Cesar Chavez -Unit 4,Week 3

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| Priority Skills | | | | |
| **Phonemic Awareness/Phonics**  Vowel Diagraphs; Long o: o, oa, oe  \*RF.1.3c | **High-Frequency Words**  Better, buy, change, move,  \*RF.1.3b, RF.1.3g | **Comprehension**  Strategy: Ask Questions  Skill: retell  \*RL.1.1 | **Writing**  Report  \*W.1.3 | **Spelling Words**  Low, boat, no, row, coat, go, we, keep, move, better  \*L.1.2d |

Monday Tuesday Wednesday Thursday Friday

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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** | Stand Tall, Molly Lou Melon  \*SL.1.2 | The Rain Came Down  \*SL.1.2 | Just Plain Fancy  \*SL.1.2 | The Penguin who wanted to be  \*SL.1.2 | Jungle Bullies  \*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 Week  Cesar Chavez: Read the story aloud doing guided instruction while reading. ()  \*Inrto. Spelling Words-Use in a sentence  \*SL.1.2 | Echo Read Story  :Oral Reading Cards: The Bundle of Sticks  List words: agree, argue, accomplish, attempt, goal. (69E) Complete Retelling Chart. (Teaching Chart pg. 100)  \*SL.1.2 | Stick read the story. Pull sticks out of the cup to determine who will read.  Teacher Chart pg 101.  Which word goes with "get done"? Which word goes with "try"? Which word goes with "something you aim for"? Which two words are the opposite of each other?  \*SL.1.2 | Read story with a partner.  \*SL.1.2 | Listen to the story while following along. |
| **8:50-9:05**  **Reading Assessment** | Reading Assessment:  Practice Book pg. 161/162  \*RF.1.3b, RF.1.3g | Reading Assessment:  Practice Book pg. 163/164 | Reading Assessment:  Practice Book pg.165/166 | Reading Assessment:  Practice Book pg: 167/168 | 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/Library  2. Review Worksheet  3. Popcorn Word Game  4. Magnetic Letters  5. Ipads  6. Reading Groups | 1. AR Test/Library  2. Review Worksheet  3. Popcorn Word Game  4. Write words 5x  5. Ipads  6. Reading Groups | 1. AR Test/Library  2. Review Worksheet  3.Popcorn Word Game  4. Spelling WS  5. Ipads  6. Reading Groups | 1. AR Test/Library  2. Review Worksheet  3. Popcorn Word Game  4. Words in a sent.  5. Ipads  6. Running Records | 1. AR Test/Library  2. Review Worksheet  3.Popcorn Word Game  4. Magnetic Letters  5. Ipads  6. Running Records |
| **Orange:**  What word has a different vowel sound? grow, snow, keep; eat, own, oat; cold, rain, most; hold, float, stop.  Read: Grow and Grow  **Blue:**  Have kids read words: bolt, coal, stow, cloak, bow, toe, loaf, so, blown, foam, moan, toast, post, groan, poach.  Decodable Reader: Read: Grow and Grow  **Green:**  Talk about oi, and oy say /OI/. Have kids read: oar, storm, wore, horse, thorn, more, soar, fork, porch, shore, for, born, chore, boar, bore. Have them search for OR words.  \*RF.1.3d, RF.1.3, RF.1.4 | **Orange:**  Black and White  **Blue:**  Debbie's Good Night Pals  **Green:**  What's In the Bag?  \*RF.1.3, RF.1.4 | **Orange:**  Read: You Can't Smell a Flower with your Ear From old reading book.  **Blue:**  Read: You Can't Smell a Flower with your Ear From old reading book.  **Green:**  Read: You Can't Smell a Flower with your Ear From old reading book.  \*RF.1.3, RF.1.4 | **Running Records for all groups.**  \* RF.1.3, RF.1.4 | **Finish Running Records.**  **If students are done, they may read their extra readers.**  \* RF.1.3, RF.1.4 |

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| 10:15-10:25  **Phonemic Awareness** | Listen as I say the sounds in goat: /g//O/t/. Goat has the /O/ vowel sound. Now I'll say three words. Two words have the /O/ sound, and one does not. Both, sand, sold. The word sand does not belong. It does not have the /O/ vowel sound.  Listen to the groups of words I say. Tell me which word has a different vowel sound.  Top, mold, boat  Gold, pat, moat  Toe, doe, fly  These, date, keep  Know, blow, frog  My, go, rye  Blend the sounds in these words:  /m//O//l//d/  /f//O//m/  /g//r//O/  /k//O//l//d/  /l/O/  \*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 /b//O//t/. meet. Your turn.  /n//O/  /m//O//t/  /k//O//ch/  /s//O//k/  /sh//O/  /h//O//l//d/  /l//O/  /d//O/  /k//O//t/  /th//r//O/  /k//O//m/  /t//O//l/  \*RF.1.2d | I am going to say some words that have the Long O sound: go, float, snow. Now I will say two words. If I say a word with the long O sound, Happy will jump. Listen: cot, coat. Happy did not jump when I said cot, but did jump when I said coat, Why?  Now I will say some more words I want you to jump if you hear a word that has the Long O sound I want you to jump.  On, no  Moon, now  Float, fool,  Blow, block,  Food, fold  Go, good  Loan, lock  Sock, soak  Tough, toast  Now we'll try some harder ones: Tell me which word does not have the Long O sound.  Goat, road, round  So, saw, code  Book, boat, bow  Float, gate, go  Like, load, toe  Night, hoe, toast  \*RF.1.2 | I am going to say three words. Two words will have the same vowel sound.: goal, roam, shop. The words goal and roam have the same Long O vowel sound so shop does not belong.  Practice:  Know, tray, blow  Clock, coal, blow  Growth, most, bore  Old, oak, ice  Cold, seed, slows  Hoe, stay, tow  \*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 /b//O//th/. both. Your turn.  /k//r//O/  /t//O//s//t/  /th//r//O//t/  /r//O//l/  /s//k//o//l//d/  /s//t//r//O//l/  Listen to the sounds in the word cloak: /k//l//O//k/. Now tell me the sounds in these words:  Own, on  Soak, sock  So, say  Crow, cry  Loan, land  Mow, my  Bolt, belt, hoe, high  Foam, fame  \*RF.1.2b, RF.1.2d |
| 10:25-10:50  **Phonics** | Phonics: Long 0  Say: *Boat* with me, Boat. The sound /O/ can be spelled with the letters o, oa, ow, or oe Say it with me /O/, this is the sound in the middle of the word boat. Listen: /b//O//t/. Write: told, have students say all the sounds. Continue with:  No, toe, goal, mow, hold  Teaching Chart: pg.98  \*Practice Book pg. 173  \*RF.1.3d | Phonics: Long o  Write; soak, blend the sounds together and say word. Continue with:  Flow, boat, toe, bold, sold, fold, gold, go, goal, goat, moat, mow, blow.  Read teaching chart pg98  \*RF.1.3d | Phonics: Long o  Boat has the long O sound. Write:  Bowl, jolt, coast, flown, hoe, croak,  teaching chart pg. 102  Practice Book pg. 178  \*RF.1.3d | Phonics: Long o  Write: road, Say all the sounds. Continue with: post, doe, hold, foam, show, most, mow, low, flow, flown, float, goat.  Teaching Chart pg. 102  \*RF.1.3d | Phonics: Long o  Write: thrown, say all the sounds. Continue with: grow, both, own, gold, hoe, don't, going, hold, goal, foam, stroll, roast, toe, grown, blowing, toast, bowl, oats, coach, floated  Teaching chart pgs 98/102  \*Spelling Test  -Add words to word wall  \*RF.1.3d |
| 10:50-11:05  **Handwriting** | pg. | pg | pg | pg | pg |
| **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, Hours, Half-Hours, Capacity. 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** | Capacity-cups  introduction | Capacity-cups  worksheet | Capacity-cups & pints  introduction | Capacity-cups & pints worksheet | Capacity-cups & pints review |

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| 12:45-1:00  **English** | Explain that go and do are action verbs. They both have different forms. The forms of go and do that tell about the past look very different from the forms that tell about now.  WRITE:  Present  I,you, we, or they go.  He she or it goes.  I, you, we or they do.  He, she, or it does  Past  I, you, we, or they went.  He, she or it went.  I, you, we, or they did.  He, she or it did.  Guided Practice:  Write:  1. I \_\_ go school now.  2. She \_\_\_ to school now.  3. They \_\_ to school last week.  4. I \_ school work now.  5. He \_\_ his work now, too.  6. We \_ lots of school work last week.  \*Grammar Practice Book pg. 86  \*L.1.2b | Remind them that the verbs go and do are action verbs. They can tell about actions that happen now and actions that happened in the past.  Write:  1. Today Dad and I \_ the shopping.(do)  2. We \_ out to by grapes and peaches.(go)  3. Dad \_ the shopping each week.(does)  4. We \_ some reading in class.(did)  5. I \_ home after class.(went)  Grammar Practice pg. 87  \*L.1.1j | Review with them that go and do are action verbs. The verbs go, goes, do and does tell about actions that take place now. The verbs went and did tell about actions that took place in the past.  Write:  1. Last week we go to help Gram.  2. Sam and I does some painting then.  3. Today I goes back to see Gram.  4. Gram do need more help now.  Capitalize Proper Nouns  Write:  I go to oak street school.  2. The school is on lakeside lane.  3. My teacher is miss jane.  4. We will read about cesar chavez today.  Grammar Practice pg 88  \*L.1.1j, L.1.2b | Have them use the words go, goes, do, does, went, and did in sentences with their partner.  Grammar Practice pg 89  \*L.1.1j | Write:  1. Does you like Cesar Chavez?  2. He do a lot to help people.  3. He go to help the crop pickers.(went)  Have students make corrections.  Capitalize Proper Nouns  Write:  I live on cove road.  My friend joan lives on grove street.  We go to east side school.  miss gold is our teacher.  Grammar Practice pg 90  \*L.1.1j, L.1.2b |
| 1:00-1:20  **Writing** | Continue to research about presidents together on KIDREX.com  \*W.CCR.10, W.1.3, W.1.8 | Continue to do research about presidents together on KIDREX.com  \*W.CCR.10,  W.1.3, W.1.5 | Continue to do research about presidents together on KIDREX.com  \*W.CCR.10, W.1.5, W.CCR.4 | Write Paper in best handwriting.  \*W.CCR.10  W.1.5 | Finish writing papers to be published.  \*W.CCR.10  W.1.6 |
| 1:20-2:00  **Activity** | Library  Mrs. Willock | PE  Coach Setzer | PE  Coach Setzer | Art  Ms. Love | 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/ 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. | | | | |
| Discuss barter as a method of exchange  E.9.1.1 | Review bartering  E.9.1.1 | Recognize money as a medium of exchange  E.9.1.2 | Discuss the role of a financial Institution  E.9.1.3 | Discuss the role of a financial Institution  E.9.1.3 |