Little Red Hen-Unit 2 Week 2

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| Priority Skills |
| **Phonemic Awareness/Phonics**Short E\*RF.1.3d | **High-Frequency Words**Eat, no, of, some, who\*RF.1.3b, RF.1.3g | **Comprehension**Strategy: Summarize Skill: Retell\*RL.1.2 | **Writing**How-to Sentences\*W.1.2 | **Spelling Words**Leg, beg, men, hen, let, get, top, lot, no, some\*L.1.2d |

 Monday 10/22 Tuesday 10/23 Wednesday 10/24 Thursday 10/25 Friday 10/26

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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 | Shared Reading Story\*SL.1.2 | Shared Reading Story\*SL.1.2 | Shared Reading Story\*SL.1.2 | Shared Reading Story\*SL.1.2 |
| Discuss what the title is, author, the book cover, title page, and the author. |
| **8:30-8:50****Story of the Week**  | Story of the WeekLittle Red Hen: Read the story aloud doing guided instruction while reading. (42/43)\*Inrto. Spelling Words-Use in a sentenceBIG BOOK: Mama's Coming Home Explain when you **Summarize** you tell the most important part of the story. When you **retell** you arrange the events in the order that they happened. \*SL.1.2 | Echo Read Story:Oral Reading Cards: Estella and the FoxList words: appreciate, cooperate, partner, responsibility, and scrumptious on text talk wall. (37I) Complete retelling chart.(Teaching Chart pg. 39)(37J)\*SL.1.2 | Stick read the story. Pull sticks out of the cup to determine who will read. What things at home or at school do you **appreciate**? How do you and your family **cooperate** to get jobs done? What activities do you enjoy doing with a **partner**? What **responsibilities** do you have at home? What is the most **scrumptious** food you have tasted? Have students use words in a sentence. | Read story with a partner. Review vocab. Which word goes with someone to work or play with? Which word goes with thankful? Which word goes with delicious? Which word goes with working together? Which word goes with something you are expected to do? Review what a diagram is on teaching chart pg: 42 | Listen to the story while following along. |
| **8:50-9:05****Reading Assessment** | Reading Assessment:Practice Book pg. 31/32\*RF.1.3b, RF.1.3g | Reading Assessment:Practice Book pg. 33/34 | Reading Assessment:Practice Book pg. 35/36 | Reading Assessment:Practice Book pg. 37/38 | Reading Assessment:Reading Test |

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| 9:05-9:15**Phonemic Awareness** | I am going to say two words. If the two words rhyme, then Happy will jump up. Listen:  *let, met.*  Do let and met rhyme? Look! Happy is jumping up and down because let and met rhyme. They rhyme because they both end in the same sounds -et, Listen /l//et/, /m//et/. What other words rhyme with *let* and met? To figure that out, I need to think of words that end with -et. I know one. The word set-/s//et/. The word *set* ends in /et/, so it rhymes with *let* and *met*. Now let's try it together. I will say two words. If the two words rhyme, stand up.Led, lot bet, pet leg, beg tell, sellLet's try some harder ones. I will say a group of words. Tell me which two words in the group rhyme.Led, bad, red.Man, met, set.Let, gab, get.Sent, sand, bentLet's see how many rhyming words we can say for each of the following: red, let, beg, well, hen. I will write the words we say on the board.\*RF.1.2 | Listen as Happy says the name of each word: exit, jet. I hear /e/ at the beginning of exit: /eee/exit. I also hear /e/ in the middle of jet: /j//eee//t/. I am going to say more words. Tell me where you hear the /e/ sound in the words: in the beginning or in the middle:Let, pen, getEver, Ed, effort, Edge, echo, eggRed, bell, fed.\*RF.1.2d | I am going to count each sound in the word. I will blend the sounds to form a word. Listen: /b//e//t/. The word has three sounds: /b//e//t/ The word is bet.Let's do some more together. Hold up one finger for each sound. I will say one sound at a time. Then we will blend the sounds to say the word: /s//e//t/, /m//e//t/, /b//e//d/, Now you do some on your own: /l//e//g/, /f//e//d/, /g//e//t/, /t//e//n/, /p//e//t/, /r//e//d/\*RF.1.2 | Listen as Happy says these words: pen, web, net. I hear the /e/ sound in the middle of pen, web, and net the middle sound is /eee/. I am going to say more words. Tell me the middle sound you hear in each set of words.Leg, web, vetSad, bag, catTop, hot, rockRed, fell, bed\*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//e//t/. Listen as I blend the sounds: /mmeeett/, met. The word is met. Your turn: /m//e//n/ /s//e//t/ /l//e//g/ /b//e//d/ /b//e//n//d/ /s//e//n//d/ 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 *set* /s//e//t/. Set has three sounds. It's your turn. How many sounds are in these words? men, pet, leg, red, sell, bet, best, send, sent, set\*RF.1.2b, RF.1.2d |
| 9:15-9:30**Phonics** | Phonics: Short EListen to the word: *egg.* The beginning sound is /ee/. The /eee/sound is spelled with the letter e. Say /eee/ with me. Watch as I write the letter e. I will say /e/ as I write the letter sever times. Say /e/ as you write the letter in the air. Write: men on board. Say all the sounds of the word /m//e//n/. Continue with met, get, let, red, and ten. Flashcards: a, bl, ck, cl, e, f, fl, g, gl, h, i, j, k, nk, o, pl, qu, sk, sl, st, v, w, x, y, z.Teaching Chart: pg.38\*Practice Book pg. \*RF.1.3d | Phonics: Short EWrite; hen on board. sound out each sound. Continue with: pen, pet, set, men, ten, fed, red, led, leg, beg, bet, let, met, men, pen, pet. Read teaching chart pg 38. \*RF.1.3d | Phonics: Short EFlashcards: a, bl, ck, cl, e, fl, g, fl, h, i, j, k, nk, o, pl, qu, sk, sl, st, v, w, x, y, z. Have them say each sound. Write on board: yes, have students say each sound. Continue with: yet, get, leg, red, ten.Have students read teaching chart pg. 40Practice Book pg. \*RF.1.3d | Phonics: Short EWrite the word: went, say each sound. Continue with set, sent, send, bend, bent, best, nest, rest, rent.\*RF.1.3d | Phonics: Short EFlashcards: a, bl, ck, cl, e, fl, g, fl, h, i, j, k, nk, o, pl, qu, sk, sl, st, v, w, x, y, z. Write: yes on board. What sound does each of these letters stand for? Help me blend the sounds together/yyyeeesss/ Let's read it together. Continue with: met, red, set, fed, pest, tell, bend, lot, well, hop, box, deck, webs, Tom, vet, sad, sand, hits, list, willPractice Book pg.\*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. Making 10 Game4. Magnetic Letters5. Starfall6. Reading Groups | 1. AR Test/Library2. Review Worksheet3. Making 10 Game4. Write words 5x5. Starfall6. Reading Groups | 1. AR Test/Library2. Review Worksheet3. Making 10 Game4. Spelling WS5. Starfall6. Reading Groups | 1. AR Test/Library2. Review Worksheet3. Making 10 Game4. Words in a sent.5. Starfall6. Running Records | 1. AR Test/Library2. Review Worksheet3. What can Pig do?4. Magnetic Letters5. Starfall6. Running Records |
| **Orange:**Work on Decodable Reader: Hen's EggsRead Title: *What are the children doing? What could they be thinking as they look at the hen.?* After Reading: *Why was Ben in the pen? What did Mom coon instead of eggs?***Blue:**Have kids read words: *sled, bell, Ted's bent spend webs beg net ten fell nest tents felt sells vest* Have them build as many words as they can *-et, -eg, -ed, -en* Have them read: Hen's Eggs. Listen for decoding.**Green:**Have students read: *cute, home fume note mule close use broke cube globe muse joke cone drove* Have students search *Trees Help* for Long o & u words: use highlighter tape.\*RF.1.3d, RF.1.3, RF.1.4 | **Orange:**A Big, Big, Pig**Blue:**The Box**Green:**Picnic Farm\*RF.1.3, RF.1.4 | **Orange:**Read: Splash From old reading book.**Blue:**Read: Splash From old reading book.**Green:**Read: Splash From old reading book.\*RF.1.3, RF.1.4 | **Running Records for all groups.**\* RF.1.3, RF.1.4 | **Finish Running Records.**\* RF.1.3, RF.1.4 |

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| 10:30-10:50**Handwriting** | ! and ? pg 58 | ! and ? pg 58 | Review pg 60 | Review pg 61 | Letter U pg 62 |
| **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** | Shapes-Build and DrawWorkbook pg. 165CGI Question\*1.G.1 | Shapes-Build and DrawActivity-Attributes (triangles are closed and have 3 sides) Non-Defining Attributes-Color, orientation, size)**\*\*\*Computer LAB\*\*\*****12:40-1:20**\*1.G.1 | Shapes-Build and DrawWorkbook pg. 167CGI Question\*1.G.1 | Shapes-Build and DrawWorkbook pg. 169CGI Question\*1.G.1 | Shapes-Build and DrawActivityCGI Question\*1.G.1 |

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| 12:35-12:55 **English** | Explain that nouns name one person, one place or one thing. These nouns are called *singular nouns*. Some nouns name more than one person, place or thing. These nouns are called plural nouns. Explain that you usually make a noun plural by adding an -s.Write on board: cat and cats. Read Aloud. Point out that the word cat names one work and cats names more than one. It is a **plural noun**. Tell them that for some nouns you do not add an -s at the end to make it the plural form. If a noun ends in -ch, -sh, -x, -z, or -ss you must add -es. Write examples on board: Lunches, dishes, boxes, buzzes, dresses, underline the -es in each word. Write the following list of nouns on the board: hat, bag, leg, bunch, wish, frog, fox, mess. Read each aloud and work with them to see if you should add -s or -es. Write:1. The cats and dogs nap.2. The hens have eggs.3. The dogs ran up the block.4. The glasses are in the rack.5. The pots are in the sink.Identify plural nouns.\*Grammar Practice Book pg. 31\*L.1.2b | Remind children that a singular noun names one person, place or thing. Some nouns name more than one person, place or thing. These nouns are called **plural nouns**. Write: leg and legs on board. Read each. Point out that *leg* names one leg. and legs names more than one. Underline the s.Tell them that some plural nouns add more than -s at the end. If a noun ends with -ch, -sh, -x, -z, or -ss. you must add -es. Provide the following examples on the board and read each aloud: bunches, wishes, foxes, buzzes, messes, underline the -es in each word. Write: 1. pigs, pens, mop2. eggs, pens, axes3. kisses hands, nest4. dog, maps, wishesHave kids identify which are plural nouns.Grammar Practice pg. 32\*L.1.1j | Remind them that you add s to most nouns that are plural, and es to nouns that end with -x, -z, -ss, -ch, and -sh. Write words: hen, dog, glass, pig, and fox on board. Remind them that these are singular nouns. have them work with a partner on their marker boards to make these plural nouns by adding -s or -es to the end of each word. Review Capital letters and Question Marks: Write:1. do you like eggs2. did you help your mom3. can you pick up this mess4. can you pick up this messCorrect with students on the board.Grammar Practice pg 33\*L.1.1j, L.1.2b | Ask them what a plural noun is. They should be able to explain what it is. They should also tell you that some plural nouns end with -s and other end with -es.Grammar Practice pg 34\*L.1.1j | Remind children that to make most singular nouns plural, you add an -s to the end. However, you must add -es to singular nouns that end in -x, -ss, -z, -ch, or -sh. Write: cat, box, frog, brush, egg, pet, hen, buzz, dress, fox, lunch, dog. Have students work with a partner to write if these words need an -s or -es.REVIEW: Capital letters and question marks.Write: did two cats help Red Henwill you help mei must get two more glassi see six box on the deskthe six frog jumped in the ponddid you get all ten eggGrammar Practice pg 35\*L.1.1j |
| 12:55-1:20**Writing** | Discuss some of the jobs the family did in "Mama's Coming Home" What are some **responsibilities** or things you have to do, at your house? How do you **cooperate**, or work with, your family to get jobs done? Write on chart paper.If we wanted to explain how to do one of the jobs on our list, we would give directions. We would tell what steps to follow. Let's write sentences that explain how to do one job on our list. Reread list and choose a job to write about. Explain to do this job, we need to give steps. We put steps in order so they are easy to follow. What do we do first? Next? Write the steps down, and number each one.\*W.CCR.10, L.1.1j, W.1.8 | Ask children to describe what **responsibilities** they have at home. Have them describe how they **cooperate** in order to help at home, such as cleaning a messy kitchen. Write on chart paper.Tell them that they will write sentences about how to clean a messy kitchen by thinking about their own experiences. Model how-to sentences orally by discussing how each child can help clean. Have them choose a word or phrase from the list to create a how-to sentence about how to clean a messy kitchen. Once the class generates a sentence, repeat it several times. Have them share the pen and help write words on chart paper. Track print as you read.Journal: I can \_\_\_\_ the \_\_\_.\*W.CCR.10, L.1.1j, W.1.5 | Point out that good writers focus and organize their writing in a way that make sense. They want to be sure the people reading it will understand what they are trying to say. They put what they are writing in order to show how to do something. Often the steps are numbered to help the reader understand. Think Aloud: *if I don't know how to make a sandwich, I could follow the steps to dind our what to do. The steps are numbered from 1 to 4 so it's easy to know what to do first and what to do next. But if step 1 is cut the sandwich, it wouldn't make sense. The writer not only has to number the steps, but also has to put the steps in order.* Have children think of a snack they know how to make. Prewrite: Ask them to draw a picture of a snack they know how to make. Draft: Have students write sentences to show how to make their favorite snack, step by step.\*W.CCR.10, W.1.5 | Turn to pg. 64 in student book. Ask students what they notice about Eva's writing. *How did she organize her writing? How does that help the reader?* Remind them how sentences begin with a Capital letter and an end mark.Revise: Have children check their sentences they wrote on Day 3 and make sure they make sense, begin with a capital letter, and the plural nouns end in -s or -es.Have children ask themselves: *Do I need to add a word or as step?* Conference with a partner to check that sentences are complete.\*W.CCR.10W.1.5 | Share how-to sentences aloud. Collect children's work to be published in class book. \*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. |
| Discuss what a map is.Identify and Locate student's town on appropriate map\*G.1.1.11 | Guest Speaker: CounselorDrug Awareness, Ways to say "NO"HW.9.11.1, HW.9.11.2 HW.9.11.3, HW.9.11.4 HW.9.11.5, HW.9.11.6 HW.9.11.7, HW.9.11.8 | **OUT AT 2:00!!** | Identify the sequence of seasons\*LAB\* -Construct three dimensional visual of the seasons and label\*ESS.8.1.4 | Identify the sequence of seasons\*\* Finish Lab\*ESS.8.1.4 |