Kitten's First Full Moon -Unit 5,Week 1

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| Priority Skills | | | | |
| **Phonemic Awareness/Phonics**  Bossy R; ir, er, ur  \*RF.1.3c | **High-Frequency Words**  Another, climbed, full, poor, through  \*RF.1.3b, RF.1.3g | **Comprehension**  Strategy: Ask Questions  Skill: Cause and Effect  \*RL.1.1 | **Writing**  Poem  \*W.1.3 | **Spelling Words**  Her bird fur fern dirt burn funny penny full through  \*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** | Robert Munsch MONDAY!  \*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 Week  Kitten's First Full Moon: 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: How the Milky Way came to be  List words: discover, dusk, mysterious, pale, scatter (9E) Complete Cause and Effect Chart from the oral vocab story. (Teaching Chart pg. 123)  \*SL.1.2 | Stick read the story. Pull sticks out of the cup to determine who will read.  Teacher Chart pg 101.  Describe something mysterious that you once discovered. Describe what the sky looks like at dusk.  Name some pale things that you have seen. Tell about a time when you scattered something behind you.  \*SL.1.2 | Read story with a partner.  Which word goes with "throw away"? What word goes with "find out"? Which word is the opposite of "bright"? Which word goes with "puzzling"? Which word is the opposite of "dawn"?  \*SL.1.2 | Listen to the story while following along. |
| **8:50-9:05**  **Reading Assessment** | Reading Assessment:  Practice Book pg. 206/207  \*RF.1.3b, RF.1.3g | Reading Assessment:  Practice Book pg. 208/209 | Reading Assessment:  Practice Book pg.210/211 | Reading Assessment:  Practice Book pg: 212/213 | 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. Writing Groups | 1. AR Test/Library  2. Review Worksheet  3.Popcorn Word Game  4. Spelling WS  5. Ipads  6. Writing 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:**  Give me thumbs up when you hear the /r/ sound. *her, sit, beak, whirl, burn, cube, might, curl, shelf, third, germ, stick.*  Read: Mrs. Burns's Herb Garden  **Blue:**  Have kids read words: birth, term, fur, hurl, sir, stern, her, herb, blur, shirt, fern, hurt, clerk, lurk, smirk  Decodable Reader: Read: Mrs. Burns's Herb Garden  **Green:**  Talk about oi, and oy say /OI/. Have kids read: dear, wear, flare, mere, spare, hear, dare, year, hair, share, peer, pear, spear, bare.  \*RF.1.3d, RF.1.3, RF.1.4 | **Orange:**  Read: The Moon  **Blue:**  Read: the Moon  **Green:**  Read: the Moon  \*RF.1.3, RF.1.4 | **Orange:**  Have each child say one sound in the word and go on to the next child for: hurt, term, burn, churn, firm, third, swirl, clerk.  Make a concept web chart for students to fill in based on what they learned in story. Write SPACE in the middle hand have them fill in outer circles.  **Blue:**  Have them retell important information from book on paper.  **Green:**  Have them retell important information from book on paper.  \*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** | I am going to say some words with he /r/ sounds: her, shirt, turn. Now I am going to say two words. If I say a word with the /r/ sounds, Happy will jump. Listen stick, stir. When I said the word stick, Happy did not jump, but when I said stir, Happy heard the /r/ sound and jumped!  Now listen carefully as I say some more pairs of words. When you hear the word with the /r/ sound, jump up. Let's do the first one together.  Cub, curb  Perch, peach  Think, third  Bird, bead  First, fist  Curl, kite  Sit, shirt, star, surf  Now we'll try some harder ones. I will say each set of three words. I want you to tell me which word in each set does not have the /R/ SOUND.  Burnt, squint, squirt  Curl, dirt, dart  Far, first, stir,  Turn, yarn, purse  Third, tore, thirst  Skirt, score, birth  \*RF.1.2 | I am going to say three words. Two words will have the /r/ sounds. One word will not have the /r/ sounds. Listen carefully: skirt, clerk, night. The words skirt and clerk have the /r/ sound. The word night does not.  Listen to the group of words I say. Tell me which one doesn't belong and why.  Teeth, burn, stern  Perk, dirt, game  Mouse, turn, verb  Her, snow, stir  Truck, church, swirl  First, second, third  \*RF.1.2d | I am going to hold up one finger for each sound I say. Then I will blend the sounds to form a word.  Listen and watch: /j//r//m/, the word is germ.  Let's do some together. Place a marker for each sound you hear. I will say one sound at a time. Then we will blend the sounds to say the word.  /h//r//t/  /n//r//s/  /s//r//v/  Now it's your turn. Listen carefully.  /th//r//d/  /f//r//s//t/  /n//r/v/  /g//r//l/  /ch//r/n/  /p//r//s/  /s//r//ch  \*RF.1.2 | Listen as I say three words: curb, cold, germ. The words curb and germ have the /r/ sounds. The word cold does not.  I will day a group of three words. One will now have the /r/. Tell me which does not belong.  Team, term, fern  Float, furl, bird  Stir, burn, white  Blur, show, sir  Purse, birth, steep  Swirl, stair, spllurge  \*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 /s//k//r//t/. skirt Your turn.  /b//r//th/  /th//r//s//t/  /p//r//k//E/  /t//w//r//l/  /h//r//t/  /k//r//l//E/  /d//r//t//E/  Now I am going to say a word, I want you to do karate moves for each sound in the word and then say the word. Watch me first: /f//r//n/, fern. It's your turn now:  Nurse, third, verse, purr, nerve, term, clerk, furry, squirting, herd, purses, chirp  \*RF.1.2b, RF.1.2d |
| 10:25-10:35  **Phonics** | Phonics: Bossy R  Say: *Shirt* with me, Shirt. The sound /R/ can be spelled with the letters er, ir, or ur. Say it with me /R/, this is the sound in the middle of the word shirt. Listen: /s//h//R//t/. Write: girl. Have them say all the sounds. Continue with: herd, first, curve,  Teaching Chart: pg. 121  \*Practice Book pg. 206  \*RF.1.3d | Phonics: Bossy R  Write; chirp, blend the sounds together and say word. Continue with:  Curb, curl, girl, whirl, whir, stir, sir, fir, firm, firmer.  Read teaching chart pg 121  \*RF.1.3d | Phonics: Bossy R  The word Shirt has the /r/ sound. the /r/ sound is spelled with er, ir, or ur. These are the sounds the sounds in the middle of the word shirt. Listen: /sh//r//t/. Today we will read some more /r/ words.  teaching chart pg. 125  Practice Book pg. 211  \*RF.1.3d | Phonics: Bossy R  Write: first, Say all the sounds. Continue with: bird, third, thirst, twirl, girl, curl, hurt, fur, fir, first.  Teaching Chart pg. 125  \*RF.1.3d | Phonics: Bossy R  Write: verb, say all the sounds. Continue with: perk, burst, swirl, dirt, perch, birth, germ, thirst, blur, wider, chirp, stern, ripest, term, shirt, firm, curl, widest, cuter, clerk  Teaching chart pgs 121/125  \*Spelling Test  -Add words to word wall  \*RF.1.3d |
| 10:35-10:50  **Handwriting** | pg. | pg | pg | pg | pg |
| **10:50-11:25 Lunch & Recess** : Walk kids to Lunchroom (Get milk for Ethan) and Duty teacher will bring them back. | | | | | |
| 11:25-11:45  **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 | | | | |
| 11:45-12:45  **Math** | Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range of 10-90.  1.NBT.6  \*Review- 1.NBT.4 Adding within 100 (2 Digit and a 1 digit number)  Adding a multiple of 10  \*1.NBT.5- Mentally find 10 More or 10 Less  \*\*Continue Fluency Practice | Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range of 10-90.  1.NBT.6  \*Review- 1.NBT.4 Adding within 100 (2 Digit and a 1 digit number)  Adding a multiple of 10  \*1.NBT.5- Mentally find 10 More or 10 Less  \*\*Continue Fluency Practice | Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range of 10-90.  1.NBT.6  \*Review- 1.NBT.4 Adding within 100 (2 Digit and a 1 digit number)  Adding a multiple of 10  \*1.NBT.5- Mentally find 10 More or 10 Less  \*\*Continue Fluency Practice | Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range of 10-90.  1.NBT.6  \*Review- 1.NBT.4 Adding within 100 (2 Digit and a 1 digit number)  Adding a multiple of 10  \*1.NBT.5- Mentally find 10 More or 10 Less  \*\*Continue Fluency Practice | Formative Assessment on:  1.NBT.4  1.NBT.5  1.NBT.6 |

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| 12:45-1:00  **English** | Explain that an adjective is a word that describes a person, place or thing. We know that a person, place or thing is called a noun, so an adjective is a word that we use to describe a noun.  These types of words tell about size, shape and how things look, sound, feel, smell, or taste. These words are adjectives.  Write: *small plane, gray sky, hot sun.* Underline the adjectives.  Write:  1. The bright sun came up.  2. We looked up at the blue sky.  3. We saw the pretty sunset.  4. Then big raindrops fell from the sky.  5. We could feel the chilly breeze.  6. I put on my warm jacket.  7. We rode away on a gray train.  8. Mom had some salty snacks.  \*Grammar Practice Book pg. 101  \*L.1.2b | Review them that adjectives are words that describe a noun.  Adjectives can tell about the size, shape, of people places or things. They describe how people, places, or things look, sound, feel, smell, or taste.  Write:  1. It is a chilly day.  2. White flakes fall on the ground.  3. We step on crunchy ice.  4. Screeching birds fly in the sky.  5. I see a pale sun.  6. The sweet smell of cider in the air.  7. We drink warm cider.  8. There is a black sky at night.  Grammar Practice pg. 102  \*L.1.1j | Review with them that a adjective is a word that describes a noun. They can tell the size, shape, sound, feel, smell or taste of a noun.  Write:  1. The funny kitten chases the moon.  2. The moon shines with a pale light  3. The big bowl has milk in it.  4. The milk is sweet.  5. The kitten is happy.  Have students circle the adjectives and underline the nouns.  Grammar Practice pg 103  \*L.1.1j, L.1.2b | Review Adjectives are words that describe nouns.  Come up with sentences about things around the room and circle the adjectives.  Grammar Practice pg 104  \*L.1.1j | Review adjectives.  Write:  The sun shines in a blue sky.  A chirping bird flies past us.  The bright flowers dance in the light breeze.  The trees are green and the grass is soft.  (have them work on marker boards to pick out adjectives)  Review: Capitalize Proper Nouns  Write:  The girl's named is meg.  meg has a red, kitten. name fluffy.  meg and fluffy Live on oak street  fluffy came for pat's pet shop.  pat's Pet shop is run by miss kurt  Have students correct these.  Grammar Practice pg 105  \*L.1.1j, L.1.2b |
| 1:00-1:20  **Writing** | FOCUS ON A PLAN  Read about the little rat who enjoyed looking at the sky. Now they will write a poem about the sky.  Tell them that their poem will be about the sky in the daytime. Explain that a poem uses adjectives to tell about what something is like. A poem can also tell about what a writer feels or thinks.  Have them brainstorm adjectives that tell about the sky in the daytime. -Write them on chart paper.  Review the descriptive words or phrases about the sky.  Have them choose words and phrases from the list and use them to generate sentences for a poem that describes the sky in the daytime. Write a title for the poem and the children's sentences on chart paper. Point out any words of the week's vocab. Then read the poem and have them repeat.  Save the poem for later on this week. | Poem Writing  Have them look at their story this week and describe the kitten and the moon.  Write poem about the clouds in the sky.  Have students help with the writing.  Underline the adjectives in the poem. | Write: I see the night sky.  I smile as I gaze up at the inky sky.  Say: When I read the first sentence, I don't learn much about the writer or the night sky. But when I read the second sentence, I feel as if the writer is talking to me. The writer describes the night sky in a way that helps me picture its inky darkness. The words I smile five me a sense of how the writer feels.  Have them decide if they will write about the sky in the daytime or night time, draw a picture of it and write words that describe either. | Read poem in their book on pg. 50 pick out the adjectives.  Have them revise their own writing. | HAVE THEM SHARE THEIR WRITING WITH THE CLASS. |
| 1:20-2:00  **Activity** | Library  Mrs. ketchumm | PE  Coach Setzer | PE  Coach Setzer | Art  Ms. B | Music  Mrs. Smith |
| 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. | | | | |
| PRESIDENT’s Day Magazine | Discuss heat sources  \*PS.7.1.3  Chart the different types of heat sources by natural and artificial sources(sun, fire, lightning, and stove toaster etc) | Discuss heat sources  \*PS.7.1.3 | Solids and Liquids Magazine | LAB  Make Heart Crayons  Discuss solids and Liquids. |