

Week 13 Schedule (Nov.3-7)

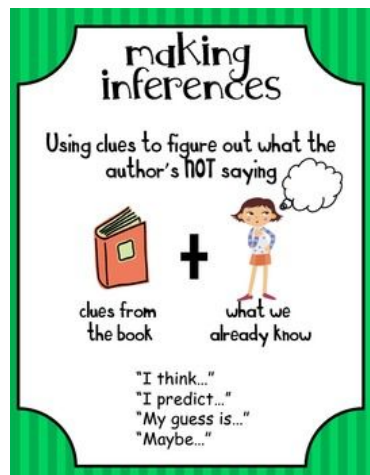
ES- Reading: RF. 1.4.A, RF.1.4 Phonics: RF.1.3F Phonemic Awareness: RF.1.2

Monday	Tuesday	Wednesday	Thursday	Friday
Read Aloud 8:00-8:20 Tall and Small Play Ball! *realistic fiction *print concepts *story elements (characters, events) *compare/contrast *use illustrations to describe characters *draw inferences Vocabulary: sneak scooped shocked https://docs.google.com/presentation/d/1pQUA4YVKY980QNRQiYBq_nHs0QubwuxVd95webp_o0o4/edit?usp=sharing	Read Aloud Little Red Writing https://www.youtube.com/watch?v=QK0CzO8p86w Quiz # 161638	Read Aloud Tall and Small Play Ball!	Read Aloud The Plot Chickens https://www.youtube.com/watch?v=HmctxfZDpOU Quiz # 129215	Read Aloud Small and Tall Play Ball!
Shared Reading 8:20-8:35 Once I Saw a Little Bird *draw inferences and use evidence to support understanding *punctuations marks *high frequency words (once, little, come, and, was, the, to, do)	Shared Reading Once I Saw a Little Bird *read a character's words with expression *repetition in poetry *consonant digraph /wh/	Shared Reading Over in the Meadow *draw inferences and use evidence to support understanding *print concepts *high frequency words (the, little, one, said, and, two)	Shared Reading Over in the Meadow *read fluently with expression *location words (over, in, on) *consonant digraph /ch/	Shared Reading Old King Cole *retell *read with fluent expression *alliteration

Mini Lesson 8:35-9:00

Draw Inferences

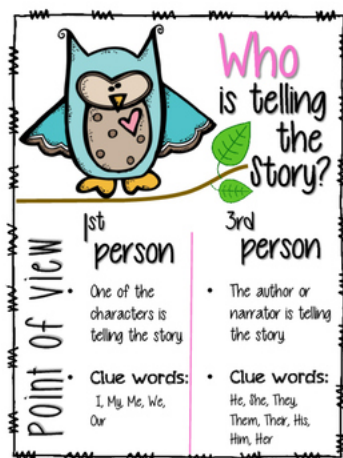
- *draw inferences to predict about characters and events
- *explain how important details are used to draw inferences
- *confirm inferences using evidence from text



Mini Lesson

Identify Who is Telling the Story

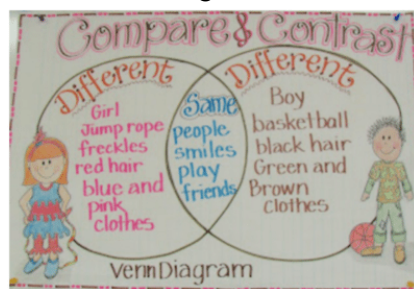
- *listen to and experience a story told in 3rd person
- *identify who is telling the story at various points in the story



Mini Lesson

Compare and Contrast the Experiences of Characters in Two Stories

- *compare the adventures and experiences of characters in two stories
- *contrast the adventures and experiences of characters in two stories
- *contribute to a class Venn Diagram

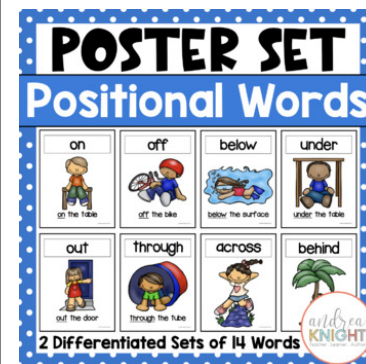


Mini Lesson

Sort Words into Categories

- *sort, identify, and use position words

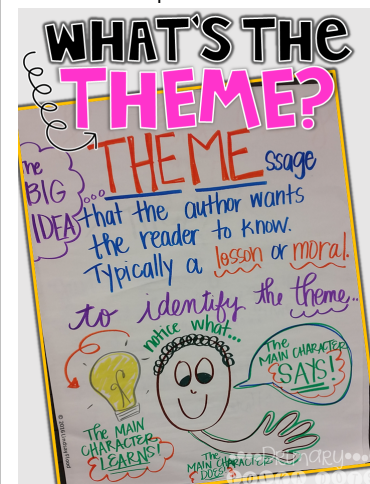
<https://www.youtube.com/watch?v=Bmz8mM-nPtM>



Mini Lesson

Determine the Theme

- *determine the theme
- *retell important details



Heggerty

1. [Consonant Blends Video](#)
2. [Week 13 Monday](#)

Heggerty

1. [Consonant Blends Video](#)
2. [Week 13 Tuesday](#)

Heggerty

1. [Consonant Blends Video](#)
2. [Week 13 Wednesday](#)

Heggerty

1. [Consonant Blends Video](#)
2. [Week 13 Thursday](#)

Heggerty

1. [Consonant Blends Video](#)
2. [Week 13 Friday](#)

Phonics First 9:15-9:45

Beginning blends
-introduce each l
blend card by naming
the letters, saying the
sound, and a word

Phonics First

Beginning blends
-introduce each r
blend card by naming
the letters, saying the
sound, and a word

Phonics First

Beginning blends
- introduce each s blend
card by naming the
letters, saying the sound,
and a word that begins
with that blend.

Phonics First

Beginning blends
-blends word and
sentence dictation:
Using their whiteboard,
have students write 5
words with beginning

Phonics First

Beginning blends
--blends word and
sentence dictation:
Using their whiteboard,
have students write 5
words with beginning

that begins with that blend. - l blends card pop: students will cut the cards out and lay them out on the desk. Say each l blend pair. The students will pop up the correct card that matches. Then, say a word with each blend. Students must pop up their card and then write the word on the card. -Students use their whiteboard to write the l blend sentence on the Phonics First Lesson plan sheet. -Students will read the l blends rapid auto naming sheet -- worksheet pg. 245	that begins with that blend. - r blends card pop: students will cut the cards out and lay them out on the desk. Say each r blend pair. The students will pop up the correct card that matches. Then, say a word with each blend. Students must pop up their card and then write the word on the card. -Students use their whiteboard to write the r blend sentence on the Phonics First Lesson plan sheet. -Students will read the r blends rapid auto naming sheet - r blends rapid auto naming sheet -dictation writing - worksheet pg. 241-242	- s blends card pop: students will cut the cards out and lay them out on the desk. Say each l blend pair. The students will pop up the correct card that matches. Then, say a word with each blend. Students must pop up their card and then write the word on the card. -Students use their whiteboard to write the s blend sentence on the Phonics First Lesson plan sheet. -Students will read the s blends rapid auto naming sheet -s blends rapid auto naming sheet - dictation writing - worksheet pg. 249	blends either from Phonics First lesson plan or the words attached behind. Using their whiteboard, have students write one sentence from the phonics first lesson plan or the sentences attached behind it. -blends highlight beginning blends, read them, then read the whole passage. -syllable sheet (open syllable, closed syllable, VCe syllable)	blends either from Phonics First lesson plan or the words attached behind. Using their whiteboard, have students write one sentence from the phonics first lesson plan or the sentences attached behind it. -blends highlight beginning blends, read them, then read the whole passage. blends (blot, clap, flag, plum, brush, press, trip, spit, smell, step)
Reading 9:45-11:05 Small Groups Literacy Centers	Reading Small Groups Literacy Centers	Reading Small Groups Literacy Centers	Reading Small Groups Literacy Centers	Reading Small Groups Literacy Centers
Handwriting	Handwriting	Handwriting	Handwriting	Handwriting

Worksheet	Worksheet	Worksheet	Worksheet	Worksheet
Recess 10:35-10:55				
Lunch 10:55-11:25				
Math- Practice counting by <u>2s</u>, <u>5s</u>, <u>10s</u>, <u>Days in a Week</u>, and <u>Months in a Year</u>. <u>Count to 100</u> and <u>Count backwards from 100</u> <u>Money</u>, <u>Doubles</u> Ask Questions Like: When you are counting by 2s/5s/10s, what number comes before/after ____ ? What month comes before/after ____? What day comes before/after ____? What number comes before/after ____? How many days are in a week? How many months are in a year				
Math IM U3 Test And <u>Center Day</u> L21 ☐ Connecting Cubes ☐ Double 10 Frames ☐ Number Cards 0-10 ☐ How Close? Stage 1 Recording Sheet ☐ Five in a Row Addition and Subtraction Stage 3 Gameboard IXL - T10	Math <u>IM U3 Lesson 22</u> ☐ Connecting Cubes ☐ Double 10 Frames ☐ Number Cards 0-10 ☐ Number Cards 11-20 IXL - T12	Math <u>IM U3 Lesson 23</u> ☐ Connecting Cubes ☐ Double 10 Frames ☐ Number Cards 0-10 IXL - T13	Math <u>IM U3 Lesson 24</u> ☐ Connecting Cubes ☐ Double 10 Frames IXL - U1	Math <u>IM U3 Lesson 25</u> ☐ Connecting Cubes ☐ Double 10 Frames ☐ Number Cards 0-10 IXL - U2
Activity 1:07-1:47 then Recess 1:47-2:07				
Language Arts Adjectives What kind? Which ones? How many? (anchor chart)	Language Arts Adjectives What kind? Which ones? How many? (anchor chart) Worksheet GR.102	Language Arts Adjectives What kind? Which ones? How many? (anchor chart) Worksheet GR.105	Language Arts Adjectives What kind? Which ones? How many? (anchor chart) Worksheet: label sentences	Language Arts Adjectives What kind? Which ones? How many? (anchor chart) Worksheet: label sentences



Worksheet GR.101

Writing

Sentence of the Day
"Apple Picking"

1.W.3.S

Narrative Writing: Being a pilgrim for a day, or Being a wampanoag for a day.

-Read the [INFORMATIONAL READINGS ON PILGRIMS AND WAMPAHOAG](#)

- Make a list of things pilgrim and wampanoag children did in their daily lives.

Writing

Sentence of the Day
"Apple Picking"

1.W.3.S, 1.W.7.P

Narrative Writing: Being a pilgrim for a day, or Being a wampanoag for a day.

-Review information about the daily lives of a wampanoag and pilgrim. Students will choose to either write a story as a pilgrim child or a wampanoag child.

Students will learn about the Imagine Descriptive (word picture) hook.

Students will use the list of things pilgrims and wampanoag children did in their daily lives to create "Imagine" descriptive word hooks.

Imagine

_____ that is what(I did, I felt, I heard)

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Imagine

_____ that is what (I did, I felt, I heard) as a _____ for a day.

Examples: Imagine waking up to the wind blowing through the wetu. This is what I felt as a

Writing

Sentence of the Day
"Apple Picking"

1.W.3.S, 1.W.7.P, 1.W.6.P

Narrative Writing: Being a pilgrim for a day, or Being a wampanoag for a day.

Students will work together to complete a 5 sense chart for things a pilgrim child might see, hear, smell, feel, taste. They will complete another 5 sense chart for the wampanoag native american child.

Students will write their first part of their story. They will write what they did first as a pilgrim or wampanoag. They will then add a 5 sense detail description from the lists to the first part of their story.

Writing

Sentence of the Day
"Apple Picking"

1.W.3.S, 1.W.7.P, 1.W.6.P

Narrative Writing: Being a pilgrim for a day, or Being a wampanoag for a day.

Students will write what they did next and then as a pilgrim or wampanoag. They will then add a 5 sense detail description from the lists to the next and then part of their story.

	as a _____ for a day. Examples: Imagine waking up to the wind blowing through the wetu. This is what I felt when I became a Wampanoag native american for a day. Imagine having to make your own paper dolls. This is what I did as a pilgrim for a day.	Wampanoag native american for a day. Imagine having to make your own paper dolls. This is what I did when I became a pilgrim for a day.		
Science/Social Studies <u>Scholastic Magazine</u>	Science/Social Studies <u>Miss Fox's Class Goes Green</u> by Eileen Spinelli G.9.1.1 Explain positive and negative effects humans have on the environment	Science/Social Studies Berenstain Bears: Don't Pollute (start <u>video</u> at 12min) G.9.1.1 Explain positive and negative effects humans have on the environment	Science/Social Studies G.9.1.2 Discuss how cultural characteristics create diversity in a community, place, or region	Science/Social Studies G.9.1.2 Discuss how cultural characteristics create diversity in a community, place, or region