Stormy Weather -Unit 5,Week 3

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| Priority Skills | | | | |
| **Phonemic Awareness/Phonics**  r-Controlled Vowels: or, oar, ore;  Vowel Diagraphs: ea as short e  \*RF.1.3 | **High-Frequency Words**  Great, know, sound, their, warm  \*RF.1.3b, RF.1.3g | **Comprehension**  Strategy: Ask Questions  Skill: Compare and Contrast  \*RL.1.1, RL.1.3 | **Writing**  Report  \*W.1.2 | **Spelling Words**  Born, cork, horn, corn, fork pork, barn, arm, know great  \*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** | Green Eyes  \*SL.1.2 | Halloween Howl  \*SL.1.2 | Room on the Broom  \*SL.1.2 | Morris the Moose  \*SL.1.2 | Squanto  \*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  Stormy Weather: 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: Brer Rabbit and the Hurricane  List words: tranquil, breeze, forecast, commotion, conditions (85E) Complete Compare and Contrast Chart. (Teaching Chart pg. 139)  \*SL.1.2 | Stick read the story. Pull sticks out of the cup to determine who will read.  What makes you feel **tranquil**? What might cause **commotion**  at a store? What is the **condition** of your desk? How does a **breeze** make you feel? What did the reporter **forecast** for today's weather?  \*SL.1.2 | Read story with a partner.  When the dog is **tranquil**, he \_\_\_\_. Find out the weather **conditions** so that \_\_. There was **commotion** so that \_\_. When the **breeze**  came, \_\_\_. If they **forecast** rain, you should \_\_.  \*SL.1.2 | Listen to the story while following along. |
| **8:50-9:05**  **Reading Assessment** | Reading Assessment:  Practice Book pg. 228/229  \*RF.1.3b, RF.1.3g | Reading Assessment:  Practice Book pg. 230/231 | Reading Assessment:  Practice Book pg.232/233 | Reading Assessment:  Practice Book pg: 234/236 | 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:**  Which word does not belong:  Storm, fort, form  Cord, born, worn  Porch, torch, torn  Cork, corn, pork  Port, for, fort  Short, sport, north  Read: No More Mort the Short!  **Blue:**  Have kids read words: for, torn, port, form, corn, short, Mort, storm, born, cord, horn, fork, stork, sport, porch Decodable Reader: Read: No More Mort the Short!  **Green:**  R-Controlled Vowels: ire, ier, ure. Have kids read: wire, pure, drier, crier, fire, cure, inspire, pliers, hire, fliers, tires, endure, desire, perspire, boscure. Look for words with r-controlled vowels ire, ier, and ure.  \*RF.1.3d, RF.1.3, RF.1.4 | **Orange:**  What will the weather be?  **Blue:**  What will the weather be?  **Green:**  What will the weather be?  \*RF.1.3, RF.1.4 | **Orange:**  Reread Stormy Weather while reading fill out Compare and Contrast Chart (approaching Reproducible pg 230)  **Blue:**  Do the same as Orange group.  **Green:**  Do the same as the other groups.  \*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 carefully as I say three words: Two will have the same ending sounds: more, treat, shore. The words more and shore have the same ending sounds. /or/ the word treat does not.  Listen as I say each set of three words. Tell me the word that does not have the same ending sounds.  Hair, fork, stork  Farm, door, alarm  Penny, barn, funny  Keys, torn, horn  Chair, dare, table  Night, day, light  Blend these sounds together to make a word:  /f//or/  /r//or/  /w//or/  /ch//or/  /s//or/  /f//l//or/  /sh//or/  /t//or/  \*RF.1.2 | Listen to the sounds in the word stem: /s//t//e//m/. Stem has the /e/ sound in the middle. Change the /e/ sound to /or/.  Now let's try it together. The word is: sit: /s//i//t/  Sit has the /i/ sound in the middle. Change the /i/ sound to /or/:  /s//or//t/What is the new word? The word is sort.  Continue with:  Pet/port  Can/corn  Tin/torn  Hen/horn  \*RF.1.2d | I am going to hold up one finger for each sound. Then I will blend the sounds to form a word.  Listen and watch:  /f//or//k/, fork  This word has the sounds /f//or//k/. Listen as I blend the sounds to form the word: /fork/ the word is fork.  Let's do some more together. Hold up one finger for each sound you hear: I will say one sound at a time. Then we will blend the sounds...  /t//or//n/  /f//or/  /s//or//t/  /th//or//n/  /r//or/  /m//or/  \*RF.1.2 | Happy will add a sound to a word to make a new word. Happy, what word will you make if you add /f/ to the beginning of *or*? That's right. if you add /f/ to the beginning of or, you make the word for.  Happy, will say a word, then I'll say a sound to add to the beginning of the word. You tell us the new word.  Port/sport  Core/score  Park/spark  Right/bright  \*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/or/. more. Your turn.  /f//or/  /s//t//or/  /r//or/  /ch//or/  /b//or//n/  /n//or//th/  Now I am going to say a word. I want you to say each sound in the word while doing karate moves. Let me try first. set: /s//or//t/  How many sounds in these words?  Soar, tore, boar, corn, forth, form, horn, wore, chore, born  \*RF.1.2b, RF.1.2d |
| 10:25-10:50  **Phonics** | Phonics: r-controlled Vowels  Say: *Corn* with me, corn. The sound /or/ can be spelled with the letters or, oar, ore Say it with me /or/, this is the sound in the middle of the word corn. Listen: /k//or//n/. Write: for, horn, tore, soar.  Teaching Chart: pg.137  \*Practice Book pg. 228  \*RF.1.3d | Phonics: r-controlled Vowels  Write; corn, blend the sounds together and say word. Continue with:  Sort, roar, soar, more, tore, store, form, fork, for, or, oar, roar, soar  Read teaching chart pg137  \*RF.1.3d | Phonics: r-controlled Vowels  Corn has the /or/ sound. /or/ can be spelled with or, oar, or ore. We've been reading words with the /or/ sound, today we will read some more.  Write; roar Have them say all the sounds. Continue with: boar, born, sport, shore  teaching chart pg. 141  Practice Book pg. 233  \*RF.1.3d | Phonics: r-controlled Vowels  Write: more, Say all the sounds. Continue with: north, stork, core, sore, soar, tore, sore, store, stork, fork, for, fort, port, sport.  Teaching Chart pg. 141  \*RF.1.3d | Phonics: r-controlled Vowels  Write: born, do all the sounds together. Continue with:  More, roar, store, horn, spread, or, boar, feather, corn, north, born, sort, instead, forth, tore, popcorn, forget, cornflakes, weather  Teacher Chart: 137 and 141.  \*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, Capasity. 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** | REVIEW ALL CONCEPTS  TEST PREP TIME | REVIEW ALL CONCEPTS  TEST PREP TIME | REVIEW ALL CONCEPTS  TEST PREP TIME | REVIEW ALL CONCEPTS  TEST PREP TIME | REVIEW ALL CONCEPTS  TEST PREP TIME |

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| 12:45-1:00  **English** | Say: A synonym is a word that has the same or almost the same meaning as another word. The word big is a synonym for the word large. They both mean almost the same thing. Antonyms are word that mean the opposite, like the antonym of big is little, because it is the opposite.  Write a List on the board  Synonyms Antonyms  Big-large big-little  Easy-simple easy-hard  Start-begin start-end  Pretty- pretty-  Happy- happy-  Hot- hot-  \*Grammar Practice Book pg. 111  \*L.1.2b | Remind them a synonym means the same and antonyms means the opposite; WRITE:  Synonyms:  Chair nap  Pail terrific  Smart bucket  Rest seat  Father dad  Great clever  Antonyms  Tall skinny  Over sit  Stand late  Early young  Fat short  Old under  Have students draw lines to match these.  Grammar Practice pg. 112  \*L.1.1j | Remind them that Synonyms are words that mean the same or almost the same. Antonyms are words with opposite meanings. Write:  Raced home mom  1. Rosa went into her house.  2. Her mother gave her a hug.  3. Rosa's little brother ran over to her.  \*Have them choose which word can replace the underlined word.  Write: 1. Jake's dad was on a fast train.  2. Some of the seats were empty.  3. Many people liked the new train.  \*Have them think of antonyms for the underlined words.  CAPITALIZE/UNDERLINE Book Titles  1. stormy weather  2. no more mort the short  3. carly in the dark  4. push or pull  5. from farm to store  -Have them capitalize and underline the book titles.  Grammar Practice pg 113  \*L.1.1j, L.1.2b | Review Synonyms and Antonyms.  Grammar Practice pg 114  \*L.1.1j | Write:  1. The book Homer Prince is old, but Mommy's Best Kisses is new.  2. The book Henry and Mudge is happy, but My Puppy Is Lost is sad.  3. The book Henry Huggins is funny and really amusing.  Have them circle synonyms and antonyms.  Think of book titles. Have students write them on the board. Make sure they have capital letters and are underlined.  Grammar Practice pg 115  \*L.1.1j, L.1.2b |
| 1:00-1:20  **Writing** | Focus on a Plan  Ask them to think about different kinds of weather conditions they have experienced, read about, or heard about.  Have them add their list of "Kinds of WEATHER" with words that describe different kinds of weather such as: rain, wind, storm, tornado.  REVIEW: A report is a kind of writing that gives facts and information. A report has a main idea and details that support the main idea.  Reread the list created by the class.  Write sentences as a class based off of the class list. | Remind them that they learned about several kinds of storms and stormy conditions when they read stormy weather. You have learned about rainstorms, thunderstorms, snowstorms, and tornadoes.  Is it important to know when storms are forecast.  Have students write sentences on the board that tell about storms. | Good writers think about who they are writing for. *When you write, show your feelings. This will get the readers excited to read your writing.*  Write:  1. You can find out about lightning.  2. Lightning is so interesting! You can find great books about it in the library. Choose one with lots of great photos!  \*Which sentence is more interesting to read? Why?  \*Write a report about a severe type of weather. | Write to a Prompt  Look in reading book on page 96/97 at Rudy's writing. *Listen to find our what you can learn about tornadoes.* Point out that his report gave information about tornadoes.  ALL of the sentences were about tornadoes and all of the sentences began with a capital letter and ended with a period.  READ ALOUD the prompt on page 97.  Is it asking you to write about something real or make believe?  Does it tell you who you are writing for? | Publish and Present their writing from yesterday. |
| 1:20-2:00  **Activity** | Library  Mrs. Willock | PECoach Setzer | PE  Coach Setzer | Art  Mrs. Fisher | 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. | | | | |
| Consoler  2:25-2:55 | Watch Weather Video | Talk about different types of weather | Read book about different types of weather | \*LAB\*  Chart similarities and differences in the different types of weather. |