Olivia -Unit 6,Week 1

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| Priority Skills | | | | |
| **Phonemic Awareness/Phonics**  Vowel Diagraphs: /oo/  \*RF.1.3 | **High-Frequency Words**  Always, father, four, love, mother,  \*RF.1.3b, RF.1.3g | **Comprehension**  Strategy: Visualize  Skill: Fantasy and Reality  \*RL.1.1 | **Writing**  Personal Narrative: Letter  \*W.1.3 | **Spelling Words**  Book, look, cook, took, hood, wood, toy, coin, mother, love  \*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** | 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 Week  Olivia: Read the story aloud doing guided instruction while reading.  \*Inrto. Spelling Words-Use in a sentence  \*SL.1.2 | Teddy Bear Clinic | Oral Reading Cards: "half-Chick" List words: adventurous, anxious, inquisitive, insignificant, route.  \*SL.1.2 | Stick read the story. Pull sticks out of the cup to determine who will read.  If you felt like doing something new and exciting, would you like feeling adventurous or lazy? What would make you feel more anxious: going to the doctor or going to a restaurant? Where is a place to go when you are feeling inquisitive and want to know more about a topic? Which would be more insignificant: losing pencil or losing your lunch? Why? What do you see on your route to school that you do not see on your route home from school? | 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 | Teddy Bear Clinic | 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/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. 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 |
| **Orange:**  Read: Let's Find Out  **Blue:**  Have kids read words: stool, snooze, proof, foot, zoo, soot, brood, stood, spool, brook, loop, shook, groom, cook, tooth  Decodable Reader: Read: Let's Find out  **Green:**  Read words: helpful, colorless, birdlike, jobless, hairlike, hurtful, hoodlike, beautiful, helpless, spoonfull, tireless, shirtlike, hopeless, hopeful, buglike.  \*RF.1.3d, RF.1.3, RF.1.4 | **Orange:**  Read: Let's Find Out and A Show we Love!  How many sounds are in these words? brook, foot, crook, took, scoop, zoo, groom, pool.  **Blue:**  Read: Let's Put on a Show  Predict what the story will be about.  Let's read to find out who puts on a show and what they do.    **Green:**  Read: The Show must go on.  Predict: Look at the two girls on the cover... What do you think they will do?  Let's find out what the twins will do.  \*RF.1.3, RF.1.4 | **Orange:**  Reread Olivia while reading fill out Reality and Fantasy Chart (approaching Reproducible pg 263)  **Blue:**  Do the same as Orange group.  **Green:**  Do the same as the other groups.  \*RF.1.3, RF.1.4 | Do running records on some students. | **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 these three words: boot, spoon, zoo. All three words have one sound that is the same, Listen again: boot, spoon, zoo. The sound /oo/ is the same in all three words. I can hear /oo/ in boot, spoon, and zoo.  Now it's your turn. Listen as I say three words. Tell me the sound that you hear that is the same in all three words. Listen:  Hook, stood, book  Zoo, duke, blue  Coil, moist, soil  Glue, rule, loon  Hoop, suit, moon  Brook, stood, look  Hall, yawn, jaw  Raw, saw, law  Now I'll say a word and the sounds in the word. Then I will say the sounds in the words backwords to make a new word. Like: pat: /p//a//t/, now backwards is /t//a//p/, Now you try:  Pot/top, nap/pan tap/pat  \*RF.1.2 | Teddy Bear Clinic | Listen as I say a word: soup. Now I will say another word: if the word I say rhymes with soup, Happy will jump. Listen the word is loop. happy jumped! What does that mean? Yes the two words rhyme. Both words end with the /oop/ sound.  Now its your turn, I will say two words, If the words rhyme, I want you to jump.  Took, look  Booth, truth,  Sew, sue  Pool, cool  Brook, hoop  Soot, foot  Listen then tell me two words that rhyme with the word I say.  Shook, rude, stool, blue, troop, chew  \*RF.1.2 | Listen as I say a word: candy. Now Happy, I would like you to delete the last part or syllable of the word/dE/. happy , what word do you have if you take away /dE/ from candy. That's right, Happy, candy without /dE/ is can.  I will say a word. Then I want you to take away a part and say a new word.  Touchy without /E/  Also without /al/  Into without /in/  Cookie without /koo/  \*RF.1.2 | I am going to say a word, I want you to tell me all the sounds in the word. Lets practice first. moon. , /m//oo//n/moon has three sounds. Now it's your turn:  Dew, blue, loop, soot, stews, flu, foot, scoop, drew, true,  Now I'm going to say a word. Then I'll tell you a sound to change to make a new word. Let me try first. The word is scoot. Ill change the /t/ to /l/. The new word is scool. Now it's your turn. What is the new word? Change /s/ in suit to /t/  Change the last /t/ in toot to /n/  Change the /n/ in tune to /th/  Change the /th/ in tooth to /l/  Change /t/ in tool to /k/.  \*RF.1.2b, RF.1.2d |
| 10:25-10:50  **Phonics** | Phonics: Vowel Diagraph/oo/  Say: *Book* with me, book. The sound /oo/ can be spelled with the letters oo. Say it with me /oo/, this is the sound in the middle of the word book. Listen: /b//oo//k/, book. Write: too, cook, soup, tube, grew, blue, soon.  Teaching Chart: pg.160  \*Practice Book pg. 261  \*RF.1.3d | Teddy Bear Clinic | Phonics: Vowel Diagraph/oo/  Book has what sound in the middle? Write: flew, due, scooting, cute, shook, group. have students tell all the sounds in the words.  teaching chart pg. 164  Practice Book pg. 266  \*RF.1.3d | Write: newt, Have them say all the sounds and blend. Continue with:  Rude, booth, soup, hook, due, clue, clue, blue, lute, flute, fluke, flu, flew, drew.  Teacher chart pg. 164 | Phonics: Diphthongs: ou, ow  Write: boot, do all the sounds together. Continue with:  Book, cooled, brook, prune, blue, scooter, tube, June's, stool, flew, knew, stew, cooker, blooms, soup, zoo, dew, Sue's, true, group.  Teacher Chart: 145 and 149.  \*Spelling Test  -Add words to word wall  \*RF.1.3d |
| 10:50-11:05  **Handwriting** | Ee/Ff | Teddy Bear Clinic | 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** | Mentally add 10 more to any number. | Mentally add 10 more to any number. | Mentally add 10 more to any number.  Enrichment | Mentally add 10 more to any number. | Mentally add 10 more to any number. |

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| 12:45-1:00  **English** | Subjects and Predicates  Write: Fern was sad  Tell them that sentences have two parts. One is the subject and the other part is a predicate.  A subject is the naming part of the sentence. It tells who or what a sentence is about. This sentence is about Fern, so the subject is Fern.  The predicate is the part of the sentence that tells what the subject does. It also includes the verb of the sentence. Fern was sad. Was sad tells about Fern, Was sad is the predicate.  Write:  Joy is riding her bike.  The fly tries to land.  The bee looks for the hive.  A colt can run with its mother.  June is jumping in the yard.  Have them work with a partner to see what part is the subject and what part is the predicate.  \*Grammar Practice Book pg. 126  \*L.1.2b | Subjects and Predicates  Remind them that the part of a sentence that names what it is about is the subject. and the part that tells what the subject does is the predicate. Write:  Olivia plays with sand.  Have them identify the subject and predicate.  Write:  Olivia is a little pig.  Olivia likes to paint.  Her mother took her to the beach.  They made art with the sand.  Her mother read three books.  =have them work with a partner to find the predicate and the subject.  Grammar Practice pg. 127  **\*\*\*12:40-1:20: Computer Lab**  \*L.1.1j | Subjects and Predicates  Write:  The cat ran into the room.  Jeff is sitting in the room.  The cat ran to sit next to Jeff.  Jeff pets the cat's back.  The cat purred.  Have them identify the subject and predicate in each sentence.  Sentence Punctuation  Write;  1. the Dish RAn away with the spoon,  2. the the cow Jumped over the moon?  3. how diD the Cow jmp over the moon  4. i do'nt know, Do you  Grammar Practice pg. 128  \*L.1.1j, L.1.2b | Subjects and Predicates  Review the naming part of a sentence is the subject. The telling part is the predicate. | Subjects and Predicates  Write:  Olivia is a pig.  Olivia goes to the beach with her mother.  Olivia went to see great works of art.  Have them underline the subject and circle the predicates.  Sentence Punctuation Review.  Write:  i saw bill and joy lying by the pool, it was a HOt day?  Joy, wnted TO take a swimm. in the pool it can be nice  bill wantd, to float thru the the cooul watter?  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 letter to a friend. A letter to a friend begins with a greeting like "Dear Paul' In a personal letter, you might tell about something that you have been doing or places that you have visited. When you are writing your letter, you are writing about yourself, so use the words I, we, or my.    Write:  Gram and I went to the zoo.  Dad and I drove to the beach.  My family and I went to the desert.  My aunt and I went to the park.  Have students contribute their own sentences that tell something they have done. | Remind them that they have read about a family that went to different places when they read *Olivia.* Display list from yesterday. Read them together. Tell them that today we will write a letter FROM Olivia to her grandmother telling her about her trip to the beach. SAY: Think about what Olivia might tell her grandmother about what she did at the beach one day. Model the correct format for writing the date and Dear Grandma, as you explain to them that a letter begins with a date and a greeting.  Collaborate with them to write the letter on chart paper. | Good writers think about how their writing sounds. They take time to make their writing sound good. Good writers check their writing by reading it aloud. If it doesn't sound right, they make changes. Write:  1. To the beach, I want to go with my mom. It's warm there.  2. I want to go to the beach with my mom. it's warm at the beach.  The first pair of sentences is confusing. The writing doesn't sound good because teh sentences are not complete. In the second pair, I understand what the writer means. The sentences are complete. They sound good and make sense. | Look at Transparency 39, Correct the mistakes in the letter. Look at book pg. 40. Look at his writing. do you see how he wrote the date and a greeting? I want you to look at your own writing and make sure that it looks like this, if not fix it now. | Publish and Present Their poems on their season. |
| 1:20-2:00  **Activity** | Library  Mrs. Willock | 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. | | | | |
| Arkansas History:  State Flower | Arkansas History:  State Bird, | Arkansas History:  State Mineral | Arkansas History:  State Drink, | Arkansas History:  Coloring Book |