I Can, Too! -Unit 1 Week 2

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| Priority Skills |
| **Phonemic Awareness/Phonics**Short A\*RF.1.3d | **High-Frequency Words**It, over, too\*RF.1.3b, RF.1.3g | **Comprehension**Strategy: Analyze Story Structure Skill: Sequence of events\*RI.1.3 | **Writing**Personal narrative\*W.1.3 | **Spelling Words**Dad, sad, nap, tap, sack, back, man, cat, it, too\*L.1.2d |

 Monday Sept. 17 Tuesday Sept. 18 Wednesday Sept. 19 Thursday Sept. 20 Friday Sept. 21

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| **8:05-8:10****Morning Routine** | Roll CallLunch CountPledge of Allegiance\*C.5.1.4 | Roll CallLunch CountPledge of Allegiance\*C.5.1.4 | Roll CallLunch CountPledge of Allegiance\*C.5.1.4 | Roll CallLunch CountPledge of Allegiance\*C.5.1.4 | Roll CallLunch CountPledge of Allegiance\*C.5.1.4 |
| **8:10-8:30****Shared Reading** | Shared reading Story\*SL.1.2, \*RI.1.1, 2, 3, 4 | Shared reading Story\*SL.1.2, \*RI.1.1, 2, 3, 4 | Shared reading Story\*SL.1.2, \*RI.1.1, 2, 3, 4 | Shared reading Story\*SL.1.2, \*RI.1.1, 2, 3, 4 | Shared reading Story\*SL.1.2, \*RI.1.1, 2, 3, 4 |
| Discuss what the title is, author, the book cover, title page, and the author. |
| **8:30-8:50****Story of the Week**  | I Can, Too!: guided instruction . (12/13) \*Inrto. Spelling Words-Use in a sentence BIG BOOK: From Head to toe. (35A) Tell the students that you are going to read them a **fiction** story, this means a make believe story. Some fiction is realistic, and could really happen. Most make believe stories have pictures, not photographs, to illustrate them.Explain that to better understand how a story is put together, you must pay attention to the **sequence of events** in the story. You can do this by putting the events in order, or retelling a story's beginning, middle and end. This means you tell what happens in the story, in order, using your own words. Stories have many events, and usually these events happen in a certain order.\*SL.1.2 | Echo Read Story:Oral Reading Cards: The Great Rope TugList words: Energy, exhausted, express, movements, stretch. (351) Complete Sequence Chart (Teaching Chart pg. 16)Remind them that the order in which things happen in a story is called the story's **sequence of events**. *As I reread the story, pay attention to the order of events in the story. This will help to remember and retell the story events.* \*SL.1.2 | Stick read the story. Pull sticks out of the cup to determine who will read. Review words: stretch energy, exhausted, movement, express.Which is harder to **stretch**: a sock or a shoe? Do you need more **energy** to stir soup or jump rope? Which would make you more **exhausted** playing soccer or coloring a picture? Which is bigger **movement** a cartwheel or raising your hand? How could you **express** happiness without making a sound.  | Read story with a partner. Review VocabularyWhich activity involves more **movement**- dancing or singing? Why?Which activity uses more **energy**- playing a board game or hopping? Why?How do people **express** sadness- by smiling or crying?Does a rubber band look bigger or smaller when you **stretch** it?Does running or sleeping make you more **exhausted**? | Review Vocabulary:Energy, exhausted, express, movements, stretch.Have students turn and share a sentence using each of these words.Listen to the story while following along. |
| **8:50-9:05****Reading Assessment** | Reading Assessment:Practice Book pg. 11/12\*RF.1.3 | Reading Assessment:Practice Book pg. 13/14\*RF.1.3 | Reading Assessment:Practice Book pg. 15/16\*RF.1.3 | Reading Assessment:Practice Book pg. 17/18\*RF.1.3 | Reading Assessment:Reading Test\*RF.1.3 |

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| 9:05-9:15**Phonemic Awareness** | I will say a rhyme. Listen to hear words that begin with the same sound.To market, to market to buy a fat pig.Home again, home again, jiggity jig.To market, to market to buy a fat hog.Home again, home again, jiggity jog.Jiggity and jig both begin with the same /j/ sound. Listen: /j//j//iggity/ jiggity, /j/j//ig/ jig. I can change the beginning sound /j/ to /p/ Listen: piggity pigLet's say the rhyme together. Repeat each line after me. To market, to market to buy a fat pig.Home again, home again, jiggity jig.To market, to market to buy a fat hog.Home again, home again, jiggity jog.What other words begin with the same sound? (jiggity, jog) Let's change the /j/ sound to /h/. What words can we make? (higgity hog)\*RF.1.2 | Listen carefully as I say three words: sat, nap, tin. Happy, which word does not belong? That's right, sat and nap have the /a/ sound in the middle. The word *tin* doesn't have /a/ in the middle. *Tin* doesn't belong.I am going to day a group of words. Tell me which word does not belong and why.Dad, wait, badThud, flap, fanSat, sip, sadPat, Gabe, Dan\*RF.1.2d | I am going to use my power fist to figure out how many sounds are in a word.Then I will blend the sounds to form a word. /sss//aaa//t/. sat has three sounds. Let's do some more: /r//a//t//m//a//t//n//a//p//b//a//n//f//a//t//l//a//p//k//a//n//m//a//n//f//a//n//s//a//k//b//a//g//p//a//k//r//a//k//b//a//d//v//a//n/\*RF.1.2 | Listen as I say a sentence. *Five frogs float for fun.* What sound do you hear at the beginning of each word? I am going to say some sentences. What sounds do you hear at the beginning of each? then say two more words that begin with the same sound.Pam plays piano.Ruth runs races.\*RF.1.2 | I am going to say a word sound by sound, I want you to blend the sounds to form the word. Let me try first. The sounds are /m//a//t/. Listen as I blend the sounds: /mmmaaat/, mat. The word is mat. Your turn: /m//a//n/ /s//a//t/ /s//a//d/ /b//a//d/ /b//a//n//d/ /r//a//k/ Now I am going to say a word. I want you to say each sound in the word. Let me try first. The word is *sat* /s//a//t/. sat has three sounds. It's your turn. How many sounds are in these words? map, pat, lap, dad, sack, bat, last, sand, pack, sat.\*RF.1.2b, RF.1.2d |
| 9:15-9:30**Phonics** | Phonics: Short AListen to the word: *Apple. The sound at the beginning is /a/.* The /a/ sounds is spelled with a. Say it with me: /aaa/. This is the sound at the beginning of the word apple. Listen /aaa/apple. Watch as I write the letter a. I will say the sound /a/ as I write the letter several times. Now do it with me. Say /a/ as I write the letter. This time, write the letter five times as you say the /a/ sound. Write: fan. Model how to blend, continue with: Dan, lap, pat, hat Teaching Chart pg. 15\*RF.1.3d | Phonics: Short AWrite; can: the letter *c* stands for /k/. The letter a stands for /a/. The letter n stands for /n/. Now listen as I blend all three sounds: /kkkaaann/. Now you say it. Let's read the word together. Repeat with lap, rat, bag, cab, tan, nap, tap, map, man, ran, van, fan, bat, cat, ban. *Read* teaching chart pg 15 \*RF.1.3d | Phonics: Short AWrite: tan. Have students blend the sounds together. Continue with: tag, bag, bat, mat, hat. Have students read teaching chart pg. 17\*RF.1.3d | Phonics: Short AWrite the word: pat. Have students blend the sounds. Repeat with: pan, man, tap, rack, ran, fat, sat, sack, rack, tack, back, bat, bag, tag.\*RF.1.3d | Phonics: Short AWrite: bag and blend sounds together. Continue with: mat, ban, sat, fan, pack, bat, fat, gap, ham, van, lap, rack, gas, had, sad, sacks, Sam, pats, taps.Teaching Chart: 15 & 17\*Spelling Test-Add words to word wall\*RF.1.3d |

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| **9:30-10:30 Center Time/ Reading Groups Centers****\*\*10 Min. on Timer for all 6 groups** | 1. AR Test/Library2. Review Worksheet3. Make Short A words4. Magnetic Letters5. IPads6. Reading Groups | 1. AR Test/Library2. Making 5 Game3. Make Short A words4. Write words 5x5. IPads6. Reading Groups | 1. AR Test/Library2. Making 6 Game3 Make Short a words 4. Spelling WS5. IPads6. Reading Groups | 1. AR Test/Library2. Making 7 Game3.Make Short A words4. Words in a sent.5. IPads6. Running Records | 1. AR Test/Library2. Making 8 Game3. Short a game4. Boggle Game5. IPads6. Running Records |
| **Orange:**Work on and generate alliteration.Way: Linda lives in lakelandIt all begins with /l/ Have students identify and say two more words for the following: (simple, salad, season, salty)(rabbit, run, ready, roll) (fancy, fence, fall, feet)Decodable Reader: Mack.Read Title: What do you see on the cover? Where do you think this story will take place.**Blue:**Have kids read words: Sam, mad, bat, fan, ham, bad, cat, hat, dab, jam, hard, Dan, tan, tab, van.Have them build as many words as they can -at, -an, -am, -ab, -ack. Have them read: Mack. Listen for decoding.**Green:**Have students read: let, lot, pot, pet, pen, not, net, get, got, hot, sock, rock, peck, neck, lockHave them search books for short o and e words. \*RF.1.3d, RF.1.3, RF.1.4 | **Orange:**We can!Sequence of events**Blue:**Act it out!Sequence of events**Green:**Time for camp!Sequence of events\*RF.1.3, RF.1.4 | **Orange:**Read: Quack From old reading book.Orange Reading Folder**Blue:**Read: Quack From old reading book.Orange Reading Folder**Green:**Read: Quack From old reading book.Orange Reading Folder\*RF.1.3, RF.1.4 | **Running Records for all groups.**\* RF.1.3, RF.1.4 | **Finish Running Records.***If all running records are finished, Review reading from Tuesday and fill out Sequence of Events worksheet. (First, Next, Last)*\* RF.1.3, RF.1.4 |

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| 10:30-10:50**Handwriting** | pg 33 | pg 34 | pg 35 | pg 36 | pg 37 |
| **10:50-11:25 Lunch & Recess** : Walk kids to Lunchroom (Get milk for Sam) and Duty teacher will bring them back. |
| 11:25-11:40**Calendar Time** | Have students Sing: Months, Days of the Week, Money Song. Have students Count by: 2's, 10's, and 5's.What is the Day of the Week? Month? How many days in a week? Months in a year? Days in this month? What is today's date? What was today's weather like? (add to calendar). Count to 120 starting at any number. Read and write numbers to 120. \*ESS.8.1.3 \*1.NBT.1 |
| 11:40-12:35**Math** | Making 5/6Journal CGI Question:\*1.OA.1, 5, 6 | Making 7/8Journal CGI Question:\*1.OA.1, 5, 6 | Making 9Journal CGI Question:\*1.OA.1, 5, 6 | Making 10Journal CGI Question:\*1.OA.1, 5, 6 | Making 10Journal CGI Question:\*1.OA.1, 5, 6 |

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| 12:35-12:55 **English** | Tell them that a sentence must have words written in an order that makes sense. This makes the sentence tell a complete idea. Say a correct sentence: *I see students.*  Write: I clap can.This sentence doesn't have correct word order. It does not make sense. Sentences should tell a complete idea and make sense. I will put the words in the correct order: I can clap.WRITE:1. jump up Nat.2. Mack can tag.3. A pal not can nap.4. Sam sat.5. I up can jump.Talk about which ones are sentences, put a check beside them. Have students work with a partner to correct the ones that are not.\*Grammar Practice Book pg. 6\*L.1.2b | Have students turn to pg. 38/39 of Jump Over It in their reading book. Ask them to read the sentence aloud. *Remember: these are sentences. Each sentence tells a complete idea. The words in a sentence must also be written in an order that makes sense.*WRITE: Jump Dan can. *The words tell a complete idea but are not in order. I can correct the order of the words so that the sentence makes sense.* Dan can jump.WRITE: 1. My cat can run.2. Mat the is tan. 3. Nap can Pam. 4. My cat can play. Are the words in order? Can you fix it?Grammar Practice pg. 7\*L.1.1j\*\*\*\*COMPUTER LAB!!!\*\*\*\*12:40-1:20 | Review what a sentence has to have.WRITE: 1. I can tag a tree.2. a hat jump over can you.3. you tap, tap, tap, can.4. Yes, I can do it, too. 5. not I can do it.6. You over the hat jump.\*Write a few of these sentences on index cards and have students work in groups to put them in order. Tell them that all sentences end with a punctuation mark. Many sentences end with a period, but sentences can also end in a question mark or an exclamation mark. WRITE:I tag a tree.Can you tag a tree? You can do it!Circle the end marks. Explain why some have a ? or !WRITE:I can do it, tooI can tag youCan you jumpHave groups correct them with a punctuation mark.\*Give groups sentence strips and write simple sentences on them with an end mark, have the groups exchange the sentences and rearrange them to make sense.Grammar Practice pg 8\*L.1.1j, L.1.2b | REVIEW:Why is the word order in a sentence important? What needs to be at the end of a sentence?Grammar Practice pg 9\*L.1.1j | WRITE:jump like I to.The cat napsI play.Nat sad isMack can over it jumpHave students correct them.REVIEW sentence punctuation:You can do it, tooCan you jump upI can napCan you tap itWe can playHave students fix sentences.Grammar Practice pg 10\*L.1.1j |
| 12:55-1:20**Writing** | Discuss what the animals and the children can so in the book *From Head to Toe.* What movements can you do? Write down words or phrases on chart paper. Read the list with them. Ask them to use the words I or me in their personal narrative sentences. Explain that you use I or me to talk about yourself.Write their sentences on chart paper. Reread the sentences to reinforce that words need to be in a correct order. (Save for later)Writing Journal: Have them draw a pic. of movements they like to do and label it with one of their words.  \*W.CCR.10, L.1.1j, W.1.8 | *Remind them that in the story* ***From Head to Toe*** *and* ***Jump Over It,*** *animals and children discuss things they can and cannot do.* Display the list from yesterday. Ask them if they included all of the movements that were mentioned in **from head to toe**, such as bending their necks. *What can you do when you have a lot og* ***energy?*** *Have children write the known sounds. Track print as you read aloud.* Writing Journal:Have them draw a picture of something they can do and write a sentence under it using words from the list. Provide the sentence frame *I can \_\_\_.*  \*W.CCR.10, L.1.1j, W.1.5 | Discuss that good writers think about who will be reading their stories. A good way to help the reader understand an idea is to include lots of details. Details help the reader picture the sentence in their mind.WRITE:I can go fast.I can ride my blue bike fast.- The second sentence lets us know that they are riding their blue bike fast.Pre-write: Think about something you can do with your body.Draft: Have them write about something that they can do. Remind them to use clear details to make it clear to their audience. \*W.CCR.10, W.1.5 | Revise Sentences: Have students revise their sentences they wrote yesterday. Do they have a capital letter? Do they have an end mark? Can you add any more details? Letter formation and Finger space.\*W.CCR.10W.1.5 | Have students illustrate their writing and share with class.\*W.CCR.10W.1.6 |
| 1:20-2:00**Activity** | LibraryMrs. Trafford | PECoach Setzer | PECoach Setzer | ArtMrs. Fisher | MusicMrs. Carr |
| Take Students to their activity and pick them up. |
| **2:00-2:15 Recess** - Take students to recess and stay on duty. |
| 2:15-3:00 **Science / Social Studies** | Students will need to take a bathroom break. While students are doing a bathroom break, send them to AR test with Mrs. Mary Jean on the Shared Reading Story for the day and let them test on their extra readers. |
| Identify and discuss national symbols that represent American Democracy: American Flag, Bald Eagle, Statue of Liberty, White House, United states Constitution.Smartboard Activity\* C.5.1.1 | Identify and discuss national symbols that represent American Democracy: American Flag, Bald Eagle, Statue of Liberty, White House, United states Constitution.Coloring Book\* C.5.1.1 | Characteristics of Solids and LiquidsIntroduce and Discuss\*\*PS.5.1.2 | Characteristics of Solids and LiquidsSmartboard Sort\*\*PS.5.1.2 | Characteristics of Solids and LiquidsLAB- Explore different solids and liquidsSupplies: Basin, water, soda, soap, syrup, blocks, plastic bottles, coins, buttons, spoons, etc.\*\*PS.5.1.2 |