Happy Fall! -Unit 5,Week 4

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| Priority Skills |
| **Phonemic Awareness/Phonics**Vowel Diphthongs: ou, ow\*RF.1.3 | **High-Frequency Words**Against, below, fall, orange, sure, yellow\*RF.1.3b, RF.1.3g | **Comprehension**Strategy: SummarizeSkill: Sequence of events\*RL.1.1, RL.1.3 | **Writing**Poem\*W.CCR.10 | **Spelling Words**Cow, town, mouse, how, out, mouth, born, fork, fall, sure\*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** | Clifford's Day with Dad\*SL.1.2 | Clifford's Thanksgiving\*SL.1.2 | Eat My Dust\*SL.1.2 | Ella Sarah Gets Dressed\*SL.1.2 | The Big Snow\*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 WeekHappy Fall: 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: What makes Day and NightList words: blaze, scorch, outline, increase, observe(101E) Complete Sequence of events Chart. (Teaching Chart pg. 147)\*SL.1.2 | Stick read the story. Pull sticks out of the cup to determine who will read. Describe the **outline** of the sun. Describe something that has been **scorched**. Describe what happens when something **increases** in size. Describe something you've seen that was in a **blaze.**  Describe what you **observe** in the classroom.Read story with a partner. Which two words goes with burn? Which word goes with shape? Which word goes with more? Which word goes with look at?\*SL.1.2 | FIELD TRIP TO THE ZOO! | 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, 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/Library2. Review Worksheet3. Popcorn Word Game4. Magnetic Letters5. iTouch6. Reading Groups | 1. AR Test/Library2. Review Worksheet3. Popcorn Word Game4. Write words 5x5. iTouch6. Reading Groups | 1. AR Test/Library2. Review Worksheet3.Popcorn Word Game4. Spelling WS5. iTouch6. Reading Groups |  | 1. AR Test/Library2. Review Worksheet3.Popcorn Word Game4. Magnetic Letters5. iTouch6. Running Records |
| **Orange:**Read: A Proud Brown Ant **Blue:**Have kids read words: town, loud, south, round, bound, down, found, brown, fowl, house, mouse, blouse, out, chow, crown.Decodable Reader: Read: A Proud Brown Ant**Green:**Read words: preview, review, unhappy, nonsense, discover, disable, prepack, rewind, unwind, nondairy, nonfiction, disagree, preheat, reuse, unlock.\*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 |  | **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 to the sounds in the word *find*: /f//i//n//d/. *Find* has the /I/ sound in the middle. Listen as I change the /I/ sound to /ou/: /f//ou//n//d/. The word is found. Now I will change the /ou/ sound in sound to /a/: /s//a//n//d/, Listen to the word howl, If I change the /ou/ sound to /A/ the word is /h//A//l/. Now let's try it together. The word is down: /d//ou//n/. Down has the /ou/ sound in the middle. Change the /ou/ sound to /I/. /d//I//n/. What is the word? The word is *dine*. Continue with:Tin/town, mind/mound; lid/loud; rind/round; send/sound; bend/boundLet's do some harder ones:Round/road; shout/shirt; gown/gain; hound/hand; loud/load; cloud/clad\*RF.1.2 | Listen carefully as I say a word. *out, /out/*, out. Now I will say the sound at the beginning of the word. /ou/. Have them practice isolating initial and medial phonemes.Cow, crowd, ouch, now, out, ounce, pout frown\*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:/p//r//ou//d/, proudThis word has the sounds /p//r//ou//d/. Listen as I blend the sounds to form the word: /proud/ the word is proud.Do karate moves to show how many sounds in the word and then finish by saying the word. Like this: /b//r//ou//n/, brown.Ready?Found, owlGown, out, town, shout, cow, south, amount, shower, shouting, rounded, grounded, cloudy, crowded, frowning, slouching, plowingListen carefully as I say this word: Owl. The vowel sound at the beginning of the word owl is /ou/. I am going to say more words. Tell me if you hear the /ou/ sound at the beginning, middle, or end of the word.Mouse, Brown, out, stout,ouch,growlroundour\*RF.1.2 | \*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 /g/ou//n/. gown. Your turn./b//r//ou//n//f//ou//n//d//p//ou//t//ou//ch//r//ou//n//d//k//l//ou//n//p//ou//t//i//ng//b//r//ou//n//ur/Listen to the sounds in the word shout: /sh//ou//t/. Now listen as I change the /ou/ to /ur/. /s//ur//t/Continue with: Gown'/gainMount/mintFowl/failPout/petProud/prideBrown/brain\*RF.1.2b, RF.1.2d |
| 10:25-10:50**Phonics** | Phonics: Diphthongs: ou, owSay: *Cow* with me, cow. The sound /ou/ can be spelled with the letters ou or ow. Say it with me /ou/, this is the sound at the end of the word cow. Listen: /k//ou/, cow. Write: loud, brown, found, owl, round, louderTeaching Chart: pg.145\*Practice Book pg. 239\*RF.1.3d | Phonics: Diphthongs: ou, owWrite: round, have students say all the sounds. Continue with: clown, down, town, gown, bound, hound, sound, found, pounded.Teaching Chart: pg.145\*RF.1.3d | Phonics: Diphthongs: ou, owCow has the /ou/ sound at the end. /Ou/ can be spelled with ou or ow. Write: down, growl, bound, crown, ouch, houses. teaching chart pg. 149Practice Book pg. 244\*RF.1.3d |  | Phonics: Diphthongs: ou, owWrite: growl, do all the sounds together. Continue with: Brown, town, south, loud, down, found, mouse, fowl, ouch, blouse, ounce, plow, clown, house, allow, out, amount, crowd, about, frownTeacher Chart: 145 and 149. \*Spelling Test-Add words to word wall\*RF.1.3d |
| 10:50-11:05**Handwriting** | Ee/Ff  | Gg/Hh | Ii/Jj |  | Kk/Ll |
| **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** | REVIEW ALL CONCEPTSTEST PREP TIME | REVIEW ALL CONCEPTSTEST PREP TIME | REVIEW ALL CONCEPTSTEST PREP TIME |  | Q |

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| 12:45-1:00 **English** | Color and Number Words-Explain that color and number words are adjectives that describe nouns. Example: This is a red marker. RED is an adjective.Have them identify objects around the room by color or number and say the adjective. Write:Three red applesOne blue skyFive white snowmenSeven green frogsNine orange pumpkinsTwo black shoesEight yellow flowersSix purple grapesFour brown rocksAssign each child a phrase and tell them to draw a picture of it. Have them tell about their drawing using color and number words to tell about them. Emphasize the color and number words are adjectives.\*Grammar Practice Book pg. 116\*L.1.2b | Remind them that words that tell about nouns are adjectives. Color and number words can be adjectives because they tell more about a noun. Say: *The red leaves fell to the ground and turned brown.* Explain that the words red and brown help the reader understand what the leaves looked like and how they changed.With the children, create sentences that tell about the number of items in the classroom...Ex: there are three chairs.Write:Trees have \_\_ leaves in the summer.I eat \_ bananas.We make fire with \_ logs.The \_ fire truck goes down the road.The sun shines in the \_ sky.We say a farm that has logs of \_ pumpkins.Grammar Practice pg. 117**\*\*\*12:40-1:20: Computer Lab**\*L.1.1j | Remind them that adjectives describe nouns and that color and number words are often adjectives. Write: The \_ ground was wet.Ten \_ cherries were on the tree.The four \_ lemons were very tart.The two \_ plums were sweet.Apostrophes in contractionsWrite: The black cat did'nt like his food.Today the sky wasnt blue. It was gray.These apples are'nt red. They are green.The inside of the mellon isnt yellow. It is orange.Have the students correct the sentences.\*L.1.1j, L.1.2b |  | Write: The sun is round and \_.Look how \_ the grass is!I have \_ fingers.My puppy has \_ paws.Review: We couldnt open the yellow box.The brown dog doesnt chase cats.My purple coat is'nt here.There weren't any green apples.Grammar Practice pg 120\*L.1.1j, L.1.2b |
| 1:00-1:20**Writing** | Tell them that this week they are going to write a poem about a **season**. Discuss the difference between poetry and prose. Explain that a poem is a form of writing that tells about imaginative thoughts or strong feelings. A poem often describes something in a different way. Poetry does not usually sound the way we talk. Prose is a form of writing that sounds like the way we talk.-Choose a season and brainstorm a list of words or phrases that tell about that season. Guide them to use color words and other descriptive words. -Write ideas on chart paper.Save chart paper for another day. | Remind them that they have read Happy Fall! Look at the illustrations together and ask them to recall what pinwheel, Squirrel, and Owl do in the fall.*What colors do you see in the fall? How does a tree look? How does the weather feel? What do you hear, smell in the fall? What can you taste?**Let's think of some words to answer these questions. Then let's find an interesting way to put our words together.*Review descriptive phrases about the seasons from day 1. Tell them that some poems rhyme but do not have to. Have them choose a season and write a poem together.  | Good writers tell about how something feels, tastes, smells, sounds and what they see. This makes their writing interesting. Think about a season you would like to write about. And think about how it feels, tastes, smells, sounds and what you see. Have them draw a picture of a season they would like to write about. Have them begin writing their poems about their season. |  | Publish and Present Their poems on their season. |
| 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. |
| Draw a picture of a tree in the fall. | Draw a picture of a tree in the spring. | Draw a picture of a tree in the summer. | Draw a picture of a tree in the winter. | \*LAB\*Compare seasons on chart. |