

- Consonants: d, l, h Vowel: short o
- Question of the Week: "What can we do with our neighborhood friends?"
- Language Arts: Adjectives/Simple Sentences
- Amazing Words: *amusing, introduce, neighbor, corner, trouble, deliver, porch, squirrel*
- High Frequency Words: *are, have, that, they, two*

Red – Materials/Preparation Needed

Blue – Reader's and Writers' Notebook

Green – Student Edition Pages Utilized in this lesson

Day 1

Reading Block: Question of Week/Amazing Words

- TE 88j; Show **concept talk video online**, then ask students to talk to partners about who they like to spend time with in their neighborhood. Choose a few students to share. Add some of these ideas to our concept map.
 - Turn to 88-89 in SE; "What do all the pictures show outside?" Add some of these ideas to our concept map.
 - Go on a Word Hunt for this week's Amazing Words (**hide words around the room**); **copy recording sheet**;
 - TE 89a; Read/Sing "New Neighbor" from *Sing With Me Book4*– also **display online**; tell students to listen specifically for today's 3 Amazing Words: *amusing, introduce, neighbor* Teach Amazing Words using 3-step method ; have students fill in sentence frames on 86b **post on Smartboard**
 - 89b; Preteach acad. Voc: *realism/fantasy, realistic fiction, verbs*; **write these on board** and ask students what they already know about these terms (make KWL chart if time)
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- Listening Comprehension: TE 91d-e; Talk about what the terms "realism/fantasy"; SE EI-2 & 3 – "Today we are going to read a story about 2 neighbors who organize a picnic. I know this is a fantasy because pigs and hens can't talk and don't live in homes with furniture." Read aloud "A Neighborhood Picnic" on TE 91e; When done ask students what other clues told them this is a "fantasy"; Do Smartboard slide match animals and people to real and fantasy actions. **RWN p. 62**

Phonics & Handwriting: Dd

- TE 90-91; Have students turn to pp. 90-91 in SE; Find 5 things that begin with the sound /d/;
- Review /d/ sound with **Sound Spelling Card #5** & interactive **card online**; Review how to write Dd;
- Read "**Damselfly Dance**" from ABC Rhyme Time p. 9- have students use highlighting tape to find /d/ words
- Do Dd Notebook Game
- **RWN p. 61** /d/ sound
- TE 91g; Demonstrate how to correctly write Upper/Lowercase Dd; **RWN p. 63** for Handwriting or copy D'Nealian Blackline

Writing Block: Simple Sentences

- TE 88-89; Write on demand: "What do you like to do with your neighborhood friends?" – write in your journal or on response sheet **copy**
- TE; 91g; Daily Fix-It "Dot gat a doll" "Lok at the kat."
- Show the students the difference between a complete and incomplete sentence (i.e. "The bus." & "The bus stops.") – now brainstorm more complete sentences and record these on the board – for fun do some that are "realistic" and some that are "fantasy" – have students write a sentence on their own in their journals.

Word Block: Simple Sentences

- TE: 91f: "A sentence is a group of words that tells a complete idea. It begins with a capital and ends with a punctuation mark. They contain a **noun and verb.**" Complete **Grammar Trans R4** together – writing simple sentences for each picture.

Listening and Speaking:

- TE: 91i; Share information about **trustworthiness**; (tell the truth, don't steal, keeps promises, does the right thing, etc.)
- In pairs, have students talk about trust. What is it? Why is it important? Who do you trust? Why should people trust you?

Day 2

Reading Block: Question of Week/Amazing Words

- TE 92a; Read/Sing "New Neighbor" from *Sing With Me Book R4* – also [display online](#); "Does the singer want to be friends with the new neighbor? How do you know?"
 - Read Big Book: *First Grade Here I Come*. "The author uses the A. Word corner to tell what to describe a place in a first grade classroom. Listen for that work."
 - TE 92b; Teach Amazing Word: *newspaper* with 3-step method
 - TE 92c; Print Awareness; discuss and practice locating the following parts of a book: *title, author, illustrator* – focus especially on *illustrator* [RWN p. 64](#)
 - [Type out the words from a simple book](#) (etc. Brown Bear, Brown Bear) and have them ILLUSTRATE it. Make a cover that says "Illustrated by: student's name".
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- Comprehension-Realism/Fantasy; TE 93a Review these terms, then have students reread *Tip and Tam* from last week and decide if it is realism or fantasy
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- High-Frequency Words TE 93 – Have students turn to p. 93 in SE; practice, spelling & reading the "Words I Can Read". Then try using each word in a sentence.

Phonics & Handwriting: /Ll/

- TE 92d; Have students turn to pp. 90-91 in SE; Find 5 things that begin with the sound /l/; Now sing "La-la-la" if the first sound in my word is "L"
- Review /l/ sound with [Sound Spelling Card #14](#) & interactive [card online](#); Review how to write Ll;
- Read "Lollipops" from ABC Rhyme Time p. 17- have students use highlighting tape to find /Ll/ words
- Do Ll Notebook Game
- Teach /l/ sound with blending strategy on TE 92f – practice spelling words with l on slates or fridge magnets on smartboard
- [RWN p. 65](#) /Ll/ sound
- TE 93c; Demonstrate how to correctly write Upper/Lowercase Ll; [RWN p. 67](#) or [D'Nealian page](#) for Handwriting
- **Build Fluency:** Words I can Blend TE/SE 92 (d, l)

Writing Block

- Daily Fix-it: "do you see Mom" "i hav the green bag"
- Reread *The Neighborhood Picnic* TE 91e – have students dictate sentences about the picnic – record these on the board
- Circle the nouns/verbs in each sentence
- Create a new Lollipop flavor and list 3 ingredients [copy](#)

Word Block: Adjectives

- TE 93a: tell students that descriptive words help us tell about something. Descriptive words refer to the senses – touch, taste, smell, hearing, sight.
- On smartboard, sort descriptive words in chart according to senses (or have one student hold a nose, one hold an eye, etc. and go to different corners of the room – put adjectives on words cards and have students go to the correct corner for each card) – [prepare](#)
- TE 93b – review that all sentences contain a noun and verb – practice on smartboard with sentences from 93b; [RWN 66](#)

Listening and Speaking:

- TE 93e: Give Directions; Give directions for making a jelly sandwich (then let students eat the sandwich) – [buy bread, jelly, plastic knives](#)

Day 3

Reading Block:

- TE 94a; Read/Sing "New Neighbor" from *Sing With Me Book R4* – also [display online](#); "What kinds of games do you think the singer will play with the new neighbor? Why"
 - Read Big Book: *First Grade, Here I Come*; Listen to find out "How did Henry feel about first grade?"
 - TE 94b; Teach Amazing Word: *deliver* with 3-step method
 - TE94c; Print Awareness; ABC Order letters a-g; put letters on sticky notes, mix up, put back in order, take one away, which one is missing, etc. [RWN p. 68](#)
 - TE: 94d; Use SE 90-91; find rhyming words- words that END in the same sound-words that rhyme with *hop, log* – One their own words that rhyme with *pop, hot, rack, pin*, etc. ([copy If I can spell ...WS](#)); As teams come up with pairs of rhyming words – but on card stock- use as a matching game afterwards
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- High-Frequency Words TE 94h – Review this week's Words to Read: *are, they, have, that, two*
See, say, spell, use in a sentence
 - Play Wordo with all HF Words up to this point [copy cards and game board](#)
 - [RWN p. 70](#)

Phonics & Handwriting: /Hh/

- Review /Hh/ sound with [Sound Spelling Card #10](#) & interactive [card online](#);
- Review how to write Hh;
- Read "Hamster in my House" from ABC Rhyme Time p. 13- have students use highlighting tape to find /Hh/ words
- Do Hh Notebook Game
- Teach /Hh/ sound with blending strategy on TE 94f – practice spelling words with Hh on slates or fridge magnets on smartboard
- [RWN p. 69](#) /Hh/ sound
- Demonstrate how to correctly write Upper/Lowercase Hh; [RWN p. 72](#) or [D'Nealian Page](#) for Handwriting TE 94;

Writing Block

- Daily Fix-it: "Thut dol is yellow." "the cat is yello."
- Recall the Big Book: *First Grade, Here I Come* – have students dictate sentences about things Henry does;
- Then write sentences about things WE do during the school day – use students' names in sentences – circle nouns and verbs – copy one into journals and illustrate (or write a new sentence of your own.)

Word Block: Verbs/Nouns

- TE 94i Practice completing sentences frames by changing nouns and verbs
- [RWN p.71](#)

Listening and Speaking:

- TE 94j; Give Directions
- Review how to give good directions
- Have students give directions for making easy snacks

Day 4

Reading Block:

- TE 94m; Read/Sing "New Neighbor" from *Sing With Me Book R4* – also [display online](#); "The song says that the new neighbor is kind. How do you know if somebody is kind?"
 - TE 94m; Today we are going to read a story about a girl who meets a new neighbor. *Read Aloud Anthology: My Puppy Sings the Blues*.
 - TE 94n; Teach Amazing Words: *porch* & *squirrel* with 3-step method
 - TE94o; Print Awareness; Alphabet Sequence; yesterday we sequenced A – G, Now let's do H – P; put on board, erase one while students close eyes – which is missing? [RWN p.73](#)
 - TE 94p; Phonemic Awareness; Blend and Segment Phonemes – [write these words on smartboard first](#) and have students take turns guess the word their classmate is segmenting
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- TE 95a – b; *Decodable Practice Reader R4A: On Top* p. 49; revisit was, look, l – read a few times for fluency – can also [bring this up online](#)
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- TE 95c Genre – Realistic Fiction; Use the prompts on 98c – use the story *The Big Top* to have children i.d. the features of realistic fiction; [Then make T-Chart Smartboard or Graphic Organizer 4](#) to compare *Snap!* and a True Story; [RWN p. 75](#)
 - TE 95 HF Words – Build Fluency Read Selection "I Can Read on p. 95 in SE; Team talk – use 2 HF words in a sentence together – share
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- TE 96a; Build Background: Listen to Audio for all the people and things the dog sees on the block; Draw a block map; have students help you fill in with buildings and places you would find in a neighborhood
 - TE 96b-105a MAIN SELECTION *The Big Top* follow prompts in TE
 - Retell- Work in pairs to retell the story, try retelling with a Koosh ball
 - TE 107a Think Critically SE 106 – read and discuss the ?s
 - TE 107a Read y SE 107 "Meet the Illustrator"
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Research

- TE 109b – *map, map key, symbols* [Research Trans. R4 TR DVD and RWN p. 77](#)

Phonics & Handwriting: short Oo

- Review short /Oo/ sound with [Sound Spelling Card #17](#) & interactive [card online](#); Review how to write li;
- Read "Odd Otter" from ABC Rhyme Time p. 20- have students use highlighting tape to find /Oo/ words
- Do Oo Notebook Game
- Teach short /Oo/ sound with blending strategy on TE 94r – practice spelling words with short Oo on slates or fridge magnets on smartboard
- [RWN p. 74](#) short /Oo/ sound
- Demonstrate how to correctly write Upper/Lowercase Oo; [RWN p. 78 or D'Nealian book](#) for Handwriting TE 109c
- TE 94 – **Build Fluency** – Have students turn to 94 in SE; Review /h/ and short /o/ ; Then blend the words on the page – show students how to sound these out on their arms

Writing Block

- (after S.Sent. Lesson) – have students complete this sentence frame in their journals and illustrate "The cat _____."

L.A./Word Block: S.Sent.

- TE 108-109; Read together in SE the Narrative , Writer's Checklist, and Student Model; Brainstorm other things your cat could do – write about this in writing block
 - TE 109a; Read "Conventions" on p. 109 in SE;.-Read *Strega Nona borrow* and complete sentence Notebook Activity that goes with story
 - [RWN p. 76](#)
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- TE 83b: Research/Signs; talk about how signs and symbols give us info.; look for signs around the room; Make a pretend Party sign; [RWN p. 57](#); Allow students to create their own new sign and tell us what it means – [pass out white paper](#)

Day 5: Assessment Day

Reading Block:

- TE 110a Read Aloud Anthology *My Puppy Sings the Blues*; “How do Laura and Autumn introduce themselves to each other?”
- TE 110a; Review the Amazing Words for the week, then add any last ideas to the concept map we started on the first day
- TE 110c Print Awareness; Sequence Letters of the Alphabet; Sequence the letters a-z; give each student a letter to hold – put in order [RWN p. 79](#)
- TE 110d; Phonological Awareness: Blend Onsets and Rimes – give students the onset and rime and have them blend (*doll, stop, black, hop, held, lots*)
- TE 110e Fluent Reading: Spiral Review – put words and sentences on smartboard to read (remind students that some words you can blend (sound out) while others you just must memorize)
- TE 110f High Frequency Words – review this week’s HF Words one more time: *are, have, that, they, two* – practice writing them in funky ways on paper or white boards (i.e. ghost letters, bubble letters, with your eyes closed, etc.) Add to the Word; [RWN p. 80](#)
- TE 110g: [Decodable Reader R4B Hop, Pop, Dig, and Dab](#)-**print out and highlight certain words together** read in books and online – then reread for fluency

Social Studies in Reading:

- TE 110i; Have students turn to pp. 110-111 in SE; “Today we are going to read a **procedural text** – it contains words, signs, and symbols – discuss what their neighborhood looks like and the signs they might see there;
- Read “Around the Block”

Phonics & Handwriting:

- TE 110f; Practice spelling words on white boards with the short o and a sounds (i.e. *lid, doll, nod, hot, lit, hog, got*, etc.)
- TE 113a – review proper paper position and practice letters Dd, Hh, Ll, Oo

Listening and Speaking

- Have students turn to page 112-113 in SE; Review and discuss giving instructions; Team Talk: take turns giving and following instructions

Writing Block

- TE 113d Practice writing simple sentences
- [Let's Practice It! P. 15 DVD 15](#)

Word Block: Verbs

- TE 112-113 Vocabulary (SE 113); Read and do Voc. activity on 113 –
- Do Adjective Smartboard Lesson
- Make 4-Square Adjective Dictionary

Assessment

- [Copy TE 113c](#) (Read the Words and Read the Sentences)
- Weekly pp. 19-24 [copy](#)
- Fresh Reads 19-24 [copy](#)