A Tiger Cup Grows Up -Unit 5,Week 5

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| Priority Skills | | | | |
| **Phonemic Awareness/Phonics**  Vowel Diphthongs: oi, oy  \*RF.1.3 | **High-Frequency Words**  air, enough, eyes, learn, open  \*RF.1.3b, RF.1.3g | **Comprehension**  Strategy: Summarize  Skill: Sequence of events  \*RL.1.1, RL.1.3 | **Writing**  Persuasive  \*W.1.1 | **Spelling Words**  Soil, coin, join, joy, toy, boy, town, mouse, eyes, enough  \*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** | Shared Reading  \*SL.1.2 | Shared Reading  \*SL.1.2 | Shared Reading  \*SL.1.2 | Shared Reading  \*SL.1.2 | Shared Reading  \*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  A tiger Cub Grows Up: 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: From Caterpillar to Butterfly  List words: mature, newborn, process, remain, slender (101E) Complete Sequence of events Chart. (Teaching Chart pg. 155)  \*SL.1.2 | Stick read the story. Pull sticks out of the cup to determine who will read.  Discuss From Caterpillar to Butterfly When is a caterpillar **slender**? How many stages are there in the **process** of becoming a butterfly? Remind them what mature and newborn mean. When an animal or plant is mature it has finished growing. Newborn means just born.  \*SL.1.2 | Partner read the story.  Review Words:  What word goes with:  a set of steps or changes?  to stay there? finished growing?  just born? thin? | 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: Practice Book pg. | 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. iTouch  6. Reading Groups | 1. AR Test/Library  2. Review Worksheet  3. Popcorn Word Game  4. Write words 5x  5. iTouch  6. Reading Groups | 1. AR Test/Library  2. Review Worksheet  3.Popcorn Word Game  4. Spelling WS  5. iTouch  6. Reading Groups | 1. AR Test/Library  2. Review Worksheet  3.Popcorn Word Game  4. Magnetic Letters  5. iTouch  6. Running Records | 1. AR Test/Library  2. Review Worksheet  3.Popcorn Word Game  4. Magnetic Letters  5. iTouch  6. Running Records |
| **Orange:**  Read: Roy's Rich Soil (Decodable Reader)  **Blue:**  Have kids read words: town, loud, south, round, bound, down, found, brown, fowl, house, mouse, blouse, out, chow, crown.  Decodable Reader: Read: Roy's Rich Soil  **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 | **Orange:**  **Blue:**  **Green:** | **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 sounds: /b//oi//l/. What are the tree sounds? What word do you get when you blend these sounds?  Now we will do some more: /s//p//oi//l//i//ng/.  What word do you get when you blend them together?  Now let's try some more:  /j//oi/ /n//oi//z/  /v//oi//s/ /oi//l/  /ch//oi//s/ /k//oi//n/  /s//p//oi//l/ /m//oi//s//t/ /b//r//oi//l/ /p//oi//n//t/  Now let's try some harder ones.  /a//n//oi/  /j//oi/f//u//l/  /p//oi//z//i//n/  /u//p//oi//n//t/  /n//oi//z//E/  /j//oi//n//i//ng/  How many rhyming words can we think of for these words?  boil, enjoy, coin  \*RF.1.2 | Listen carefully as I say a word. *coin, /coin/*. There are three sounds, So I will hold up three finders as I say each sound.  I am going to say some more words. I want you to hold up one finger for each sound in the word.  oil - 2  join - 3  spoil - 4  joy - 2  noise - 3  point - 4  voice - 3  broil - 4  \*RF.1.2d | Listen to these words:  boil, soil, owl  Which one of these three words does not belong? Boil and soil both habe the /oi/ sound. Owl does not.  Now I'll say a group of words. Listen carefully then tell me which word does not belong.  germ, hurt, toil  fork, moist, coin  mount, ground, soil  arm, card, joy  first, her, soil  cook, voice, foot  shirt, point, spoil  all, join, lawn  \*RF.1.2 | I will blend three sounds... Listen: /f//oi//l/, Foil.  Now I will say some more sounds, I want you to tell me what word they make when you blend them together.  /j//oi/  /s//oi//l/  /s//oi/  /s//p//oi//l/  /t//oi/  /v//oi//s/  \*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/oi/. boy. Your turn.  /b//oi//l/  /s//oi//l/  /k//oi//n/  /t//oi/  /j//oi/  /b//r//oi//l/  Now I am going to say a word. I want you to tell me all the sounds.  spoil  boy  coil  join  choice  joy  voice  oil  moist  toil  \*RF.1.2b, RF.1.2d |
| 10:25-10:50  **Phonics** | Phonics: Diphthongs: oi, oy  Listen to this word: *boy* The sound at the end is /oi/. The /oi/ sound can be spelled with the letters oi or oy. The /oi/ sound in boy is spelled with oy. Watch as I write the letters oi. I will say the sound /oi/ as I write the letters.  Write: toy, oil, oily, appoint, enjoy, coins.  Teaching Chart: pg.153  \*Practice Book pg. 250  \*RF.1.3d | Phonics: Diphthongs: oi, oy  Write: **oil,** have students say all the sounds. Continue with: **spoil, choice, pointing, broiler, boy, toy, joy, join, joining, joined, coin, point, pointed.**  Teaching Chart: pg.153  \*RF.1.3d | Phonics: Diphthongs: oi, oy  The word boy has the /oi/ sound. The /oi/ sound can be spelled with oi or oy.  Write: point, have them say each sound in the word and then say the word. Continue with: enjoy, noisy, joyful, annoy.  teaching chart pg. 157  Practice Book pg. 255  \*RF.1.3d | Phonics: Diphthongs: oi, oy  Write: moist have students say all the sounds in the word and then say the word. Continue with: pointed, soiling, spoiled, oily, soy, soil, foil, coil, coiled, toiled, toil, toy, toying, enjoying.    Teaching Chart pg. 157 | Phonics: Diphthongs: oi, oy  Write: soil, do all the sounds together. Continue with:  coy, toy, oil, boy, joy, coil, moist, soil, coil, coin, join, point, spoil, broil, remake, rerun, unto, reread, uncut, reform  Teacher Chart: 153 and 157.  \*Spelling Test  -Add words to word wall  \*RF.1.3d |
| 10:50-11:05  **Handwriting** |  |  |  |  |  |
| **11:10-11:45 Lunch & Recess** : Walk kids to Lunchroom 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** | Greater Than/Less Than  1.NBT.3 | Greater Than/Less Than  1.NBT.3 | Greater Than/Less Than  1.NBT.3 | Greater Than/Less Than  1.NBT.3 | Greater Than/Less Than  1.NBT.3 |

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| 12:45-1:00  **English** | Prepositions  Say: A preposition connects a noun to another part of the sentence. A prepositional phrase begins with a preposition and ends with a noun or pronoun. Write this sentence and read it together: *The lion cub was in the jungle.*  The word IN connects the words the lion cub was and the phrase that tells where he was, in the jungle.  Write the following prepositions and the first sentence together.  WRITE:  for to on at near  1. The little cub lay \_\_\_\_ his back.  2. Mama Bear was ­­\_\_\_ her cub.  3. The little cub listened \_\_\_ the birds.  4. The green bird sand a song \_\_ little cub.  5. The red bird looked \_\_ little cub.  \*Grammar Practice Book pg. 121  \*L.1.2b | Prepositions  Say: A preposition connects one part of a sentence to another. A prepositional phrase is a group of words that begins with a preposition and ends with a noun or pronoun. Write:  **The lion cub is sleeping at night.** The preposition **at** connects the words.  Then write:  for on to after in at  1. The little cub sleeps \_\_ she eats.  2. The cub has sharp teeth \_\_ chewing.  3. Mary teaches the cub many things \_\_ playtime.  4. The little cub takes a nap \_\_ the nursery.  5. She takes the little cub \_\_ the doctor.  6. The tigers climb \_\_ logs.  Grammar Practice pg. 122  **\*\*\*12:40-1:20: Computer Lab**  \*L.1.1j | Prepositions  Say: A preposition connects one part of a sentence to another. A prepositional phrase is a group of words that begins with a preposition and ends with a noun or pronoun  Write:  after from into on for  1. some butterflies lay eggs \_\_ plants.  2. A caterpillar hatches \_\_ an egg.  3. A caterpillar changes \_\_ a butterfly .  4. The butterfly looks \_\_ food.  5. The butterfly mates \_\_ a few weeks.  REVIEW:  Capitalize days of the week  WRITE:  1. I say the tiny cub at the park on sunday.  2. It was born on tuesday.  3. The cubs play together on monday.  4. On friday, we can all go see them!  Grammar Practice pg 123  \*L.1.1j, L.1.2b | Prepositions  Review what a preposition is. Open their reading books to pg. 158. Talk about the child's writing. Point to each preposition.  Keep book out to start writing.  Grammar Practice pg 124 | Prepositions  Review:  Remember that a preposition connects one part of a sentence to another. A prepositional phrase starts with a preposition and ends with a noun or pronoun.  Write:  A kangaroo hops \_- in desert.  A bird lives \_- a nest  A horse lives \_- a farm.  REVIEW:  Capitalize days of the week.  Write:  They could make the game on thursday.  friday is the best day!  On monday, we will go to your new school.  Is your show on saturday or sunday?  Grammar Practice pg 125  \*L.1.1j, L.1.2b |
| 1:00-1:20  **Writing** | Persuasive  Remind them that animals need certain things to grow and develop. Talk about what pets need. Make a list on chart paper. Tell them that this week they will be writing a persuasive writing - a persuasive writing is where you try to convince readers to do something that they think is important.  Make a chart of what pet owners should do for their pets. Save for later. If Time: have kids write in their journals about a pet they like. | Persuasive  Display the chart from yesterday. Tell them that they will, as a class, choose one thing pet owners should do for their pets and write about it. Remind them that persuasive writing tries to get a reader to do something and explains why.  Say: Let's think of sentences we could write to persuade people to take good care of their pets. Like: You should give your dog a bath. Baths keep your dog healthy and clean.  If Time: Have kids write and illustrate one of the sentences in their writing journal. | Persuasive  SAY: Good writers use their best handwriting when they write their final draft. That makes it easy for others to read. They also make sure they leave a space between words.  Write:  Atiger licks hispaws.  A tiger licks his paws.  Say: If I want my readers to understand what I am writing, I need to make sure there is enough space between words...Look at these two sentences...  Tell them that they will write about why it is important to take a pet to a vet.  Have them Draw a pic. of a Vet in their journals. They should begin writing about why people should take their pets to a vet. | Persuasive  Have students add to their writing about why people should bring their pets to the vet. | Persuasive  Have students finish adding/editing their writing about why people should bring their pets to the vet. |
| 1:20-2:00  **Activity** | Library - Mrs. Trafford | 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. | | | | |
| Work or research project for weather.  ESS.8.1.3  Chart weather  conditions every day  ESS.8.1.5  Demonstrate safety  procedures related to  severe weather | Work or research project for weather. | Work or research project for weather. | Work or research project for weather. | Work or research project for weather. |