

## Unit 1 Week 5: Get the Egg!

Color Key:

Red – Materials/Preparation Needed

Blue – Reader's and Writers' Notebook

- Spelling: short e words
- Conventions: Interrogative Sentences
- Writing: Realistic Story
- Question of the Week: "Which wild animals live in our neighborhood?"
- Amazing Words: *habitat, hatch, survive, chirp, croak, moist*
- High Frequency Words: *saw, small, tree, your*

Day 1	<p><u>Reading Block</u></p> <ul style="list-style-type: none"> <li>▪ <b>AMAZING WORDS:</b> Word Hunt: Amazing Words <b>copy recording sheet/hide words</b></li> <li>▪ Practice using Amazing Words (<i>habitat, hatch, survive</i>) in sentences or chart (<b>on smartboard</b>) – to teach habitat do <b>T-chart</b> from Day 2 TE 137d</li> <li>▪ Sing "Time to Hatch" (<b>p.5 Sing with Me Big Book</b>) – listen for Amazing Words</li> <li>▪ <b>CONCEPT TALK:</b> Watch Concept talk video <b>online</b>; "Which wild animals live in our neighborhood?" – brainstorm answers in <b>concept map on smartboard</b></li> <li>▪ <b>LISTENING COMPREHENSION:</b> TE125a MAIN IDEA/DETAIL: Read Aloud "The Pecking Hen" TE125b; Complete <b>Graphic Organizer 27/SB Chart</b></li> <li>▪ <b>RWN p. 187</b></li> </ul>	<p><u>Phonics/Spelling</u></p> <ul style="list-style-type: none"> <li>▪ <b>Sound-Spelling Card 6;</b> segment and blend words on TE 123a (<b>put on smartboard</b>) (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.)</li> <li>▪ SE p. 124 Words I Can Blend</li> <li>▪ <b>RWN p. 185</b></li> <li>▪ <b>DECODABLE PRACTICE READER:</b> 5A: <i>Jeff the Cat</i> p. 193</li> </ul>	<p><u>Word Block</u></p> <ul style="list-style-type: none"> <li>▪ Review Red-Words for this week from earlier word hunt <b>on Smartboard</b> (put up a bunch of pictures and words and play "I spy")</li> <li>▪ SE p. 125 Words I Can Read</li> <li>▪ Use in sentences orally or write in journal</li> <li>▪ <b>RWN p. 186</b></li> </ul> <hr/> <ul style="list-style-type: none"> <li>▪ <b>SPELLING WORDS:</b> Give spelling pretest on TE 124d – correct together and take home Assign <b>Let's Practice It! P.62</b> for HW</li> </ul>
	<p><u>Conventions: Interrogative Sentences</u></p> <ul style="list-style-type: none"> <li>▪ "An interrogative sent. is one that asks something. They are questions. Begins with capital ends with a question mark."</li> <li>▪ <b>Grammar Trans. 5</b> Do together</li> <li>▪ Complete sentence frames on 125c together on <b>SB</b></li> </ul>	<p><u>Writing Block</u></p> <ul style="list-style-type: none"> <li>▪ <b>FIX-It:</b> "ten men sat on a jett." &amp; "your red sled is wet." (next week start doing this for m.w.)</li> <li>▪ <b>MINI-LESSON:</b> TE 125d: Realistic Story - Introduce               <ul style="list-style-type: none"> <li>✓ "This week you'll write a realistic story. It is made up, but it is like real life. Characters do things that real people and animals do."</li> <li>✓ <b>RWN p. 188;</b> Read aloud "Little Squirrels" and track print</li> <li>✓ Ask, "Who are the 3 characters in this story?"</li> <li>✓ Review key features of a <b>realistic story</b> on smartboard</li> <li>✓ <b>QUICK WRITE:</b> Work with a partner to write 1 realistic sentence and one fantasy sentence.</li> </ul> </li> </ul>	

# Day 2

## Reading Block

- **AMAZING WORDS:** Practice using Amazing Word (*chirp*)  
– Talk about onomatopoeia – do **onom. SB lesson**; make a **wordle.net** graphic out of onom. words the students brainstorm – print out for everyone
- Sing “*Time to Hatch*” (p. 5 **Sing with Me Big Book**) – listen for Amazing Words “What do the baby birds see?”
- **BIG BOOK:** Read *Jungle Drum*; Listen to find out which animals chirp?
- **MAIN SELECTION/LISTENING**
  - ✓ Use **Voc. Trans 5** to introduce this week’s story words.
  - ✓ TE 128a; **sort** words into categories **G.O. 5 or on Smartboard**
  - ✓ Build Background – Play Audio; “Why do birds build nests?” Discuss and display in a web (**G. Organizer 27 or Smartboard**)
  - ✓ Read *Get the Egg!* TE/SE 129;
  - ✓ Comprehension Check on TE 137a

## Conventions: Interrogative Sentences TE 137c

- Review that an interr. sent. asks something. “How old are you?”
- Put slide/poster or question words on SB – (i.e. *What, Where, Who, When, How, Why, Were*) – have students take turns asking each other questions – record their questions on SB – print out a copy for everyone.
- **RWN p. 191**

## Phonics & Handwriting

- **Sound-Spelling Card 41**
  - **SB Candy Lane Game** – **play in centers**
  - Blend and Segment Words from TE 126c and/or 126d **on smartboard**
  - **RWN p. 189**
  - **DECODABLE READER:** 5B *Ted and Fran* p. 201
  - **REVIEW:** review short vowel words 127d with **Random Word Chooser SB**
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- **HANDWRITING:** Review correct letter formation and handwriting for Ee; **RWN p. 193** or **teach-made D’Nealian sheet**

## Word Block

- **HF WORDS:** SE p. 127 | Can Read (read 3 times for fluency)
  - **Let’s Practice It p. 61**
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- **SPELLING WORDS:** TE 127e: segments the sounds in each spelling word as students practice writing on slates – check spelling before saying each word
  - Practice in shaving cream – **do in centers**
  - **RWN p. 190**

## Writing Block

- **FIX-It:** “what did you see\_” & “where is Lisa\_”
- **MINI-LESSON:** TE 137e; **RWN p. 192** Plan our story together – talk about sequence – use prompts/ideas from book first as an example then have the class dictate and brainstorm ideas to you to record (need **2 copies** of RWN 192 in SB)

# Day 3

## Reading Block

- **AMAZING WORDS:** Practice using Amazing Word (*croak*) – Practice croaking like a frog – play sound bite of frogs croaking or short video clip from National Geographic
- Sing “Time to Hatch” (p.5 *Sing with Me Big Book*) – listen for Amazing Words “How will the pond help the baby birds survive?”
- **MAIN SELECTION:**
  - ✓ Put sentences from 138g *on smartboard* – have students unscramble them
  - ✓ Second Read *Get the Egg* TE/SE 129 ; Tell students to listen Main Idea; Read chorally then have them practice with a buddy and give each other feedback on fluency
  - ✓ Practice retelling story with a Koosh ball then answer the “Think Critically” questions on p. 138; Read about the Author on p. 139

## Conventions: Interrogative Sentences 140a

- Remind students that an interrogative sentence asks a question. It begins with a capital and ends with a question mark.
- Complete sentence frames on 140a on *SB* – then turn into Questions/Interr. Sent.
- *RWN p. 198*

## Phonics

- **BUILD WORDS:** 138d; (*Use index cards in pocket chart or do on smartboard*) – Letters (*i, c, f, k, l, n, p, s*) (*clip, slip, snip, skip*), what other words can you make from these letters?) – have students record in their seats while we do on the board – *copy recording sheet – do as a center*
- *RWN p. 195-196* “The Blocks”

## Word Block

- **HF WORDS:** Review this week’s HF Words  
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- **SPELLING WORDS:**
- Practice spelling words *on smartboard* with a game of soccer or tomato splat; also practice reading sentences from TE 138f
- *RWN p. 197*

## Writing Block

- **FIX-It:** “what does a dog eat\_” & “have you seen a zebra\_”
- **REALISTIC STORY:** Read SE/TE 140-141– 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 5*
- **MINI-LESSON:** TE 141a; *Use story chart from yesterday and Writing Trans. 5A:* 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 – (Do as a shared writing together) – save for tomorrow

# Day 4

## Reading Block

- **AMAZING WORDS:** Practice using Amazing Word (moist) – use prompts on 142b
- Sing “Time to Hatch” (p.5 Sing with Me Big Book) – listen for Amazing Words “How will the bird feeders help the baby birds survive?”
- **Read Aloud Anthology** *Maisie Caught a Toad Today* – Listen to find out about a toad’s habitat
- **MAIN SELECTION:**
  - ✓ Final Read *Get the Egg!* TE TE/SE 129; Read chorally then mumble style to yourself (focus on fluency)
- **SCIENCE IN READING:** We are going to read an **article** (a set of instructions for how to do or make something.) Read *Help the Birds* on TE/SE 142-143; Comprehension questions on TE 143a

## Phonics

- TE 142c say words and have students listen if /e/ is in the middle or beginning
- REVIEW –s and -ing; Sort words according to their endings on **smartboard or T-Chart**
- **Let’s Practice It 59-60**
- **DECODABLE READERS:** 5C p. 209 *The Sleds* **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 142g; **Smartboard** Sticker Challenge;
  - **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. 199 – do with cards first** (put students in groups of 3 and pass out word cards – who are the twins?)

## Conventions: Interrogative Sentences TE 143c

- Remind students that interrogative sentences are questions – they ask something. Must have a capital and question mark.
- Write some interrogative sentences about students in the class.
- **RWN p. 200** (give as an assessment)

## Writing Block

- **DAILY FIX-IT:** “the mix is a hitt.” & “This mix winz too.” (next week start doing this for morning work)
- **MINI-LESSON:** TE 143d; Revising Strategy: Adding a Sentence
  - ✓ yesterday we wrote a realistic story – today we can add a sentence to make our ideas and feelings more clear
  - ✓ **Display revising tips** from 143d
  - ✓ **Writing Trans. 5B;** (see 143d to see where to add sent.)
  - ✓ Have students add a sentence in their realistic story 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:** 143e – **Put the sentences from 143e on the board** – ask students what sentence could be missing to make our story more clear

# Day 5: Assessment Day

## Reading Block

- **AMAZING WORDS:** Review Amazing Words one last time – ask questions under “Monitor Progress” on TE 144b
- **CONCEPT MAP:** Is there anything else we want to add to our map from the first day?
- SE/TE 144-145 Listening and Speaking: Vocabulary, Fluency
- **COMPREHENSION REVIEW:** Main Idea and Detail: Read aloud passage on 145b, ask students:
  - ✓ What is the passage mostly about?
  - ✓ What tells you this?
- **POETRY/SONGS:** Poem: The Lion Roars...*copy*

## Phonics/Letter Review

- **PHONOLOGICAL AWARENESS:** TE 144c – segment and blend onset and rime – *put words on smartboard (or match onset with rhyme)*
- *Put sentences from 144c 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 144d for words and sentences)

## Conventions: Interrogative Sentences TE 145g

- Write sentences *on smartboard* and have students tell you where they should add capitals and question marks (or make up inter. sentences students in your class)
- *Let’s Practice It! P. 63*

## Writing Block

- **DAILY FIX IT:** “what do frogs eat\_” & “have you seen a fox\_”
- **MINI-LESSON:** Realistic Story TE 145h
  - ✓ Today you will proofread for questions
  - ✓ Focus on punctuation and capitalization *Writing Trans 5C* (model by adding periods/? in correct spot)
  - ✓ *Display proofreading tips from 145h*
  - ✓ After proofreading make final draft of your stories and illustrate (if doing as a shared writing, print out a copy for each child then have them illustrate.)

## ASSESSMENT

- “Read the Words/Sentences” on p. 145e – *copy*
- Weekly Tests pp. 61-66
- Fresh Reads