Beth and the Bed-Unit 2,Week 5

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| Priority Skills |
| **Phonemic Awareness/Phonics**Diagraphs- sh, th, -ng\*RF.1.3a | **High-Frequency Words**All, put, show, together, under, want\*RF.1.3b, RF.1.3g | **Comprehension**Strategy: Visualize. Skill: Retell\*R.CCR.6 | **Writing**Story\*W.1.3 | **Spelling Words**Fish, shop, ship, with, thin, thank, run, hug, want, all\*L.1.2d |

 Monday Tuesday Wednesday Thursday Friday

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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** | \*SL.1.2 | \*SL.1.2 | \*SL.1.2 | \*SL.1.2 | \*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 WeekBeth and the Bed: Read the story aloud doing guided instruction while reading. (118/119)\*Inrto. Spelling Words-Use in a sentenceVisualize-Tell kids that readers **visualize**, or picture in their minds, the characters and events that occur in stories they read. This helps the understand the stories and retell the events.BIG BOOK: Rap a Tap Tap*This week we're going to practice retelling the events in different books. Pay attention to the important information so you can retell it in order.*\*SL.1.2 | Echo Read Story:Oral Reading Cards: The Singing TurtleList words: audience, brilliant, enjoy, entertain, and perform on text talk wall. (113I) Complete Retelling Chart. (Teaching Chart pg. 54)Remind them that **retelling** a story and the important events can help them to understand it. Tell them to pay attention to the order of events. \*SL.1.2 | Stick read the story. Pull sticks out of the cup to determine who will read. I **enjoy** books about \_\_\_\_. I can **entertain** a baby by \_\_\_.**Audiences** at the movies sometimes \_\_\_\_.If I had to **perform** a song or dance, I would \_\_\_\_> My mother is **brilliant** at \_\_\_\_.\*SL.1.2 | Read story with a partner. Which word means to **entertain**-doing something that brings joy to others or cleaning your room? When do you need a **brilliant** idea-to solve a easy problem or a hard one? Which word means to **enjoy** a game-liking a game or hating it? Which is **performing**-listening to the radio or playing a flute.\*SL.1.2 | Listen to the story while following along. |
| **8:50-9:05****Reading Assessment** | Reading Assessment:Practice Book pg. 91/92\*RF.1.3b, RF.1.3g | Reading Assessment:Practice Book pg. 93/94 | Reading Assessment:Practice Book pg.95/96 | Reading Assessment:Practice Book pg: 97/98 | Reading Assessment:Reading Test |

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| **9:15-10:15 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 diagraphs. make flashcards for: a, bl, br, cl, cr, dr, e, fr, gr, i, nk, o, sh, sk, sm, sn, sp, st, we, th, tr, u. have students say each sound.Decodable Reader: This and ThatRead Title: What is the child holding on the cover? What do you think he is doing?**Blue:**Have kids read words: shell, ship, brush, think, thing, bath, sing, ash, fish, bash, ring, clash, bring, wish, path.Have them make words for sh-, th, -sh, -ng. Have them read This and That: note decoding proficiency.**Green:**Have them read words: hi, fly, high, my, night, pie, tie, tight, kind, flight, mind, bright, grind, sky, fright. Explain that these words say the Long I sound. Have them search books for Long I words. And write them on post it notes.\*RF.1.3d, RF.1.3, RF.1.4 | **Orange:**Dig for Clams**Blue:**Kent and Glen**Green:**Big Brother, Little Brother\*RF.1.3, RF.1.4 | **Orange:**Read: Greg's Mask From old reading book.**Blue:**Read: Greg's Mask From old reading book.**Green:**Read: Greg's Mask From old reading book.\*RF.1.3, RF.1.4 | **Running Records for all groups.**\* RF.1.3, RF.1.4 | **Finish Running Records.****Work on students writing... Correct words that are spelled wrong and have them rewrite on a new piece of paper to publish.**SIGHT WORD TEST!!\* RF.1.3, RF.1.4 |

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| 10:15-10:25**Phonemic Awareness** | I am going to say the sounds in the word *ship*. Listen: /sh//i//p/. The first sound is /sh/, I'll hold up one finger for the first sound. The second sound is /i/, I will hold up another finger. The last sound is /p/, I will hold up another finger. This word has three sounds: /sh//i//p/. Say the word with me: *ship*.Now, let's do some together. I am going to say some words. Hold up one finger for each sound you hear in the word. Lip, thick, cash, flash, slim, shed, shop, fish.Let's try some more. This time I want you to work on your own and hold up one finger for each sound you hear. Then tell me the number of sounds you hear in the words.Wish, math, brush, fresh, with, shell, blush, shack.\*RF.1.3a | Happy is going to say a word: *in, /iiiinnnnn/*. I will add the sound /th/ to the beginning of in. That's right, the new word is thin. /th/ /th/ /thin/. Say it with me: *thin.* I am going to say more words a sound to add to the beginning of each word. Tell me the new word./th/ ink,, /k/ ash, /s/ wish, /k/rush, /t/rash, /b/ring/th/an, /m/ash, /d/ash/sh/ape.\*RF.1.3a | I am going to hold up one finger for each sound, then I will blend the sounds to form a word.Listen and Watch. /th/-hold up one finger, /i/, hold up another finger,, /k/, hold up another finger. This word has three sounds: /th//i//k/. Listen as I blend the sounds to form a word: /thiiik/, thick.Let's do some more together: /sh//u//t/, /g//u//sh/, /b//a//th/, /sh//a//k/, /b//r//u//sh/, /h//u//sh/, /k//r//u//sh/, /th//i//ng/, /f//i//sh/.\*RF.1.3a | Listen to as Happy says a word: *rush*. I will as a /b/ to the beginning of rush. /b//b/rush, brush. Say it with me: brush.I am going to say more words. Add the sound I say to the beginning of the word. Tell me the new word. Let's do the first one together./k/at, /b/end, /b/ring, /d/rip, /k/rash, /w/ink, /m/ask, /k/lick, /b/last, /sp/end\*RF.1.3a | 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 /sh//a//k/. Listen as I blend the sounds: /shaaak/, shack. The word is list. Your turn: /sh//i//p/ ; /th//i//ng/ /th//a//n/ /b//a//n//d/ /w//i//sh/ /sh//e//d//m//a//th/ 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 *with* /w//i//th/. With has three sounds. It's your turn. How many sounds are in these words? shin, shut, this, then, dish, fresh, flash, fling, path, think\*RF.1.3a |
| 10:25-10:50**Phonics** | Phonics: DiagraphsListen to this word: shell. The beginning sound is /sh/. Listen: /sh/ shell, /sh/ is spelled sh. I will say the sound /sh/ as I write the letters several times. Now you do it. (Repeat with *thumb,*  and *sing*)Write: ash, have them sound out this word. Continue with: fish, with, song, cash, this.Teaching Chart: pg.53**\*Practice Book pg. 251**\*RF.1.3d | Phonics: DiagraphsWrite: ship, have students sound out the word. Continue with: path, thing, thick, Beth, shut, ash, rash, mash, mash, path, bath, rash, rush, rung, stung.Read teaching chart pg53**\*Practice Book pg.14**\*RF.1.3d | Phonics: DiagraphsListen to this word: shell, the beginning shound is /sh/, the letters that spell the /sh/ sound are sh. We've been reading words with the /sh/, /th/ and /ng/. sounds all week, Today we will read some more.Write: with- have kids say all the sounds in the word. Continue with: with, dish, thick, shed.Have students read teaching chart pg. 55**\*Practice Book pg. 253**\*RF.1.3d | Phonics: DiagraphsWrite: flash, have students say each sound in the word. Continue with: blush, crash, fling, fresh, ink, think, rush, crush, crash, trash, flash, flat, flit, fling, thing.**\*Practice Book pg. 31/24**\*RF.1.3d | Phonics: DiagraphsWrite: crush, have students sound our each sound. Continue with: ash, shed, dish, trash, cash, sing, with, brush, thing, this, song, fresh, dash, bath, slang, blush, shell, lung, snapshot, hilltop, sandbox, quicksand, windmill, sunset.Teacher Chart: 53 & 55**\*Practice Book pg. 17/22**\*Spelling Test-Add words to word wall\*RF.1.3d |
| 10:50-11:05**Handwriting** | Time to show off pg. 88 | #s and # words (1, 2, 3) pg 90/91 | #s and # words (4, 5, 6) pg 92/93 | #s and # words (7, 8, 9) pg 94/95 | #s and # words (10,11,12) pg 96/97 |
| **11:10-11:45 Lunch & Recess** : Walk kids to Lunchroom (Get milk for Ethan) and Duty teacher will bring them back. |
| 11:45-12:00**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. \*1.NBT.1, \*ESS.8.1.3 |
| 12:00-12:45**Math** | Partition circles and rectangles into 2 and 4 equal shares. What is an equal share?Workbook Pg. 171,181\*1.G.3 | Describe shares as: halves or half of.Workbook pg. 183\*1.G.3 | Describe shares ad fourths/quarters or forth of or quarter of.Workbook pg.185,185\*1.G.3 | Review halves, fourths, quarters. Describe whole as 2 or 4 of the shares.Workbook pg. 187/189\*1.G.3 | Quiz over 3-D shapes, halves, fourths, and quarters.\*1.G.3 |

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| 12:45-1:00 **English** | Discuss the names of days of the week. *Monday, Tuesday, Wednesday, are days of the week. What are the other days of the week?* Tell them that days of the week are proper nouns. Remind them that proper nouns always begin with a capital letter.Write: \_\_riday. Friday is a day of the week. Should I write a capital F or a lowercase f? Read the word aloud and track the print. Do the same with Monday and Sunday.Write: 1. Tom and Jack ran on monday.2. Nat wend to Dan's on tuesday.3. It is saturday.4. I will go with you on sunday.5. On thursday, we can go togehter.\*Grammar Practice pg. 46\*L.1.2b | Remind them of the days of the week. Write them on the board with lowercase letters. Read each day and ask: is this correct? Point out the months on the calendar- tell them that months, like days, are proper nouns and begin with a capital letter.Have them sing the Months of the Year. Point to each month on the chart. Have them name the capital letter.Write: 1. On monday, the ducks quack.2. Frogs may play on friday.3. What will Glen do on saturday?4. Jill can jump in july.5. We sing in december.6. Our show will be in august.Have students correct them on the board.Grammar Practice pg. 47\*L.1.1j | Review that days and months are called **proper nouns** and what do they need? Tell them that holidays also are **proper nouns** and begin with a capital letter. Ask them to name the holidays they know and write them on the board. Write: 1. Did the pig play on monday?2. Do two apes come out in may?3. Will the frogs mop on thursday?4. We eat together on thanksgiving.5. Jen and Seth jump on new year's day.6. Sam likes valentine's day.7. Liz is in a independence day show.Grammar Practice pg 48\*L.1.1j, L.1.2b | Ask them to explain what a proper noun is. Remind them that days, months, and holidays are all proper nouns. Write: 1. Beth, Bud, Ann and Will can play in may.2. Can you help us on thursday?3. Our pups will come on new year's day.4. Trish can look at that on monday.5. We will be in the band on thanksgiving.6. Len and Pam hug on valentine's day.Grammar Practice pg 49\*L.1.1j | Write:School is over on a Friday in July.Memorial Day is on a Monday.Have students identify the proper nouns.Write the following words on board: Boy, tom, run, liz, july, clock, play, band, monday, flagday, sunday, fish, seth, wash, september.Have students circle the proper houns.Grammar Practice pg 50\*L.1.1j, L.1.2b |
| 1:00-1:20**Writing** | Display big book **Rap A Tap Tap**. This story is a story about a real tap dancer named Bojangles. Bojangles tap danced all around his neighborhood. He danced with the kids on the street, at the market, and at the movie theater.Make a list of fun things to do in our neighborhood.*Now let's write a story about the people that work there. When we write a story, we want to be sure it has a beginning, middle and end.* Tell them to use words that describe sensory details or sounds just like the author did in **Rap A Tap Tap.** Write their sentences on the board.Put sentences in order to make a good story with a beginning, middle and end. Rewrite in order on chart paper to save for later.Journal: I \_\_\_ at \_\_\_.\*W.CCR.10, W.1.3, W.1.8 | Tell them that they will write a story about what they would like to do if their class put on a show. What would be a good way for our story to begin? What do we want to happen next? How should the story end?As you guide, add their sentences to chart paper. Stop to reread the story as you add more sentences. Journal: Have them draw a pic. of what they would do in their show and write a sentence under the picture using their name: \_\_\_\_ can\_\_\_\_ in the show.\*W.CCR.10, W.1.3, W.1.5 | Talk about choosing good word when writing. *Good writers use words that make story ideas clear. It is important to thing about which words to use when planning your writing.*  They use words that make their writing interesting. Show pgs. 18&19 from Big Book: Rap A Tap Tap. Read the sentence. Talk about the authors word choice. "fairly flew"  *I can imagine that his feet were moving so fast that they looked like they were flying.* Write: 1. The cymbals are loud.2. The cymbals go clang, clang.Talk about the words in the second sentence tell you exactly how they sound. Prewrite: Draw a pic of what you do in your neighborhood. Draft: Have kids write a short story about how and when they have fun in their neighborhood. Remind them that they should use good words in their story to make the story more entertaining.\*W.CCR.10, W.1.5, W.CCR.4 | Review that a story is a group of sentences about the same topic. It has a beginning, middle and end. Read Leo's sentence in Student Book pg 140. Ask them what they notice about his writing. Review that Leo has written the proper nouns with a capital letter.. Grammar and Writing activity on pg 141 with children.Revise Writing: Do they tell the whole idea? Do you need to add a word to a sentence? Check for spelling, capitalization, and end marks. Work with a partner.\*W.CCR.10W.1.5 | Allow students to finish working on their writing. If they are finished they can share their writing with the class.\*W.CCR.10W.1.6 |
| 1:20-2:00**Activity** | LibraryMrs. Willock | 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/ Health and Safety** | Students will need to take a bathroom break. While students are doing a bathroom break, send them to AR test with Mrs. Mary Jean on the Shared Reading Story for the day and let them test on their extra readers. |
| Understand that government is an organized form of rules and procedures.Explain the importance of government in the classroom and school.\*C.4.1.1\*C.4.1.2 | Discuss the roles of people in families and schools who hold positions of authority\*C.4.1.3 | Discuss the basic roles of the current president of the United States and current governor of Arkansas\*C.4.1.4 | Investigate the properties of transparent and opaque objects (plastic wrap and aluminum foil)\*PS.7.1.2 | Investigate the properties of transparent and opaque objects (plastic wrap and aluminum foil)\*LAB\* Have students sort things as transparent and opaque \*PS.7.1.2 |