Animal Teams -Unit 4,Week 5

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| Priority Skills |
| **Phonemic Awareness/Phonics**Long E; y, ey\*RF.1.3c | **High-Frequency Words**Also, because, blue, or, other, until\*RF.1.3b, RF.1.3g | **Comprehension**Strategy: VisualizeSkill: Retell\*RL.1.1 | **Writing**Report\*W.1.3 | **Spelling Words**Bumpy, puppy, funny, penny, sandy, bunny, my, night, or because\*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 WeekAnimal Teams: 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 alligator and the EagleList words: behavior, group, plead, soar, vivid (113E) Complete Retelling Chart. (Teaching Chart pg. 116)\*SL.1.2 | Stick read the story. Pull sticks out of the cup to determine who will read. Teacher Chart pg 101.Describe the vivid colors in a garden. Describe a bird that can soar. Describe what group of friends might do together. Describe what people might look like if they plead for more time. Describe what and angry child's behavior might look like.\*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. 195/196\*RF.1.3b, RF.1.3g | Reading Assessment:Practice Book pg. 197/198 | Reading Assessment:Practice Book pg.199/200 | Reading Assessment:Practice Book pg: 201/202 | 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. Popcorn Word Game4. Magnetic Letters5. Ipads6. Reading Groups | 1. AR Test/Library2. Review Worksheet3. Popcorn Word Game4. Write words 5x5. Ipads6. Writing Groups | 1. AR Test/Library2. Review Worksheet3.Popcorn Word Game4. Spelling WS5. Ipads6. Writing Groups | 1. AR Test/Library2. Review Worksheet3. Popcorn Word Game4. Words in a sent.5. Ipads6. Running Records | 1. AR Test/Library2. Review Worksheet3.Popcorn Word Game4. Magnetic Letters5. Ipads6. Running Records |
| **Orange:**Which word does not belong? Soapy, money,mistakePretty, key, zipperFunny, puzzle, lazyCastle, candy, earlyCycle, easy, readyMonkey, until, storyRead: Piggy is Messy **Blue:**Have kids read words: floppy, slimy, key, rainy, hilly, empty, money, nasty, tricky, crispy, creepy, soggy, sticky, crazy, skinny Decodable Reader: Read: Piggy is Messy**Green:**Talk about what oo says.  Have kids read: cool, good, food, book, crook, bruise, bloom, hook, wood, broom, look, doom, zoom, cruise.Have them search books for oo words.\*RF.1.3d, RF.1.3, RF.1.4 | Writing GroupsAll groups will work on their writing. | Writing GroupsAll groups will work on their writing. | **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 three words: money, any, better. Two words have the same ending sounds. Money and any both have the same Long E sound at the end. Better does not belong because it does not have the same ending sound.Listen as I say three words. Tell me which word does not belongEmpty, little enemyRocky, sudden, keyHigher, lucky, merryEarly, something, lonelySummer, tiny, countryMoney, heavy, zigzagFunny, puzzle, easyBlend these sounds together:/I//s//E/ /b//u//n//E//s//k//i//n//E//b//e//l//E//h//i//l//E//f//u//n//E//l//u//k//E//s//i//t//E//k//E//e//m//p//t//E/\*RF.1.2 | Listen carefully for the last sound in the word: dirty: /E/. Now listen as the word and drop off the last sound: dirty, dirt. When I took off the /E/ sound at the end of dirty, I made the new word: dirt.Practice: fizzy, frosty, puffy, sleepy, jumpy, curly, eighty, grouchy.\*RF.1.2d | I am going to do karate mooves for each sound in the word. I will then blend the sounds to form a new word. Listen and watch: /f//l//u//f//E/, This word has five sounds. Fluffy.Now you practice doing karate moves for all the sounds in the words. Yummy, silly, key, plenty, stubby, crabby, study, stuffy, flabby, floppy, sloppy, drippy.\*RF.1.2 | I am going to say three words. Two words will have the same ending sound: happy, blame, crunchy. The words happy and crunchy have the same ending sound. /E/. The word blame does not. Now listen to these sets of three words. Tell me the word that does not have the same ending sound.Mighty, answer, fluffyTurkey, forget, saltyFoggy, frisky, butter\*RF.1.2 | I am going to say a word with four sounds. The word is drain: /d//r//A//n/. Now I will take away the /d/ sound to make a word with three sounds. /r//A//n/. Now listen while I add the sound /E/ at then end to make a new word with four sounds. /r//A//n//E/, RainyNow it's your turn. Take away the sound I say, name the word that is left, then add a sound. Say the new word.Stand/sand/sandySpeech/peach/peachyPluck/luck/luckySmug/mug/myggy\*RF.1.2b, RF.1.2d |
| 10:25-10:50**Phonics** | Phonics: Long ESay: *Bunny* with me, Bunny. The sound /E/ can be spelled with the letters y and ey Say it with me /E/, this is the sound in the end of the word bunny. Listen: /b//u//n//E/. Write: funny. Have students say all the sounds. Continue with: easy, city, lucky, key.Teaching Chart: pg. 114\*Practice Book pg. 195\*RF.1.3d | Phonics: Long EWrite; puppy, blend the sounds together and say word. Continue with: Key, happy, yummy, sandy, sunny, funny, bunny, runny, lump, lumpy, bumpy, bump.Read teaching chart pg114 \*RF.1.3d | Phonics: Long EBunny has the long E sound at the end. Write: penny, have students say all the sounds. Continue with: key, lumpy, messy, very teaching chart pg. 118Practice Book pg. 200\*RF.1.3d | Phonics: Long EWrite: sleepy, Say all the sounds. Continue with: donkey, tricky, dusty, rust, rusty, rain, rainy, brain, brainy.Teaching Chart pg. 118\*RF.1.3d | Phonics: Long EWrite: tricky, say all the sounds. Continue with: many, rocky, crispy, bunny, key, misty, lady, city, carried, creepy, turkey, smelly, easy, dusty, waxy, baby, copied, money, jelly, kittyTeaching chart pgs 114/118\*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** | Introduce Time to the hour- Video | Time | Time | Time | Time |

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| 12:45-1:00 **English** | Help them recall that a verb is an action word. Write: Jim swims. Read the sentence and identify that swims it the verb, or action word.Explain that an adverb tells more about a verb. Some adverbs tell when the action happened. Write the sentence: Then, Jim floats. Floats is the verb and then is the adverb. IT tells us when he floats. Jim swims first and then he floats. Jim floats after he swims. First, Jim climbs up the steps to the diving board.Next, he walks to the end of the diving board.Before Jim dives, he waves to his Dad.Finally, Jim dives into the water.Underline First, Next, Before, and Finally, and explain their meaning.Have them identify the adverbs:First, the school of fish swims to the left.Then, the fish swim to the right.Next, they see an enemy.After they swim away from the enemy, they see a plant.Finally, the fish swim home.\*Grammar Practice Book pg. 96\*L.1.2b | Review that an adverb tells more about a verb. Some adverbs tell when an action happened. Write: First, the bird flies to the big animal. Next it eats some bugs off the animal's skin.Identify adverbs together.Write:First, the goby fish and the shrimp see an enemy.Next, they hide in a hole.Before they leave the hole, they check that it is safe.Finally, they swim out of the hole.Grammar Practice pg. 97\*L.1.1j | Review that an adverb tells more about a verb. It can tell when the action happened. Sometimes it is beside the verb. Write: Rosa paints today.Today is the adverb.Write: Rosa swam in the lake yesterday. Yesterday is the adverb.Write: The clown fish hid in the sea anemone yesterday.Today, it swims in and out.A big fish then tries to hurt the sea anemone.Finally, the clown fish chases it away!Have partners list the adverbs on their marker boards.APOSTROPHES IN CONTRACTIONSReview that contractions are shortened forms of words. Write: The clown fish does'nt feel the sting of the sea anemone.The clown fish is'nt afraid of the sea anemone.What animal doesnt want to feel safe?Safety isnt' always easy to find.Grammar Practice pg 98\*L.1.1j, L.1.2b | Review adverbs. Have them dictate sentences using adverbs that tell when the action happened.Grammar Practice pg 99\*L.1.1j | Review what an adverb is. Also review what a contraction is. Write: The paint was not sticky.My cat is not very fluffy.I did not sleep in that lumpy bed.Have the students to make contractions in the sentences.Continue with: The boy wasnt homeThe cat isnt hungry.This shirt doesnt go with my pants.Why cant we play ball?She didnt want to play today.He wouldnt run.Grammar Practice pg 100\*L.1.1j, L.1.2b |
| 1:00-1:20**Writing** | Learn how to write a letter.\*W.CCR.10, W.1.3, W.1.8 | Continue to Learn how to write a letter.\*W.CCR.10, W.1.3, W.1.5 | Continue to Learn how to write a letter.\*W.CCR.10, W.1.5, W.CCR.4 | Learn how to write a letter.\*W.CCR.10W.1.5 | Finish writing letters to be published.\*W.CCR.10W.1.6 |
| 1:20-2:00**Activity** | LibraryMrs. Willock | PECoach Setzer | PECoach Setzer | ArtMs. Love | 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. |
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