Sentences:** *What does the naming part of a sentence tell you? (The naming part of a sentence tells who or what the sentence is about.) What can the naming part of a sentence be? ( person, place, animal or thing)*

- **PRACTICE: Naming Parts of Sentences:** Teacher will assist students in completing p. 7 Grammar and Writing Practice Book. (ELACC1L1b: Use common, proper and possessive nouns.)

**Essential Questions:** How to identify naming parts of a sentence?

**Remedial/ Enrichment / Acceleration Activities:**

<p><b>Remedial Activities</b> Teacher will provide students with sentences. Students will underline the naming part of the sentence.</p>	<p><b>Enrichment Activities</b> Students will complete given sentences by filling in a naming part of a sentence.</p>	<p><b>Acceleration Activities</b> Students will write complete sentences by filling in a naming part of a sentence.</p>
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**Closure:** Teacher will review and discuss the essential question.

**Assessment:** Teacher will ask to identify the naming part of given sentences. Teacher will ask students how to begin and end sentences. Teacher will display students' work in the hallway.

Day: 21

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Friday, August 29, 2014

Subject/Title: Language Arts/Grammar: Pig in a Wig: Naming Parts of Sentences

Theme: Animals, Tame and Wild~~~**REVIEW: Lesson Plans adjusted to five days**

**Standard(s) for the day:**

**ELACC1L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**ELACC1SL1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

- |                    |                    |
|--------------------|--------------------|
| 9. sit end mix it. | 9. Sit and mix it. |
| 10. Pig ded et.    | 10. Pig did it.    |

**Lesson Activities: Writing and Grammar**

- **LOOK AT THE PROMPT:** Read p. 50 aloud. Have children select and discuss key words or phrases in the prompt. (*pictures help tell the story, what each picture shows, two sentence captions about two of the pictures*) Explain that conventions are rules such as capitalization the first word of a sentence and having punctuation at the end of a sentence. Have children: add capital letters and end punctuation to “sentences” you write on the board or chart paper, practice spelling words you read aloud. (**ELACC1:2b:** Use end punctuation for sentences.)
- Students will be tested on naming parts of a sentence . (**ELACC1L1b: Use common, proper and possessive nouns.**)

**Essential Questions:** How to identify naming parts of a sentence?

**Remedial/ Enrichment / Acceleration Activities:**

<b>Remedial Activities</b> Teacher will provide students with sentences. Students will underline the naming part of the sentence.	<b>Enrichment Activities</b> Students will complete given sentences by filling in a naming part of a sentence.	<b>Acceleration Activities</b> Students will write complete sentences by filling in a naming part of a sentence.
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**Closure:** Teacher will review and discuss the essential question.

**Assessment:** Teacher will ask to identify the naming part of given sentences. Teacher will ask students how to begin and end sentences. Teacher will display students’ work in the hallway.

Day: 22

Teacher: Albrycht, Chatman, Curry, Curtis, Johnson, Lariscy

Subject: Calendar Activities; Math Centers

st

Grade: 1

Date: Tuesday, September 2, 2014

Standard(s) for the day:

MCC1.NBT.1 Students will count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

ELACC1W5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

ELP STANDARD 3: THE LANGUAGE OF MATHEMATICS.

STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Warm-up Review the Standard(s) and the Essential Question(s).

Problem of the Day: What number is one more than 110? What number is ten more than 110?

Lesson Activities:

- Discuss the standards/skills that will be worked on today during math.
- Calendar Activities (Month, Day, Tally Marks, Number Patterns, Number of Days in School, Count numbers 1-120. Count by 1's, 5's, and 10's beginning at different numbers, etc..)
- Math Centers: Students will participate in small group centers.
- Teacher Center: The teacher will work with small groups and/or individuals as needed.
- Daily Writing Activity: Students will write about the math activity/lesson of the day.
- English Language Strategy: The teacher will review introduced terms to check for understanding.

Essential Questions: How do you make a picture graph to answer questions?

Homework: Practice Book P13.

Remedial Activities	Enrichment Activities	Acceleration Activities
The teacher will address individual and small group skills in the Teacher Center such as, counting, number recognition, addition facts, etc...	Students will participate in various activities during math centers and individual/small group teacher center.	Students will participate in math centers to practice various addition and subtraction strategies, place value, comparing numbers, and other math skills to maintain using computers, manipulatives, and other activities.

Math Centers and Teacher Centers are based on prior assessments, teacher observations, and skills to practice and maintain.

Closure: The teacher will review the standards and ask students questions such as, "What did we do today to help us practice these skills?"

Assessment: The teacher will observe the student's mastery of the skill(s) being focused on during small group

teacher center. This will vary per individual or group.



Day: 23

Teacher: Albrycht, Chatman, Curry, Curtis, Johnson, Lariscy

Subject: Math- Calendar Activities; Graphing-Make Picture Graphs

Grade: 1<sup>st</sup>

Date: Wednesday, September 3, 2014

Standard(s) for the day

MCC1.NBT.1 Students will count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

MCC1.MD4 Students will organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

ELACC1W5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

ELP STANDARD 3: THE LANGUAGE OF MATHEMATICS.

STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Warm-up Review the Standard(s) and the Essential Question(s).

Problem of the Day: I am a three digit number. I have 11 tens and 6 ones. What number am I?

Lesson Activities:

- ▲ Review the routines and procedures of the classroom.
- ▲ Calendar Activities (Month, Day, Tally Marks, Number Patterns, Shapes, Graphing, Number Words, counting by 1's and 10's, Etc...)
- ▲ Read Aloud: Miss B's Class Makes Tables and Graphs from the Grab and Go! Kit- Students will learn how to gather and compare data by making tally tables and graphs.
- ▲ Go Math! Georgia Lesson 2.2 Make Picture Graphs pp. 35-38. Listen and Draw p. 35: Read the following problem aloud to the class. Asaf has 6 baseballs. He has 4 bats. Does he have more baseballs or bats? What do you need to find? What information do you need to use? Have children use counters to model the problem. If children have difficulty comparing the two groups of counters, you might remind them about matching one to one. After drawing circles to record the counters, have children draw lines to match the items in one group to the other group. You might also demonstrate with two groups of counters, and line up the two groups to compare them one to one. Which group looks like it has more? How do you know? After circling the object with more, have children restate their findings. They might say: 6 is greater than 4, so Asaf has more baseballs than bats. Use Math Talk to focus on children's understanding of drawing simple picture in a picture graph to represent numbers in groups to solve a problem. Model and Draw p. 36- Guide children to complete the picture graph at the top of the page with the following questions. Can you tell without counting how many more white sheep there are than black sheep? Explain. What does each circle for this graph show? What story does this graph tell? How do you know how many more white sheep than black sheep there are? Share and Show (Guided Practice)- Have children notice the symbol to use on the graph. What question will you ask 10 friends to

get information for the picture graph? For Exercise, explain to children that if their graph shows that the same number of children chose cats and dogs, they should circle both pets. Use Exercises 2 and 3 for Quick Check. On Your Own p. 37 (Independent Practice)- If children answered Exercises 2 and 3 correctly, assign Exercises 4-8. Problem Solving p. 38- Complete if time permits. For Exercise 9 encourage children to cross out each circle in the picture graph as they count it. Then, for Exercise 10, children can draw lines to show one-to-one correspondences between green and blue.

- ▲ Daily Writing Activity: Children will write a question that can be answered by making a picture graph.
- ▲ English Language Strategy: Model making a picture graph. Identify the heads and tails sides of a penny. Model how to drop a penny and place it in the appropriate row on the graph. Let each child drop a penny and place it on the Grid Paper. Have children trace and remove the pennies. This is a picture graph. Encourage them to use their own words to describe the picture graph and explain the process they used to make it.

Essential Questions: How do you make a picture graph to answer questions?

Homework: Standards Practice Book P12.

Remedial Activities	Enrichment	Acceleration Activities
<p>Place pictures of a boy and a girl on the floor. Have boys line up behind the picture of the boy and girls line up behind the picture of the girl. How is our class like a “living picture graph”? Have children count aloud for the number of girls and the number of boys. Record on the board. How can you draw a picture graph to show this information? Follow children's suggestions to draw a picture graph on the board. Use Reteach R9.</p>	<p>Distribute Grid Paper, and tell children that they will make a picture graph about the crayons in the box. Have child remove the green crayons and count them. How can the first row of the picture graph show green crayons? Have children use the suggestion to begin a picture graph. Guide them as they count the blue crayons and complete the next row of the graph. Using the remaining yellow crayons, have children finish the graph on their own. Use Enrich E9.</p>	<p>Draw a Days of the Week Table: Sunday 1, Monday 1, Tuesday 3, Wednesday 3, Thursday 5, Friday blank, Saturday blank. Explain that Jed plays basketball each day and records how many baskets he makes. How can Jed show his data on a picture graph? Have partners make a picture graph on the Grid Paper. How is it helpful to see Jed's data shown in a picture graph? Have partners predict how many baskets Jed will make on Friday and Saturday. Have them add this information to their picture graphs.</p>

Closure: Review the lesson of the day. Ask students how the lesson helped to answer the Essential Question and begin to master the standard(s).

Assessment: Teacher Observation; Quick Check p. 36: If a child misses Exercises 2 and 3 differentiate instruction with RtI Tier 1 Activity, p. 35B; Reteach 2.2.



Assessment: The teacher will observe the student's mastery of the skill(s) being focused on during small group teacher center. This will vary per individual or group.

Day: 25

Teacher: Albrycht, Chatman, Curry, Curtis, Johnson, Lariscy

Subject: Math- Calendar Activities; Graphing-Read Picture Graphs

Grade: 1<sup>st</sup>

Date: Friday, September 5, 2014

Standard(s) for the day

MCC1.NBT.1 Students will count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

MCC1.MD4 Students will organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

ELACCIW5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

ELP STANDARD 3: THE LANGUAGE OF MATHEMATICS.

STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Warm-up Review the Standard(s) and the Essential Question(s).

Problem of the Day: Word of the Day- count on. (eTransparency 2.1) 1. Start at 8. Count on 3. 2. Start at 4 Count on 2. 3. Start at 17. Count on 1. 4. Start at 32. Count on 3. To further develop fluency, you may wish to continue the activity as an oral exercise.

Lesson Activities:

- ▲ Review the routines and procedures of the classroom.
- ▲ Calendar Activities (Month, Day, Tally Marks, Number Patterns, Shapes, Graphing, Number Words, counting by 1's and 10's, Etc...)
- ▲ Read Aloud: Miss B's Class Makes Tables and Graphs from the Grab and Go! Kit- Students will learn how to gather and compare data by making tally tables and graphs.
- ▲ Go Math! Georgia Lesson 2.3 Read Picture Graphs 110 pp. 39-42. Listen and Draw p. 39- Read the following problem aloud to the class. Emma's class made this picture graph. What question could Emma's class answer using the graph? What do you need to write? What information does the picture graph show? What is one thing you learned from this graph? After writing their questions, have children exchange papers with a classmate. Have the classmate answer the question, and then have the child check the answer. Use Math Talk to check children's understanding of how to make and read a picture graph. Model and Draw p. 40- Point out the bar graph at the top of the page, and guide children through the model with the following questions. How can you tell the length of the bar for markers? What does the red bar tell you? What clues help you write a title for the bar graph? Share and Show (Guided Practice) - Have children complete Exercises 1 and 2 by following the line down from the end of the bar for that tool to read the number. Have children explain how they solved Exercise 3. Exercises 4 and 5 may be used for Quick Check. Have children use their MathBoards to show the solutions. On Your Own (Independent Practice) p. 33- If children answered Exercises 4 and 5 correctly, assign Exercises 6-11. This bar graph is in vertical orientation, and children have worked only with horizontal graphs so far. Point out that the

number of children is now on the vertical axis and the kinds of vehicles is on the horizontal axis. Problem Solving p. 42: Complete if time permits. For Exercise 12, make sure children understand that the bar graph shows how many jackets are fastened with zippers or buttons.

- ▲ Daily Writing Activity: Children will use numbers and pictures to compare two items in a bar graph.
- ▲ English Language Strategy: Children can identify and experience vocabulary in context to help clarify meanings of words. Tell children they may have heard the word *bar* in different contexts. Show the granola bar and say: This is a granola bar. Show a bar of soap and say: This is a bar of soap. Have children describe how the objects are alike and different. Point to a bar graph in the student book. What type of graph is this? Have children describe how the bars on a bar graph are like a granola bar and a bar of soap. If needed, point out the similarities in the bar shapes of the different objects.

Essential Questions: How do you make a picture graph to answer questions?

Homework: P. 14

Remedial Activities	Enrichment	Acceleration Activities
<p>Draw a bar graph on chart paper showing the number of flowers in different colors at a flower shop. There are 4 red, 3 yellow, and 3 purple flowers. How many red flowers are there? How do you know? Repeat for the other flowers. If you worked at the flower shop, could you make a bouquet of 5 red flowers? Explain. Could you make a bouquet of 4 red and 2 purple flowers? Explain. Have each child draw a bouquet that could be made from the flowers at the flower shop. Use Reteach R10.</p>	<p>Draw a bar graph on chart paper showing the number of plastic forks, spoons, and cups in a picnic basket. There are 4 forks, 6 spoons, and 3 cups. How many forks are there? How do you know? Repeat for spoons and cups. Have children solve this problem using the bar graph. If needed, children can act out the problem with plastic forks, spoons, and cups. Sally has 5 people in her family. Are there enough forks so everyone can have one? For additional practice, invite children to create and solve similar problems. Use Enrich E10.</p>	<p>Draw a bar graph on the Grid Paper. <u>At the Aquarium:</u> sea star 2, fish 5, eel 1, crab 3. Read aloud the following riddle. I am thinking of a sea creature from the aquarium. I saw more of these than the number of eels. I saw fewer of these than the number of crabs. What creature am I thinking of? Have children write similar riddles that can be solved with the graph. Have them trade with a partner and solve each other's riddles.</p>

Closure: Review the lesson of the day. Ask students how the lesson helped to answer the Essential Question and begin to master the standard(s).

Assessment: Teacher Observation; Quick Check p. 40: If a child misses Exercises 4 and 5 differentiate instruction with RtI Tier 1 Activity, p. 39B; Reteach 2.3; and/or Soar to Success Math 54.06.

Day: 26

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Monday, September 8, 2014

Subject/Title: Language Arts/Grammar: Action Parts~ Theme: Animals, Tame and Wild

### REVIEW DUE TO SHORT WEEK

**Standard(s) for the day:**

**ELACC1L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

1. ox got Mom that pott.      1. Ox got Mom that pot.
2. He can hep Pop Mop      2. He can help Pop mop.

**Lesson Activities:****GAMMAR: Teach/Model Naming Parts of Sentences**

- **Review Sentences:** Remind children that a sentence is a group of words that tells a complete idea. It begins with a capital letter and many sentences end with a period. (**ELACC1L2a: capitalize dates and names of people. ELACC1L2b: use end punctuation for sentences.**)
- **Identify Action Parts of a Sentence:** Display Grammar Transparency 3. Read the definition aloud. *The words in a sentence that ell what a person or thing does form the action part of sentence. In the sentence **Mom and I feed our pets**, “feed our pets” is the action part of the sentence. In the sentence **The dog eats**, “eats” is the action part of the sentence because it tells what the dog does. **Continue modeling with items 1-5. (ELACC1L1c: use singular and plural nouns with matching verbs in basic sentences.)***
- **PRACTICE Identify Action Parts of Sentences:** Write some close sentences on the board for children to complete. For example: *My dog \_\_\_\_\_*. Invite the children to suggest an action part of each sentence. Remind children that the action part of a sentence is a word or words that tell what a person or thing does. After each sentence is complete, have children read it aloud as you track the print. (**ELACC1L1c: use singular and plural nouns with matching verbs in basic sentences.**)

**Essential Questions:** How to identify action parts?

**Remedial/ Acceleration / Enrichment Activities:**

Remedial Activities Students will draw/label a picture showing how an animal can help people.	Acceleration Activities Students will write two sentences about how animals can help people.	Enrichment Activities Students will write sentences about service animals such as guide dogs, police dogs or therapy dogs.
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**Closure:** Teacher will review and discuss the essential question.

**Assessment:** Teacher will ask to identify action parts of given sentences. Teacher will ask students how to begin and end sentences.



Day: 27

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Tuesday, September 9, 2014

Subject/Title: Language Arts/Grammar: Action Parts

Theme: Animals, Tame and Wild~~~**REVIEW DUE TO SHORT WEEK**

**Standard(s) for the day:**

**ELACC1L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**ELACC1SL1:** Participate in collaborative conversations with diverse partners about grade 1 and topics and texts with peers and adults in small large groups.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

- |                          |                         |
|--------------------------|-------------------------|
| 3. mom and pop can moop. | 3. Mom and pop can mop. |
| 4. pop sat on the rok.   | 4. Pop sat on the rock. |

**Lesson Activities:**

**GRAMMAR**

**DEVELOP THE CONCEPT: Identify Action Parts of Sentences:**

- Write *The dog got the pack.* Track the print as you read the sentence. Ask children to identify the action part of the sentence. (got the pack) Continue with *The dog got the hat.* (got the hat) ***The action parts of sentences tell what happens. What can the action part of sentence tell?*** (what a person or thing does). Teacher will assist students in completing p. 9 in Grammar and Writing Practice Book. **(ELACC1L1c: use singular and plural nouns with matching verbs in basic sentences.)**

**PRACTICE**

**Suggest Action Parts of Sentences:** Gather pictures of service dogs engaged in helping people in different ways. Model a sentence that tells about a dog helping a person, emphasizing the action part of the sentence, for example: ***MODEL: I think This dog can bring the pack would be a good sentence to tell what the dog is doing. The words, bring the pack tell what tell what the dog is doing so it is the action part of this sentence.*** **(ELACC1L1c: use singular and plural nouns with matching verbs in basic sentences.)**

- Have children give sentences for other pictures and identify the action part in each. Write the sentences children suggest. **(ELACC1L1c: use singular and plural nouns with matching verbs in basic sentences. (ELACC1L2a: capitalize dates and names of people. ELACC1L2b: use end punctuation for sentences.)**

### Speaking and Listening

- **BE A GOOD LISTENER: Demonstrate Speaking and Listening:** Write the chart of good listening behaviors below on the board. Model appropriate listening behaviors as you lead a class discussion of about ways that animals helped people in past times. **(ELACC1SL1a: follow agreed –upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion.)**

#### Good Listeners

*~Sit quietly.*

*Face the speaker/make eye contact.*

*Listen to what the speaker says.*

*Don't interrupt.*

- **Discuss Animal Helpers:** Assign children to small groups. Have children take turns telling about animal helpers. Encourage listeners to listen carefully and courteously, using good listening behaviors. **(ELACC1SL1a: follow agreed –upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion.)**

**Essential Questions:** How to identify action parts?

#### **Remedial/ Acceleration / Enrichment Activities:**

Remedial Activities Students will draw/label a picture showing how an animal can help people.	Acceleration Activities Students will write two sentences about how animals can help people.	Enrichment Activities Students will write sentences about service animals such as guide dogs, police dogs or therapy dogs.
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**Closure:** Teacher will review and discuss the essential question.

**Assessment:** Teacher will ask to identify action parts of given sentences. Teacher will ask students how to begin and end sentences. Teacher/students will discuss p. 9 in Grammar Practice and Writing Book.

Day: 28

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Wednesday, September 10, 2014

Subject/Title: Language Arts/Grammar: Action Parts

Theme: Animals, Tame and Wild ~~~**REVIEW DUE TO SHORT WEEK**

**Standard(s) for the day:**

**ELACC1L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

- |                         |                         |
|-------------------------|-------------------------|
| 5. ox got the hot potz. | 5. Ox got the hot pots. |
| 6. Pop got five lokks   | 6. Pop got five locks.  |

**Lesson Activities:**

**Writing Trait of the Week**

- **INTRODUCE Sentences: Talk About Sentences:** Remind children that a sentence is a group of words that tells a complete idea. To tell a complete idea, a sentence must have a naming part and an action part. Have children look at p. 58 of *The Big Blue Ox* as you read the sentence aloud. Tell them you know that the group of words on the page is a sentence. Then model your thinking. **MODEL:** *When I read the group of words on p. 5, I can see it is a sentence because it tells a complete idea. The naming part –Mom and Pop—tells whom the sentence is about. The action part--have a big blue ox---tells Mom and Pop do. The two parts together tell a complete idea, so this group of words is a sentence.* Write the following groups of words on the board. Read each groups of words and ask children if it is a sentence. Talk about why each is not a sentence. **A big blue ox. (does not tell a complete idea; no action part). Can help Mom (does not tell a complete idea, no naming part) (ELACC1L2a: capitalize dates and names of people. ELACC1L2b: use end punctuation for sentences.) ELACC1L1c: use singular and plural nouns with matching verbs in basic sentences.)**
- **Strategy For Developing Sentences:** On the board, write groups of words, such as those below. Work with children to add words to each group so that the group of words is a sentence.  
The big ox \_\_\_\_\_ (The big ox can dig.)  
\_\_\_\_\_ have red wigs. (The pigs have red wigs.)  
Mom and Pop \_\_\_\_\_ (Mom and Pop go to town.)  
\_\_\_\_\_ cans in the sack. (Ox put cans in the sack.)  
(ELACC1L2a: capitalize dates and names of people. ELACC1L2b: use end punctuation for sentences. ELACC1L1c: use singular and plural nouns with matching verbs in basic sentences.)

## GRAMMAR

- **APPLY TO WRITING: Action Parts of Sentence: IMPROVE WRITING SENTENCES:** Remind students that action parts of sentences tell what a person or thing does. Lead a discussion of how actions parts help sentences “come alive.” Remind children to use action parts of sentences correctly in their own writing. Teacher will assist students in completing p. 10 in Grammar Practice and Writing Book. **(ELACC1L1c: use singular and plural nouns with matching verbs in basic sentences.)**

**Essential Questions:** How to identify action parts?

**Remedial/ Acceleration / Enrichment Activities:**

Remedial Activities Remedial Activities Students will draw/label a picture showing how an animal can help people.	Acceleration Activities Students will write two sentences about how animals can help people.	Enrichment Activities Students will write sentences about service animals such as guide dogs, police dogs or therapy dogs.
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**Closure:** Teacher will review and discuss the essential question.

**Assessment:** Teacher will ask to identify action parts of given sentences. Teacher will ask students how to begin and end sentences. Teacher and students will discuss p. 10 in Grammar Practice and Writing Book.

Day: 29

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Thursday, September 11, 2014

Subject/Title: Language Arts/Grammar: Action Parts

Theme: Animals, Tame and Wild~~~ **REVIEW DUE TO SHORT WEEK**

**Standard(s) for the day:**

**ELACC1L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

- |                    |                    |
|--------------------|--------------------|
| 7. Hopp up for mom | 7. Hop up for mom. |
| 8. ox got a rock.  | 8. Ox got a rock.  |

**Lesson Activities:**

**Writing Across the Curriculum**

- **WRITE Caption: Brainstorm:** Have children look at pp. 70-71 and identify how the animals are helping people. Encourage them to use oral vocabulary, such as *transportation, produce, present, and past*.
- **Share The Pen:** Have children participate in creating a caption for a drawing about a helping animal of past times. To begin, draw a simple picture of a horse and buggy on the board. Explain that the class will work together to write a caption for the drawing. Explain that a caption is a short sentence that describes a drawing or a photograph. Call on individuals to check the capitalization and punctuation. Then have the class read it with you as you track the print. Ask questions, such as the following: *What does this sentence tell about? (how the horse helps), With what should this sentence begin with? (capital letter), What belongs at the end of this sentence? (period), and What is the action part of this sentence? (helps with transportation)*

Continue having individuals contribute to writing captions. Frequently reread the captions. **(ELACC1L1c: use singular and plural nouns with matching verbs in basic sentences.)**

**PRACTICE**

- **REVIEW ACTION PARTS OF SENTENCES:** Display a picture of a helping animal of present times. Ask individuals to suggest a sentence that tells how the animal in the picture is helping. Write the sentence on the board and read it aloud as you track the print. Invite a volunteer to underline the action part of the sentence. Teacher will assist students in completing pp. 11-12 in Grammar Practice and Writing Book. **(ELACC1L2a: capitalize dates and names of people. ELACC1L2b: use end punctuation for sentences. ELACC1L1c: use singular and plural nouns with matching verbs in basic sentences.)**

**Essential Questions:** How to identify action parts?

**Remedial/ Acceleration / Enrichment Activities:**

Remedial Activities Remedial Activities Students will draw/label a picture showing how an animal can help people.	Acceleration Activities Students will write two sentences about how animals can help people.	Enrichment Activities Students will write sentences about service animals such as guide dogs, police dogs or therapy dogs.
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**Closure:** Teacher will review and discuss the essential question.

**Assessment:** Teacher will ask to identify action parts of given sentences. Teacher will ask students how to begin and end sentences. Teacher and students will discuss pp. 11-12 in Grammar Practice and Writing Book.

Day: 30

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Friday, September 12, 2014

Subject/Title: Language Arts/Grammar: Action Parts

Theme: Animals, Tame and Wild~~~ **REVIEW DUE TO SHORT WEEK**

**Standard(s) for the day:**

**ELACC1L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

- |                     |                        |
|---------------------|------------------------|
| 9. ox can use Pots. | 9. Ox can use pots.    |
| 10. Pop got the lox | 10. Pop got the locks. |

**Lesson Activities: Writing And Grammar**

- **Look At The Prompt:** Read p. 72 aloud. Have children select and discuss key words or phrases in the prompt. (*how animals help people, sentences, tell what animals do to help people.*)
- **Strategies to Develop Sentences:** Have children: answer questions you ask them using complete sentences, point sentences in the reading selections and identify the naming parts and the action parts, complete sentences you write on the board by adding naming parts or action parts. Students will complete a test on action parts of a sentence. The test will include naming parts to ensure students have mastered this particular skill. (**ELACC1L1b: Use common, proper and possessive nouns. ELACC1L1c:** use singular and plural nouns with matching verbs in basic sentences.)

**Essential Questions:** How to identify action parts?

**Remedial/ Acceleration / Enrichment Activities:**

Remedial Activities Remedial Activities Students will draw/label a picture showing how an animal can help people.	Acceleration Activities Students will write two sentences about how animals can help people.	Enrichment Activities Students will write sentences about service animals such as guide dogs, police dogs or therapy dogs.
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**Closure:** Teacher will review and discuss the essential question.

**Assessment:** Students will complete a test on action parts of sentences.

Day: 31

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Monday, September 15, 2014

Subject/Title: Language Arts/Grammar: Word Order~ Theme: Animals, Tame and Wild

**Standard(s) for the day:**

**ELACC1RF1:** Demonstrate an understanding of the organization and basic features of print.

**ELACC1W3:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

- |                         |                         |
|-------------------------|-------------------------|
| 1. Fox napz on her lap  | 1. Fox naps on her lap. |
| 2. frog sits there too. | 2. Frog sits there too. |

**Lesson Activities: GRAMMAR: Teach/Model: Word Order**

- **PRETEST:** Students will complete a pretest on word order.
- **IDENTIFY CORRECT WORD ORDER:** Display Grammar Transparency 4. Read the definition aloud. Then model with item 1. *The words are not in the right order in the sentence: **Three fox the has kits.** So the sentence doesn't make sense. The words are in the right order in the sentence: **The fox has three kits.** So this sentence makes sense.* Continue modeling with items 2-5. (**ELACC1RF1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation.)**)

**PRACTICE**

- **SUGGEST SENTENCES:** Have children suggest other sentences using correct word order. Record and discuss the sentences. *Suggest a sentence about a wild animal you like. Explain how you know the words are in the right order. What clues would you notice if the words were not in the right order?* Teacher will assist students in completing p. 13 in Grammar and Writing Practice Book. (**ELACC1RF1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation.)**)

**Essential Questions:** How to determine correct word order in sentences?

**Remedial/ Enrichment / Acceleration Activities:**

Remedial Activities Students will circle the sentences that are written in correct word order.	Enrichment Activities Students will three complete sentences using spelling words.	Acceleration Activities Students will choose part of the story <i>Fox and a Kit</i> and write sentences to elaborate on it.
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**Closure:** Teacher will review and discuss the essential question.

**Assessment:** Teacher will ask students to check for right word order in given sentences. Teacher will discuss p. 13 in Grammar and Writing Practice Book. Teacher will ask students to name naming and action parts of each sentence.



Day: 32

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Tuesday, September 16, 2014

Subject/Title: Language Arts/Grammar: Word Order~ Theme: Animals, Tame and Wild

**Standard(s) for the day:**

**ELACC1SL1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**ELACC1RF1:** Demonstrate an understanding of the organization and basic features of print.

**ELACC1W3:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

- |                               |                             |
|-------------------------------|-----------------------------|
| 3. The cat her sitz with mom. | 3. The sits with her mom.   |
| 4. she fitts in a small bed.  | 4. She fits in a small bed. |

**Lesson Activities: GRAMMAR: Develop The Concept Word Order**

- **IDENTIFY CORRECT WORD ORDER:** Write these sentences on the board: *The baby its mom snuggles with. The baby snuggles with its mom.* Track the words as you read each sentence Ask children to identify the sentence with the correct word order. (*The baby snuggles with its mom.*) Continue with: *Swan the snuggles its with pop. The swan snuggles with its pop.* When a sentence makes sense, the words are in the right order. How can you tell if a sentence makes sense? (*A sentence makes sense if a reader can understand what it means.*) **(ELACC1RF1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation.)**

**PRACTICE**

- **SUGGEST WORD ORDER:** Display p. 32 of *Babies on the Go*. Model writing a sentence about anteaters using the right word order. **MODEL:** *This is a parent and baby anteater.* Write and read: *The baby anteater gets a ride. This sentence makes sense, so I think the order of the words is right.* Have children suggest sentences using the right word order for the other pictures. Write the sentences children provide. Have children check the word order for each sentence and suggest corrections when necessary. Teacher will assist students in completing p. 14 in the Grammar and Writing Practice Book. **(ELACC1RF1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation.)**

**SPEAKING AND LISTENING**

- **BE A GOOD SPEAKER: Model Speaking and Listening:** Discuss with children behaviors used by good speakers. Then model these behaviors as you retell *Babies on the Go: Face the*

group. *Speak loudly enough to be heard. Speak clearly. Stand up straight. Use complete sentences.* **ELACC1SL1a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about topics and texts under discussion.)**

- **PRACTICE SPEAKING:** Ask individuals to share what they remember from the story. Encourage them to practice the behaviors used by good speakers as they share what they recall. Remind children that they should take turns speaking and be a good listener when others are speaking. **ELACC1SL1a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about topics and texts under discussion.)**

**Essential Questions:** How to determine correct word order in sentences?

**Remedial/ Enrichment / Acceleration Activities:**

<p><b>Remedial Activities</b> Students will circle the sentences that are written in correct word order.</p>	<p><b>Enrichment Activities</b> Students will three complete sentences using spelling words.</p>	<p><b>Acceleration Activities</b> Students will choose part of the story <i>Fox and a Kit</i> and write sentences to elaborate on it.</p>
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**Closure:** Teacher will review and discuss the essential question.

**Assessment:** Teacher/students will discuss p. 14 in Grammar Practice and Writing Book. **REVIEW:** Teacher will ask students to name naming and action parts of given sentences.

Day: 33

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Wednesday, September 17, 2014

Subject/Title: Language Arts/Grammar: Word Order~ Theme: Animals, Tame and Wild

**Standard(s) for the day:**

**ELACC1RF1:** Demonstrate an understanding of the organization and basic features of print.

**ELACC1W3:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

- |                                 |                                 |
|---------------------------------|---------------------------------|
| 5. The kit fits on that rock    | 5. The kit fits on that rock    |
| 6. pam got a lick from her Dog. | 6. Pam got a lick from her dog. |

**Lesson Activities:**

**WRITING TRAIT OF THE WEEK**

- **INTRODUCE WORD CHOICE: Talk About Word Choice:** Explain to children that writers choose clear, exact words to help readers see what they are talking about. Ask children to think about the words the author chooses for *A Fox and a Kit* as you read p. 80 aloud. Then model your thinking. **MODEL:** *When I look at p. 80, I can see that the author chooses clear, exact words. Now I will write these sentences using other words.* Write the following sentences on the board and read them aloud. Then underline *animal*, *is* and *things* in the first sentence and *baby*, *is* and *things* in the second sentence. ***This animal is on the things. Her baby is on the things too.*** The underlined words don't help us see what the author is talking about. What words does the author use instead of these words: *animal?* (***fox***) *is?* (***naps***) *things?* (***rocks***) *baby?* (***kit***) *is?* (***naps***) *things?* (***rocks***) *These words give us a clear picture of what is happening because they are more exact.* Write the author's words above the underlined words. (**ELACC1RF1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation.)**)
- **STRATEGY FOR DEVELOPMENT WORD CHOICE:** On the board, write sentences with vague words, such as those below. Work with children to replace the underlined words with words that help make clearer pictures. ***The foxes eat stuff. (meat, berries) The fox has nice fur. (thick, red) The kit goes to his mom. (trots, races)*** (**ELACC1SL6: Produce complete sentences when appropriate to task and situation.**)

**GRAMMAR: Apply To Writing: Word Order**

**IMPROVE WRITING WITH WORD ORDER:** Remind children that when the words are in the right order a sentence makes sense. Add that writing with the correct word order lets readers understand what you are saying. Remind children to use the right word order in their own writing. Write *like I watch play cat my to*. Ask how to put these words in order to write a sentence that makes sense. **I like to watch my cat play.** Teacher will assist student in completing pp.15-16 in Grammar and Writing Practice Book. **(ELACC1RF1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation.)**

**Essential Questions:** How to determine correct word order in sentences?

**Remedial/ Enrichment / Acceleration Activities:**

<b>Remedial Activities</b> Students will circle the sentences that are written in correct word order.	<b>Enrichment Activities</b> Students will three complete sentences using spelling words.	<b>Acceleration Activities</b> Students will choose part of the story <i>Fox and a Kit</i> and write sentences to elaborate on it.
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**Closure:** Teacher will review and discuss the essential question.

**Assessment:** Teacher/students will discuss pp. 15-16 in Grammar Practice and Writing Book.

**REVIEW:** Teacher will ask students to name naming and action parts of given sentences.

Day: 34

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Thursday, September 18, 2014

Subject/Title: Language Arts/Grammar: Word Order~ Theme: Animals, Tame and Wild

**Standard(s) for the day:**

**ELACC1RF1:** Demonstrate an understanding of the organization and basic features of print.

**ELACC1W3:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

- |                      |                       |
|----------------------|-----------------------|
| 7. the mix is a hit. | 7. The mix is a hit.  |
| 8. This mix winz too | 8. This mix wins too. |

**Lesson Activities:**

**GRAMMAR**

**REVIEW Word Order: Define Word Order:** Teacher will review definition of word order.

*Why is the order of words in a sentence important? (**Sentences with words in the fight order make sense.**) How do sentences with words in the right order help readers? (**Correct word order lets readers understand sentences.**)* Students will complete an assessment on word order in sentences. (**ELACC1RF1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation.)**)

**Essential Questions:** How to determine correct word order in sentences?

**Remedial/ Enrichment/ Acceleration Activities:**

Remedial Activities	Enrichment Activities	Acceleration Activities
Students will circle the sentences that are written in correct word order.	Students will three complete sentences using spelling words.	Students will choose part of the story <i>Fox and a Kit</i> and write sentences to elaborate on it.

**Closure:** Teacher will review and discuss the essential question.

**Assessment:** Students will complete an assessment on word order in sentences.

Day: 35

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Friday, September 19, 2014

Subject/Title: Language Arts/Grammar: Word Order~ Theme: Animals, Tame and Wild

**Standard(s) for the day:**

**ELACC1L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**ELACCIW3:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

9. The Fox sits on a rock

9. The fox sits on a rock.

10. my dog napps with Pop.

10. My dog naps with Pop.

**Lesson Activities: REVIEW NAMING PARTS/ACTION PARTS**

**GAMMAR: Teach/Model Naming Parts of Sentences**

- **Identify Naming Parts of Sentences:** Display Grammar Transparency 2. Read the definition and examples. Then model with item 1. *A wig is a thing. The naming part of the first sentence is A wig. The naming part tells that this sentence is about a wig.* Teacher will continue with items 2-5. ELLACC1L1c: Use singular and plural nouns with matching verbs in basic sentences.)

**PRACTICE**

- **Suggest Naming Parts of Sentences:** Have children suggest naming parts to complete these sentences have about a cat they have read about.  
3. \_\_\_\_\_ ran that way. 2. \_\_\_\_\_ was mad. 3. \_\_\_\_\_ ran back. ELLACC1L1c: Use singular and plural nouns with matching verbs in basic sentences.)

**GAMMAR: Teach/Model Action Parts of Sentences**

- **PRACTICE Identify Action Parts of Sentences:** Write some close sentences on the board for children to complete. For example: *My dog \_\_\_\_\_*. Invite the children to suggest an action part of each sentence. Remind children that the action part of a sentence is a word or words that tell what a person or thing does. After each sentence is complete, have children read it aloud as you track the print. **(ELACC1L1c: use singular and plural nouns with matching verbs in basic sentences.)**

**Essential Questions:** How to determine correct word order in sentences?

**Remedial/ Enrichment / Acceleration Activities:**

Remedial Activities Students will circle the sentences that are written in correct word order.	Enrichment Activities Students will three complete sentences using spelling words.	Acceleration Activities Students will choose part of the story <i>Fox and a Kit</i> and write sentences to elaborate on it.
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**Closure:** Teacher will review and discuss the essential question. Teacher will introduce next week’s lesson: Telling Sentences

**Assessment:** Teacher will review test on Word Order, Naming and Action Parts in sentences. Students will have an opportunity to Retest on Word Order.

Day: 36

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Monday, September 22, 2014

Subject/Title: Language Arts/Grammar: **REVIEW DUE TO BENCHMARKS:**

Naming/Action Parts/Word Order

Theme: Seasons and Weather

**Standard(s) for the day:**

**ELACC1L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Students will complete Daily Fix. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board (or sentences may be written on the board.)

- |                          |                           |
|--------------------------|---------------------------|
| 1. sam came bakk         | 1. Sam came back.         |
| 2. mom and Pop nap on Ox | 2. Mom and Pop nap on Ox. |

**Lesson Activities:**

**GAMMAR: Teach/Model Naming Parts of Sentences**

- **Review Sentences:** Remind children that a sentence is a group of words that tells a complete idea. It begins with a capital letter and many sentences end with a period.
- **Identify Naming Parts of Sentences:** Display Grammar Transparency 2. Read the definition and examples. Then model with item 1. *A wig is a thing. The naming part of the first sentence is A wig. The naming part tells that this sentence is about a wig.* Teacher will continue with items 2-5.

**PRACTICE**

- **Suggest Naming Parts of Sentences:** Have children suggest naming parts to complete these sentences about a cat they have read about.

4. \_\_\_\_\_ can run. 2. \_\_\_\_\_ was mad. 3. \_\_\_\_\_ ran back.

Students will write two sentences and circle the naming part in each sentence.

(**ELACC1:2b:** Use end punctuation for sentences. **ELACC1L2a:** Capitalizes the date and names of people. **ELLACC1L1c:** Use singular and plural nouns with matching verbs in basic sentences.)

**Essential Questions:** How to identify naming parts in sentences?

**Remedial/ Enrichment/ Acceleration Activities:**

Remedial Activities Students will be given word cards. Students will sort cards into two categories: naming and action parts.	Enrichment Activities Students will circle the naming part of given sentences.	Acceleration Activities Students will write two sentences and circle the naming part in each sentence.
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**Closure:** Teacher will review and discuss the essential question.

**Assessment:** Teacher will ask students to identify the naming part of given sentences. Teacher will ask students how to begin and end sentences. Teacher will display students' work in the hallway.



Day: 37

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Tuesday, September 23, 2014

Subject/Title: Language Arts/Grammar: **REVIEW DUE TO BENCHMARKS:**

Naming/Action Parts/Word Order

Theme: Seasons and Weather

**Standard(s) for the day:**

**ELACC1L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Students will complete Daily Fix. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board (or sentences may be written on the board.)

- |                           |                           |
|---------------------------|---------------------------|
| 3. she will taak my hand. | 3. She will take my hand. |
| 4. ox wuz a big helpp.    | 4. Ox was a big help.     |

**Lesson Activities:**

**GAMMAR: Teach/Model Action Parts of Sentences**

- **Review Sentences:** Remind children that a sentence is a group of words that tells a complete idea. It begins with a capital letter and many sentences end with a period. **(ELACC1L2a: capitalize dates and names of people. ELACC1L2b: use end punctuation for sentences.)**
- **Identify Action Parts of a Sentence:** Display Grammar Transparency 3. Read the definition aloud. *The words in a sentence that tell what a person or thing do form the action part of the sentence. In the sentence **Dad and I walk the dog**, “walk the dog” is the action part of the sentence. In the sentence **The cat plays**, “plays” is the action part of the sentence because it tells what the dog does.* **(ELACC1L1c: use singular and plural nouns with matching verbs in basic sentences.)**

**PRACTICE**

- **Identify Action Parts of Sentences:** Write some close sentences on the board for children to complete. For example: *My cat \_\_\_\_\_*. Invite the children to suggest an action part of each sentence. Remind children that the action part of a sentence is a word or words that tell what a person or thing do. After each sentence is complete, have children read it aloud as you track the print. Students will write two sentences and circle the action part in each sentence. **(ELACC1L1c: use singular and plural nouns with matching verbs in basic sentences.)**

**Essential Questions:** How to identify action parts in a sentence?

**Remedial/ Enrichment / Acceleration Activities:****Remedial Activities**

Students will be given word cards. Students will sort cards into two categories: naming and action parts.

**Enrichment Activities**

Students will circle the naming part of given sentences.

**Acceleration Activities**

Students will write two sentences and circle the naming part in each sentence.

**Closure:** Teacher will review and discuss the essential questions.

**Assessment:** Teacher will ask to identify action and naming parts of given sentences. Teacher and students will discuss lesson activities. Teacher will display students' work in the hall.

Day: 38

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Wednesday, September 24, 2014

Subject/Title: Language Arts/Grammar: **REVIEW DUE TO BENCHMARKS:**

Naming/Action Parts/Word Order

Theme: Seasons and Weather

**Standard(s) for the day:**

**ELACC1L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Students will complete Daily Fix. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board (or sentences may be written on the board.)

5. he can us my book

5. He can use my book.

6. i will git the mopp.

6. I will get the mop.

**Lesson Activities:**

**GRAMMAR**

**DEVELOP THE CONCEPT: Identify Action Parts of Sentences:**

- Write *The dog got the pack*. Track the print as you read the sentence. Ask children to identify the action part of the sentence. (got the pack) Continue with *The dog got the hat*. (got the hat) ***The action parts of sentences tell what happens. What can the action part of a sentence tell?*** (what a person or thing does). Teacher will assist students in completing p. 9 in Grammar and Writing Practice Book. **(ELACC1L1c: use singular and plural nouns with matching verbs in basic sentences.)**

**PRACTICE**

- **Suggest Action Parts of Sentences:** Gather pictures of service dogs engaged in helping people in different ways. Model a sentence that tells about a dog helping a person, emphasizing the action part of the sentence, for example: ***MODEL: I think This dog can bring the pack would be a good sentence to tell what the dog is doing. The words, bring the pack tell what tell what the dog is doing so it is the action part of this sentence.*** **(ELACC1L1c: use singular and plural nouns with matching verbs in basic sentences.)**
- Have children give sentences for other pictures and identify the action part in each. Teacher will assist students in completing p. 9 in Grammar and Writing Practice Books. **(ELACC1L1c: use singular and plural nouns with matching verbs in basic sentences. (ELACC1L2a: capitalize dates and names of people. ELACC1L2b: use end punctuation for sentences.)**

**Essential Questions:** How to determine correct word order in sentences?

**Remedial/ Enrichment / Acceleration Activities:****Remedial Activities**

Students will be given word cards. Students will sort cards into two categories: naming and action parts.

**Enrichment Activities**

Students will circle the naming part of given sentences.

**Acceleration Activities**

Students will write two sentences and circle the naming part in each sentence.

**Closure:** Teacher will review and discuss the essential question.

**Assessment:** Teacher will ask students to check for right word order in given sentences. Teacher will discuss p. 9 in Grammar and Writing Practice Book. Teacher will ask students to name naming and action parts of each sentence.

Day: 39

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Thursday, September 25, 2014

Subject/Title: Language Arts/Grammar: **REVIEW DUE TO BENCHMARKS:**

Naming/Action Parts/Word Order

Theme: Seasons and Weather

**Standard(s) for the day:**

**ELACC1L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**ELACC1RF1:** Demonstrate an understanding of the organization and basic features of print.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Students will complete Daily Fix. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board (or sentences may be written on the board.)

7. like her I too

7. I like her too.

8. fall he will

8. He will fall.

**Lesson Activities:**

- **Naming Parts of Sentence: IMPROVE WRITING WITH NAMING PARTS OF SENTENCES:** Have children recall that the naming part of a sentence tells who or what a sentence is about. Ask volunteers to share a sentence and name the naming part.
- **Action Parts of Sentence: IMPROVE WRITING SENTENCES:** Remind students that action parts of sentences tell what a person or thing does. Lead a discussion of how actions parts help sentences “come alive.” Remind children to use action parts of sentences correctly in their own writing.
- **Define Word Order:** Teacher will review definition of word order. *Why is the order of words in a sentence important? (Sentences with words in the right order make sense.) How do sentences with words in the right order help readers? (Correct word order lets readers understand sentences.)* Students will complete an assessment on word order in sentences. **(ELACC1RF1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation.)**
- Students will write two sentences and circle the naming part and underline the action part. Students will correct the following sentences: **1) thursday today is. 2) love i going school to. 3) naps kit on the rock.** Teacher will display students’ work in the hall. **(ELACC1L1c: use singular and plural nouns with matching verbs in basic sentences. (ELACC1RF1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation.)**

**Essential Questions:** How to identify naming and action parts in a sentence? How to determine correct word order in sentences?

**Remedial/ Enrichment / Acceleration Activities:**

Remedial Activities Students will be given word cards. Students will sort cards into two categories: naming and action parts.	Enrichment Activities Students will circle the naming part of given sentences.	Acceleration Activities Students will write two sentences and circle the naming part in each sentence.
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**Closure:** Teacher will review and discuss the essential question.

**Assessment:** Teacher will ask students to identify the naming and action parts of given sentences. Teacher and students will discuss lesson activities on word order. Teacher will display students' work in the hallway.

Day: 40

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Friday, September 26, 2014

Subject/Title: Language Arts/Grammar: **REVIEW DUE TO BENCHMARKS:**

Naming/Action Parts/Word Order

Theme: Seasons and Weather

**Standard(s) for the day:**

**ELACC1L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**ELACC1RF1:** Demonstrate an understanding of the organization and basic features of print.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Students will complete Daily Fix. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board (or sentences may be written on the board.)

- |                 |                  |
|-----------------|------------------|
| 9. saw leaf a i | 9. I saw a leaf. |
| 10. love you i  | 10. I love you.  |

**Lesson Activities:**

**GAMMAR: Teach/Model Naming Parts of Sentences**

- **Review Sentences:** Remind children that a sentence is a group of words that tells a complete idea. It begins with a capital letter and many sentences end with a period.
- **Identify Naming Parts of Sentences:** Display Grammar Transparency 2. Read the definition and examples. Then model with item 1. *A wig is a thing. The naming part of the first sentence is A wig. The naming part tells that this sentence is about a wig.* Teacher will continue with items 2-5.

**GAMMAR: Teach/Model Action Parts of Sentences**

- **PRACTICE Identify Action Parts of Sentences:** Write some close sentences on the board for children to complete. For example: *My dog \_\_\_\_\_*. Invite the children to suggest an action part of each sentence. Remind children that the action part of a sentence is a word or words that tell what a person or thing does. After each sentence is complete, have children read it aloud as you track the print. **(ELACC1L1c: use singular and plural nouns with matching verbs in basic sentences.)**

**GRAMMAR: Teach/Model: Word Order**

- **IDENTIFY CORRECT WORD ORDER:** Display Grammar Transparency 4. Read the definition aloud. Then model with item 1. *The words are not in the right order in the sentence: **Three fox the have kits.** So the sentence doesn't make sense. The words are in the right order in the sentence: **The fox has three kits.** So this sentence makes sense.* Continue modeling with

items 2-5. Students will correct the following sentences: **1. friday today is. 2) brown have a dog i. 3) wig pigs a in mud like.** (ELACC1RF1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation.)

**Essential Questions:** How to identify naming/action parts in sentences? How to determine correct word order in sentences?

**Remedial/ Enrichment / Acceleration Activities:**

<p>Remedial Activities Students will be given word cards. Students will sort cards into two categories: naming and action parts.</p>	<p>Enrichment Activities Students will circle the naming part of given sentences.</p>	<p>Acceleration Activities Students will write two sentences and circle the naming part in each sentence.</p>
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**Closure:** Teacher will review and discuss the essential questions.

**Assessment:** Teacher will ask students to identify the naming and action parts of given sentences. Teacher and students will discuss lesson activities on word order. Teacher will display students' work in the hallway.



Day: 41

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Monday, September 29, 2014

Subject/Title: Language Arts/Grammar: Telling Sentences

**Standard(s) for the day:**

**ELACC1L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

- |                           |                          |
|---------------------------|--------------------------|
| 1. ten men sat on a jeet. | 1. Ten men sat on a jet. |
| 2. your red sled is wet.  | 2. Your red sled is wet. |

**Lesson Activities:**

**GAMMAR: Teach/Model Telling Sentences**

- **IDENTIFY TELLING SENTENCES:** Display Grammar Transparency 5. Read the definition aloud. *The bird has one egg is a telling sentence. It is a statement that begins with a capital letter and ends with a period. Statements that begin with a capital letter and usually end in a period are called telling sentences. The egg is in the nest is a telling sentence, so it begins with a capital letter and ends with a period.* Continue modeling with items 1-4. (ELACC1Lj: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.)

**PRACTICE**

- **FIX-UP TELLING SENTENCES:** Have children find and correct errors in grammar and punctuation for sentences you write on the board.
  1. we saw a little egg
  2. a green frog hops up
  3. i see the kit lick her lipsStudents will share sentences with a partner. (ELACC1Lj: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.)

**Essential Questions:** How to write telling sentences?

**Remedial/ Enrichment / Acceleration Activities:**

<b>Remedial Activities</b> Students will add end punctuation mark (.) to the end of given sentences.	<b>Enrichment Activities</b> Students will write five complete sentences using spelling words showing correct punctuation.	<b>Acceleration Activities</b> Students will write telling and asking sentences using the amazing words showing correct punctuation. (hibernate, seasons, freezing, summer, fall, winter spring)
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**Closure:** Teacher will review and discuss the essential question.

**Assessment:** Teacher will ask students how to begin and end sentences. Teacher will display students' work in the hallway.

Day: 42

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Tuesday, September 30, 2014

Subject/Title: Language Arts/Grammar: Telling Sentences

**Standard(s) for the day:**

**ELACC1L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

3. i saw two men packing a sled
3. I saw two men packing a sled.
4. i saw Pop stepp on a weet rock
4. I saw Pop step on a wet rock.

**Lesson Activities:**

**GAMMAR: DEVELOP THE CONCEPT: Telling Sentences**

- **IDENTIFY TELLING SENTENCES:** Write on the board: *The green frog flips and flops.* Point to each word as your read it. Ask children to explain why it is a telling sentence. Continue with the phrase: *the green frog flips and flops.* Ask children to explain why it not a telling sentence. *Statements that begins with a capital letter and usually end in a period are called telling sentences. How do telling sentences begin and end? (Telling sentences begin with a capital letter and usually end in a period.) (ELACC1Lj: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.)*

**PRACTICE**

- **SUGGEST TELLING SENTENCES:** Gather several pictures of backyard animals. Display a picture. Model a telling sentence for the animal, for example: **Model:** *This is a lizard. Write lizard. I think I saw a green lizard walking on the ground would be a good telling sentence for this animal. This is a telling sentence so it begins with a capital letter. Write I saw a green lizard walking on the ground. This is a telling sentence so it ends with a period. Add a period.* Have children suggest telling sentences for the other pictures. Ask them to identify words that should be capitalized and to supply the correct end punctuation mark for their sentences. Write the sentences children provide. Students will complete p. 17 in Grammar and Writing Practice Book. **(ELACC1Lj: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.)**
- **Speaking and Listening: RETELL A STORY: DEMONSTRATE SPEAKING AND LISTENING:** Have children think about the characters and events in the story *The Big Blue Ox.* Remind children of appropriate listening and speaking behaviors. Then ask them to think about these behaviors as you demonstrate how to retell the story.

- **USE A STORY CHART:** Ask children to name the characters in the story, describe them, and tell them what they did. Work together to complete a chart like the one below. Help children retell the story using the completed chart. Have them use vocabulary from the story as they retell. Use visual aids, such as pictures and objects. (ELACC1Lj: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.)

<u>CHARACTERS</u>	<u>EVENTS</u>
<b>Mom</b>	<b>Ox helps dig and pick.</b>
<b>Pop</b>	<b>Ox helps the pigs.</b>
<b>Ox</b>	<b>Ox helps Mom and PoP shop.</b>
<b>the pigs</b>	<b>Ox, Mom and Pop nap.</b>

**Essential Questions:** How to write telling sentences?

**Remedial/ Enrichment / Acceleration Activities:**

<b>Remedial Activities</b> Students will add end punctuation mark (.) to the end of given sentences.	<b>Enrichment Activities</b> Students will write five complete sentences using spelling words showing correct punctuation.	<b>Acceleration Activities</b> Students will write telling and asking sentences using the amazing words showing correct punctuation. (hibernate, seasons, freezing, summer, fall, winter spring)
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**Closure:** Teacher will review and discuss the essential question.

**Assessment:** Teacher will ask students how to begin and end sentences. Teacher and students will discuss p. 17 in Grammar and Practice Writing Book.

Day: 43

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Wednesday, October 1, 2014

Subject/Title: Language Arts/Grammar: Telling Sentences

**Standard(s) for the day:**

**ELACC1L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**ELACC1L2:** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

- |                           |                          |
|---------------------------|--------------------------|
| 5. ten men sat on a jeet. | 1. Ten men sat on a jet. |
| 6. your red sled is wet.  | 2. Your red sled is wet. |

**Lesson Activities:**

**WRITING TRAIT OF THE WEEK**

- **INTRODUCE Organization/Paragraphs: Talk About Organization/Paragraphs:** Explain to children that organization is arranging the ideas in their writing in an order that makes sense. Ask children to think about how the author organizes her ideas in *Get the Egg!* Then model your thinking. **MODEL:** *When I look back at the selection, I see that the author tells what happens first, next, and last. I'll write some events that happen in the story. Check to see if they are in the right order.* On the board, write a list of selection events out order, as shown below.  
**Brad puts the egg back in the nest. (3) A big twig knocks an egg out of a nest. (1) Brad uses his net to get the egg. (2) I see these sentences are out of order. Let's number them in the correct order. First, the egg falls out of the nest. Second, Brad uses his net to get the egg. Third, Brad puts the egg back in the nest. Now read the sentences in the right order. (ELACC1Lj:** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.)

**GRAMMAR: APPLY TO WRITING: TELLING SENTENCES**

- **IMPROVE WRITING WITH TELLING SENTENCES:** Point out to children that writing telling sentences can give readers information about something that happened in the past. Remind children to use telling sentences in their own writing. Write *Sam, Pig, Ox, Fox*. Have children supply telling sentences for each story character. Ask how each telling sentence should begin and end. Teacher will assist students in completing p. 18 in Grammar and Writing Practice Book. **(ELACC1Lj:** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.)

**PRACTICE**

- **WRITE TELLING SENTENCES:** Call on individuals to supply more sentences to be added for each character. Ask children to check that each sentence begins with a capital letter and ends with a period. Continue until three or more sentences have been written for each story character. **(ELACC12b: Use end punctuation for sentences.)**

**Essential Questions:** How to write telling sentences?

**Remedial/ Enrichment / Acceleration Activities:**

<p>Remedial Activities Students will add end punctuation mark (.) to the end of given sentences.</p>	<p>Enrichment Activities Students will write five complete sentences using spelling words showing correct punctuation.</p>	<p>Acceleration Activities Students will write telling and asking sentences using the amazing words showing correct punctuation. (hibernate, seasons, freezing, summer, fall, winter spring)</p>
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**Closure:** Teacher will review and discuss the essential question.

**Assessment:** Teacher will ask students how to begin and end sentences. Teacher will discuss p. 18 in Grammar and Writing Practice Book.

Day: 44

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Thursday, October 2, 2014

Subject/Title: Language Arts/Grammar: Telling Sentences

Theme:

### REVIEW DUE TO FUN FALL FESTIVAL

**Standard(s) for the day:**

**ELACC1L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**WIDA:** Standard 2: Language of Language Arts

**Warm-up:** Teacher will introduce Daily Fix-It to students. Teacher will read sentences and assist students in correcting errors in sentences via Mimeo Board:

- |                           |                          |
|---------------------------|--------------------------|
| 1. ten men sat on a jeet. | 1. Ten men sat on a jet. |
| 2. your red sled is wet.  | 2. Your red sled is wet. |

**Lesson Activities:**

**GAMMAR: Teach/Model Telling Sentences**

- **IDENTIFY TELLING SENTENCES:** Display Grammar Transparency 5. Read the definition aloud. *The bird has one egg is a telling sentence. It is a statement that begins with a capital letter and ends with a period. Statements that begin with a capital letter and usually end in a period are called telling sentences. The egg is in the nest is a telling sentence, so it begins with a capital letter and ends with a period.* Continue modeling with items 1-4. (ELACC1Lj: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.)

**PRACTICE**

- **FIX-UP TELLING SENTENCES:** Have children find and correct errors in grammar and punctuation for sentences you write on the board.

1. we saw a little egg
2. a green frog hops up
3. i see the kit lick her lips

Students will share sentences with a partner. (ELACC1Lj: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.)

**Essential Questions:** How to write telling sentences?

**Remedial/ Enrichment / Acceleration Activities:**

<p><b>Remedial Activities</b> Students will add end punctuation mark (.) to the end of given sentences.</p>	<p><b>Enrichment Activities</b> Students will write five complete sentences using spelling words showing correct punctuation.</p>	<p><b>Acceleration Activities</b> Students will write telling and asking sentences using the amazing words showing correct punctuation. (hibernate, seasons, freezing, summer, fall, winter spring)</p>
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**Closure:** Teacher will review and discuss the essential question.

**Assessment:** Teacher will ask students how to begin and end sentences. Teacher will display students' work in the hallway.



Day: 45

Teachers: S. Brooks, Chapman, Curry, Lariscy, Todd

Grade: First

Date: Friday, October 3, 2014

Subject/Title: Language Arts/Grammar: Telling Sentences

Theme:

**FIELD TRIP TO GA NATIONAL FAIR**