

- Spelling: Inflected ending -s
- Question of the Week: "How do wild animals take care of their babies?"
- Amazing Words: *observe, parent, wild, canopy, screech, million, reserve, native*
- High Frequency Words: *eat, five, four, her, this, too*

Red – Materials/Preparation Needed
Blue – Reader's and Writers' Notebook

Day 1	<p><u>Reading Block</u></p> <ul style="list-style-type: none">▪ AMAZING WORDS: Word Hunt: Amazing Words copy recording sheet/hide words▪ Practice using Amazing Words (<i>observe, wild, parent</i>) in sentences or chart (on smartboard)▪ Sing “<i>Squirrel Song</i>” (p.4 Sing with Me Big Book) – listen for Amazing Words▪ CONCEPT TALK: Watch Concept talk video online; “How do wild animals take care of their babies?” - brainstorm answers in concept map on smartboard▪ LISTENING COMPREHENSION: TE99a MAIN IDEA/DETAIL: “The main idea is what the story is mostly about. Other sentences give details that tell more about the main idea.” SE EI-3; Read Aloud “A Rainforest in the Zoo” TE99b; Complete Graphic Organizer 27/SB Chart▪ RWN p. 171	<p><u>Phonics/Spelling</u></p> <ul style="list-style-type: none">▪ SE 96-97 look for things that end in the /z/ and /s/ sound (<i>jumps, dumps, eats, walks, looks, fence, mends, sends, bends, stands, feeds, etc.</i>) (Keep book out for end of lesson)▪ Write “cats” “birds” on boards - both end in -s but one sounds like /s/ one sounds like /z/ -▪ Sound-Spelling Card 129; segment and blend words on TE 97a (put on smartboard) (have Student A segment a word, have Student B find what word they hear and blend it. Then Student B segments a new word and calls on a new student to find and blend the word they hear, etc.)▪ SE p. 98 Words I Can Blend▪ RWN p. 169▪ Play Memory with Base-Word vs. -s▪ DECODABLE PRACTICE READER: 4A: <i>Big Jobs</i> p. 169 (print out so students can highlight short i words and take home) – or do together on smartboard – let students take turns being the teacher and using the pointer	<p><u>Word Block</u></p> <ul style="list-style-type: none">▪ HF WORDS: Orton-Gillingham Red Word Lesson▪ Introduce Red-Words for this week on Smartboard (put up a bunch of pictures and words and play “I spy”▪ SE p. 99 Words I Can Read▪ Use in sentences orally or write in journal▪ RWN p. 170 <hr/> <ul style="list-style-type: none">▪ SPELLING WORDS: Give spelling pretest on TE 98d – correct together and take home Assign Let’s Practice It! P.54 for HW
	<p><u>Conventions: Declarative Sentences</u></p> <ul style="list-style-type: none">▪ “A declarative sent. is one that tells about something. It tells a fact or someone’s point of view. Begins with capital ends with a period.”▪ Grammar Trans. 4 Do together▪ Complete sentence frames on 99c together on SB	<p><u>Writing Block</u></p> <ul style="list-style-type: none">▪ FIX-It: “fox napz on her lap_” & “frog sitts there too.”▪ MINI-LESSON: TE 99d: Personal Narrative - Introduce<ul style="list-style-type: none">✓ “This week you’ll write a personal narrative. It is a kind of story that tells about an event in YOUR life.✓ RWN p. 172; Read aloud “The Loon” and track print✓ What event is this narrative mostly about?✓ Review key features of a narrative story on smartboard✓ QUICK WRITE: What animals can we see around our school and our community?	

Day 2

Reading Block

- **AMAZING WORDS:** Practice using Amazing Word (*canopy, screech*) – Use prompts on 100b
- Sing “Squirrel Song” (p. 4 *Sing with Me Big Book*) – listen for Amazing Words “What does the boy learn about the mother squirrel?”
- **BIG BOOK:** Read *Jungle Drum*; Listen to find out where the *canopy* is and which animals *screech*.
- **MAIN SELECTION/LISTENING**
 - ✓ Use **Voc. Trans 4** to introduce this week’s story words.
 - ✓ TE 102a; **alphabetize** words by the second letter (choose three students that have the same first letter in their names – or choose 3 animals)
 - ✓ Build Background – Play Audio; “How do zookeepers care for animals?” Discuss and display in a web (**G. Organizer 17 or Smartboard**)
 - ✓ Read Aloud: TE/SE p. 102 *A Fox and a Kit*; then read echo style; comprehension check on TE 111a – List things that make this selection **real** (in **G. Organizer 17 or on Smartboard**)

Conventions: Declarative Sentences TE 111c

- Review that a decl. sent. tells something. “The green frog flips and flops.”
- Have students add capitals and periods to sentences from 111c **on SB (handwrite so students can erase)**
- Complete sentence frames from 111c **on SB**
- **RWN p. 175**

Phonics & Handwriting

- SE 96-97 – “I see children *bending* and *feeding* the ducks. The ducks are *eating*.” –**ing**
 - Blend and Segment Words from TE 100c and/or 100d **on smartboard**
 - **Sound-Spelling Card 126**
 - SE p. 100 Words I Can Blend
 - **RWN p. 173**
 - **DECODABLE READER:** 4B *Packing Bags* p. 177 – copy so students can highlight -x words and take home – or do on SB with pointer
 - **REVIEW:** review inflected ending -s 101d with **Random Word Chooser SB**
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- **HANDWRITING:** Review correct letter formation and handwriting for Nn and Gg; **RWN p. 177** or **teach-made D’Nealian sheet**

Word Block

- **HF WORDS:** SE p. 101 I Can Read (read 3 times for fluency)
 - **Let’s Practice It p. 53**
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- **SPELLING WORDS:** TE 101e: segments the sounds in each spelling word as students practice writing on slates – check spelling before saying each word
 - Play Gotcha **copy**
 - **RWN p. 174**

Writing Block

- **FIX-It:** “the bird’s wing is pink_” & “i see the foxes eat dinner_”
- **STORY:** TE 111d: Interesting Details; Review Key features of a personal narrative; **Make T-Chart** together to help plans for our personal narrative – if time, put each child’s idea on the T-Chart
- **MINI-LESSON:** TE 111e; **RWN p. 176** (model first: Follow prompts; Then let students plans their stories)

Day 3

Reading Block

- **AMAZING WORDS:** Practice using Amazing Word (*million*) – What would you like to have 1 million of?
- Sing “Squirrel Song” (p.4 *Sing with Me Big Book*) – listen for Amazing Words “What are some things that wild squirrels do?”
- **MAIN SELECTION:**
 - ✓ Put sentence frames from 112g *on smartboard* – have students practice filling in the blank with story words/HF words
 - ✓ Second Read *A Fox and a Kit* TE/SE 102 ; Tell students to listen for the characters and setting; Read chorally then have them practice with a buddy and give each other feedback on fluency
 - ✓ Practice retelling story then answer the “Think Critically” questions on p. 112; Read about the illustrator on p. 113

Phonics

- **COUNTING SYLLABLES:** SE 96-97 – a syllable is a word part that has a single vowel sound – see 112c for prompts
- *Smartboard Syllable Picnic Lesson*
- **BUILD WORDS:** 112d; (*Use index cards in pocket chart or do on smartboard*) – *Letters (b, d, e, l, m, n, s) (bend, bends, lend, lends), what other words can you make from these letters?*) – have students record in their seats while we do on the board – *copy recording sheet*
- *RWN p. 179-180 “Rob”*

Word Block

- **HF WORDS:** Review this week’s HF Words
- **SPELLING WORDS:**
- Practice spelling words *on smartboard* with a game of soccer or tomato splat; also practice reading sentences from TE 112f
- *RWN p. 181*

Research and Inquiry: Gather and Record Information

- Where can we look to find info. out about wild animals and their babies
- *RWN p. 178*

Conventions: Declarative Sentences 114a

- Remind students that a declarative sentence tells a fact or someone’s point of view. It begins with a capital and ends with a period.
- *Write bird, pig, cat, fox* on the board. Have students supply some declarative sentences about each animal. *Complete sentence frames* on 114a
- *RWN p. 182*

Writing Block

- **FIX-It:** “a red bird sits in her nest_” & “there are eggs in the nest_”
- **PERSONAL NARRATIVE:** Read SE/TE 114-115– help children understand that a top-score response tells how they feels about what they saw and has words in an order that makes sense – *Show them Rubric 4*
- **MINI-LESSON:** TE 115a; *Use story chart from yesterday and Writing Trans. 4A:* show students how you took ideas from chart and put into story; Today’s goal is to rewrite your story but each word does not need to be perfect.

Day 4

Reading Block

- **AMAZING WORDS:** Practice using Amazing Words (*native, reserve*) – use prompts on 116b
- Sing “Squirrel Song” (p.4 Sing with Me Big Book) – listen for Amazing Words “How can we learn about wild squirrels
- **Read Aloud Anthology** *Takhi* – Listen to find out how wild horses were helped by people
- **MAIN SELECTION:**
 - ✓ Final Read *A Fox and a Kit* TE TE/SE 102; Read chorally then mumble style to yourself (focus on fluency)
- **SCIENCE IN READING:** We are going to read a **fable** (a short story that teaches a lesson, or moral, and often has animal characters that speak and act like people.) Read *The Fox and The Grapes* on TE/SE 116-117; Comprehension questions on TE 117a

Phonics

- TE 116c Segment and Blend onsets and rimes – **put on SB**
- REVIEW short o; singular vs. plural; Say words on 62d have students tell you if they are plural or singular; Sort words on 116d on **smartboard or C. Organizer 4** –
- **Let's Practice It 51-52**
- **DECODABLE READERS:** 4C p. 185 *Rocking and Kicking* **copy** read, highlight, reread for fluency, take home – or have students take turn reading on the smartboard with the pointer (pretending to be teacher as they track the print for the class)

Word Block

- **FLUENT READING:** TE 116g; **Smartboard** Sticker Challenge; Spiral Review – play around the world with words from 116g – **make cards**
 - **HF WORDS:** practice with Guess which word is missing (students hold white boards – turn one student around)
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- **SPELLING WORDS:**
 - Practice cheering words with megaphone and pom poms –
 - Pass out spelling word cards – **copy**; have one student write the word while another spells it, then switch; sort card by rimes, etc.
 - **RWN p. 183**

Conventions: Declarative Sentences TE 117c

- Remind students that declarative sentences are statements – they tell a fact or a point of view. Must have a capital and period.
- Write some declarative statements about students in the class.
- **RWN p. 184** (give as an assessment)

Writing Block

- **DAILY FIX-IT:** “the mix is a hitt.” & “This mix winz too.”
- **MINI-LESSON:** TE 117d; Revising Strategy: Rearranging Sentences
 - ✓ yesterday we wrote narrative stories about watching animals – today we can rearrange sentences to make our ideas and feelings more clear
 - ✓ **Display revising tips** from 117d
 - ✓ **Writing Trans. 4B;** (see 117d to see where to rearrange sent.)
 - ✓ Have students rearrange sentences in their narratives if necessary; (Pair students up first. Have them read their stories to a buddy and ask for suggestions)
 - ✓ Begin drawing pictures for your stories
- **QUICK WRITE:** 117e – Sentence Order – “The ducks hopped into the water. The ducks waddled to the pond.” Which should be first? Why? Write 2 sentences in order with a friend about an animal.

Day 5: Assessment Day

Reading Block

- **AMAZING WORDS:** Review Amazing Words one last time – ask questions under “Monitor Progress” on TE 118b
- **CONCEPT MAP:** Is there anything else we want to add to our map from the first day?
- SE/TE 118-119 Listening and Speaking: Vocabulary, Fluency
- **COMPREHENSION REVIEW:** Main Idea and Detail: Read aloud passage on 119b, ask students:
 - ✓ What is the passage mostly about?
 - ✓ What tells you this?
- **POETRY/SONGS:** Poem: *Birds* (lots of words ending in -s) *copy*

Phonics/Letter Review

- **PHONOLOGICAL AWARENESS:** TE 118c – segment and blend onset and rime – *put words on smartboard*
- *Onset and Rime Spinner on SB*
- *Put sentences from 118c on board* – have students first read quietly to themselves, then read together

Word Block

- **HF WORDS:** – Review this week’s HF words one more time with a game of Heads-Up 5 Up and/or which word is missing (*on SB*); then add words to the word wall
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- **SPELLING WORDS:**
 - ✓ Play Sparkle with spelling words to review one last time
 - ✓ Give Spelling Test (see 118d for words and sentences)

Conventions: Declarative Sentences TE 119g

- Write sentences *on smartboard* and have students tell you where they should add capitals and periods
- *Let’s Practice It! P. 55*

Writing Block

- **DAILY FIX IT:** “you can use my net_” & “step up here to see a frog_”
- **MINI-LESSON:** Personal Narr. 119h
 - ✓ Today you will proofread your narratives for declarative sentences
 - ✓ Focus on punctuation and capitalization *Writing Trans 4C* (model by adding periods in correct spot)
 - ✓ *Display proofreading tips from 119h*
 - ✓ After proofreading make final draft of your stories and illustrate

ASSESSMENT

- “Read the Words/Sentences” on p. 119e – *copy*
- Weekly Tests pp. 55-60
- Fresh Reads

