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 Call  Lunch Count  Pledge of Allegiance  \*C.5.1.4 | Roll Call  Lunch Count  Pledge of Allegiance  \*C.5.1.4 | Roll Call  Lunch Count  Pledge of Allegiance  \*C.5.1.4 | Roll Call  Lunch Count  Pledge of Allegiance  \*C.5.1.4 | Roll Call  Lunch Count  Pledge of Allegiance  \*C.5.1.4 |
| **8:10-8:30**  **Shared Reading** | Shared reading Story  \*SL.1.2, \*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 Tug  List 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 Vocabulary  Which 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 pig  Let'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, bad  Thud, flap, fan  Sat, sip, sad  Pat, 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 A  Listen 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 A  Write; 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 A  Write: 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 A  Write 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 A  Write: 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/Library  2. Review Worksheet  3. Make Short A words  4. Magnetic Letters  5. IPads  6. Reading Groups | 1. AR Test/Library  2. Making 5 Game  3. Make Short A words  4. Write words 5x  5. IPads  6. Reading Groups | 1. AR Test/Library  2. Making 6 Game  3 Make Short a words  4. Spelling WS  5. IPads  6. Reading Groups | 1. AR Test/Library  2. Making 7 Game  3.Make Short A words  4. Words in a sent.  5. IPads  6. Running Records | 1. AR Test/Library  2. Making 8 Game  3. Short a game  4. Boggle Game  5. IPads  6. Running Records |
| **Orange:**  Work on and generate alliteration.  Way: Linda lives in lakeland  It 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, lock  Have 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 5/6  Journal CGI Question:  \*1.OA.1, 5, 6 | Making 7/8  Journal CGI Question:  \*1.OA.1, 5, 6 | Making 9  Journal CGI Question:  \*1.OA.1, 5, 6 | Making 10  Journal CGI Question:  \*1.OA.1, 5, 6 | Making 10  Journal 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, too  I can tag you  Can you jump  Have 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 naps  I play.  Nat sad is  Mack can over it jump  Have students correct them.  REVIEW sentence punctuation:  You can do it, too  Can you jump up  I can nap  Can you tap it  We can play  Have 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.10  W.1.5 | Have students illustrate their writing and share with class.  \*W.CCR.10  W.1.6 |
| 1:20-2:00  **Activity** | Library  Mrs. Trafford | PE  Coach Setzer | PE  Coach Setzer | Art  Mrs. Fisher | Music  Mrs. 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 Liquids  Introduce and Discuss  \*\*PS.5.1.2 | Characteristics of Solids and Liquids  Smartboard Sort  \*\*PS.5.1.2 | Characteristics of Solids and Liquids  LAB- Explore different solids and liquids  Supplies: Basin, water, soda, soap, syrup, blocks, plastic bottles, coins, buttons, spoons, etc.  \*\*PS.5.1.2 |