

- Spelling: short u words
- Conventions: Exclamatory Sentences
- Writing: Writing for Tests: Brief Composition
- Question of the Week: "What can we learn about wild animals by watching them?"
- Amazing Words: *desert, forest, world, chatter, silent, snort, medicine, poisonous*
- High Frequency Words: *home, into, many, them*

Day 1	<p><b>Reading Block</b></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>desert, forest, world</i>) in sentences or chart (<b>on smartboard</b>) – also show clip about deserts on <b>Learn 360 or BrainPop</b></li> <li>▪ Sing "Big, Round World" (p.6 Sing with Me Big Book) – listen for Amazing Words</li> <li>▪ <b>CONCEPT TALK:</b> Watch Concept talk video <b>online</b>; "What can we learn about wild animals by watching them?" – brainstorm answers in <b>concept map on smartboard</b></li> <li>▪ <b>LISTENING COMPREHENSION:</b> TE151a CAUSE/EFFECT: Read Aloud "The Fox Family" TE151b; Complete <b>Graphic Organizer 29/SB Chart</b></li> <li>▪ <b>RWN p. 203</b></li> </ul>	<p><b>Phonics/Spelling</b></p> <ul style="list-style-type: none"> <li>▪ <b>Sound-Spelling Card 24</b>; segment and blend words on TE 149a (<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. 150 Words I Can Blend – <b>do on SB</b></li> <li>▪ <b>RWN p. 201</b></li> <li>▪ <b>DECODABLE PRACTICE READER:</b> 6A: <i>Duck Has Fun</i> p. 217 – <b>copy</b>, highlight short u words, read, send home</li> </ul>	<p><b>Word Block</b></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" – <b>on SB</b>)</li> <li>▪ Use in sentences orally or write in journal</li> <li>▪ <b>RWN p. 202</b></li> </ul> <hr/> <ul style="list-style-type: none"> <li>▪ <b>SPELLING WORDS:</b> Give spelling pretest on TE 150d – correct together and take home Assign <b>Let's Practice It! P.70</b> for HW</li> </ul>
	<p><b>Conventions: Exclamatory Sentences</b></p> <ul style="list-style-type: none"> <li>▪ "An exclamatory sent. is one that shows strong feeling. Begins with capital ends with an exclamation mark."</li> <li>▪ <b>Grammar Trans. 6</b> Do together</li> <li>▪ Talk about the sentences on 151c together on <b>SB</b> – why do they end with each punctuation mark?</li> </ul>	<p><b>Writing Block</b></p> <ul style="list-style-type: none"> <li>▪ <b>FIX-It:</b> "jump onto a bus to go home." &amp; "many of them sit in sunn_" – <b>copy and do for mw</b></li> <li>▪ <b>MINI-LESSON:</b> TE 151d – Writing for Tests – Brief Composition             <ul style="list-style-type: none"> <li>✓ "This week you'll write a <b>brief composition</b>. A <b>composition</b> tells about real things.</li> <li>✓ <b>RWN p. 204</b>; Read aloud "Rabbits" and track print</li> <li>✓ Ask, "What is the topic of this composition?"</li> <li>✓ Review key features of a <b>composition</b> on smartboard</li> <li>✓ <b>QUICK WRITE:</b> <b>Put sentences from 151e on SB</b> – ask students which of these sounds like the title of a composition and why</li> </ul> </li> </ul>	

# Day 2

## Reading Block

- **AMAZING WORDS:** Practice using Amazing Words (*chatter, silent*) – Practice chattering then getting silent – repeat
- Sing “Big, Round World” (p. 6 Sing with Me Big Book) – listen for Amazing Words “Where do the chipmunks live?”
- **BIG BOOK:** Read *Jungle Drum*–; Listen to find out who likes to chatter and when the jungle is silent
- **MAIN SELECTION/LISTENING**
  - ✓ Use **Voc. Trans 6** to introduce this week’s story words.
  - ✓ TE 154a; **antonyms G.O. 4** or on Smartboard – or do SB Antonym lesson
  - ✓ Build Background – Play Audio; “What would you most like to see or do on a safari?” “What animals might you see on a safari?” Discuss and display in a web (**G. Organizer 17** or Smartboard)
  - ✓ Read *Animal Park* TE/SE 154;
  - ✓ Comprehension Check on TE 163a

## Phonics & Handwriting

- **Sound-Spelling Card 38** –final blends –
  - Blend and Segment Words from TE 152c and/or 152d on smartboard
  - **Smart Board Lesson** on Final Cons. Blends
  - SE 152: Word I Can Blend – do on SB
  - **RWN p. 205**
  - **DECODABLE READER:** 6B *At the Pond*. 225 – copy
  - **REVIEW:** review short vowel words 153d with **Random Word Chooser** SB
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- **HANDWRITING:** Review correct letter formation and handwriting for Qu and Uu; **RWN p. 209** or **teach-made D’Nealian sheet**

## Word Block

- **HF WORDS:** SE p. 153 I Can Read (read 3 times for fluency) – put on SB
  - **Let’s Practice It p. 69**
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- **SPELLING WORDS:** TE 153e: 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. 206**

## Conventions: Exclamatory Sentences TE 163c

Review that an exclama sent. Expresses feelings. Begins with capital ends in exclamation mark. “His frog is the best pet!” “This class is awesome!”

- **Make chart of feelings/events/exclam. sentence on SB** – fill out together and print out to send home.
- Show how you can change the meaning of a sentence by changing the punctuation mark – put sentence examples from 163c on SB
- **RWN p. 207**

## Writing Block

- **FIX-It:** “The bus hit a big bemp.” & “did frogs swim in the pont?”
- **MINI-LESSON:** TE 163d;
  - ✓ Review key features of a composition from yesterday
  - ✓ Prompt: “What do people learn by watching wild animals?”
  - ✓ TEACH – A good composition tells about just one topic. Let’s think of just one topic to write about.
  - ✓ MODEL – Make list of animals we could write about and still answer the original writing prompt (I will pick deer)
  - ✓ DISCUSS RUBRIC on **RWN 208** – tell students they will be graded off the rubric this week
  - ✓ SAMPLE TEST – let students practice responding to writing prompt – proofread for corrections – have partners check their work
  - ✓ Ask if any students will volunteer for a fishbowl conference – scan their work to the smartboard for tomorrow’s lesson

# Day 3

## Reading Block

- **AMAZING WORDS:** Practice using Amazing Word (*snort*) – Practice snorting like a pig – play sound bite of pigs snorting or short video clip from National Geographic
- Sing “Big, Round World” (p.6 *Sing with Me Big Book*) – listen for Amazing Words “How can watching wild animals help us to know how to protect the places where they live?”
- **MAIN SELECTION:**
  - ✓ Put sentence frames from 164g on smartboard – check answer by erasing the rectangle
  - ✓ Second Read *Animal Park* TE/SE 154; 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. 164 ; Read about the Author on p. 165

## Conventions: Exclamatory Sentences 166a

- Remind students that an exclamatory sentence shows strong feeling. It begins with a capital and ends with an exclamation mark.
- Have students practice reading the sentences from 166a with the appropriate intonation – put on SB
- RWN p. 214

## Phonics

- **BUILD WORDS:** 164d; (Use index cards in pocket chart or letter tiles) – Letters *a,b,d,e,n,r,s,t*) (*bend, bent, best, rest,*), 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. 211-212 “The Test”

## Writing Block

- **FIX-It:** “Jummp up for a nutt\_” & “she kut a rug up\_”
- **BRIEF COMPOSITION:** Read SE/TE 166-167– 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 RWN 208 from yesterday
- **MINI-LESSON:** TE 167a; Have students check over their compositions using the rubric – do a “fishbowl conference” with one willing student – put their work on the SB

## Word Block

- **HF WORDS:** Review this week’s HF Words
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- **SPELLING WORDS:**
- Practice spelling words on smartboard with a game memory match – do as a center
- Practice reading sentences from TE 164f
- RWN p. 213

# Day 4

## Reading Block

- **AMAZING WORDS:** Practice using Amazing Words (*medicine, poisonous*) – use prompts on 168b
- Sing “*Big, Round World*” (p.6 *Sing with Me Big Book*) – listen for Amazing Words “What are some great animal sights and sounds you might notice in a desert?”
- **Read Aloud Anthology** *When Animals are Doctors* – Listen to find out what some other wild animals do to stay healthy.
- **MAIN SELECTION:**
  - ✓ Final Read *Animal Park* TE TE/SE 154; Read chorally then mumble style to yourself (focus on fluency)
- **SCIENCE IN READING:** We are going to read some **poetry** (poems are written in lines and often rhyme – usually has a rhythm or beat) Read the 3 poems on TE/SE 168-169; Comprehension questions on TE 169a

## Conventions: Exclamatory Sentences TE 169c

- Remind students that exclamatory sentences show strong feeling - Must have a capital and exclamation mark
- Have students dictate exclamatory sentences to you on SB – print out for everyone to take home when done.
- Illustrate exclamatory sentences – (teacher made WS) - **copy**
- **RWN p. 216** (give as an assessment)

## Phonics

- TE 168c say words and have students listen if /u/ is in the middle or beginning
- REVIEW – instead of doing review in manual, do “**Short Vowel Review SB Lesson**”
- **Let’s Practice It 67-68**
- **DECODABLE READERS:** 6C p. 233 *Cub and Mom at the Pond* **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)

## Writing Block

- **DAILY FIX-IT:** “did you jump onto the bus\_” & “Can you take the bus heme.”
- **MINI-LESSON:** TE 169d; Know your Purpose
  - ✓ Today we are going to write another composition – I want to choose a topic I know a lot about. I’m deciding between lions and turtles. I know turtles have shells, are reptiles, hatch from eggs, and many live in water – this would be a good topic for me to write about.
  - ✓ Review the key features of a brief composition
  - ✓ Writing Prompt: Write a composition telling what you know about a kind of animal you have seen outside or at a zoo.

## Word Block

- **FLUENT READING:** TE 168g; **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 spelling words by using old magazines to cut out letters and glue them down to spell words. – **do in centers**
- 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. 215**

# Day 5: Assessment Day

## Reading Block

- **AMAZING WORDS:** Review Amazing Words one last time – ask questions under “Monitor Progress” on TE 170b
- **CONCEPT MAP:** Is there anything else we want to add to our map from the first day?
- SE/TE 170-171 Listening and Speaking: Vocabulary, Fluency
- **COMPREHENSION REVIEW:** Cause and Effect: Read aloud passage on 171b, ask students:
  - ✓ What is the cause of the disappearing birdseed?
  - ✓ What is the effect on the birds?
- **POETRY/SONGS:** Poem from yesterday: My Dog Rags...**copy** – have students illustrate Rags and put poem in Poetry Notebook

## Conventions: Exclamatory Sentences TE 171g

- Write sentences **on smartboard** and have students tell which punctuation mark they should add and why. Have them practice reading each sentence then with the correct intonation. Can we use more than one different type of punctuation mark for any of the sentences?
- Sentence Frame: \_\_\_\_ is the best \_\_\_\_ I put on SB and brainstorm some answers. Then have students pick a name from the stick cup and complete the sentence about that child. Give your award to each other when finished – **copy exclamatory award**
- **Let's Practice It! P. 71**

## Phonics/Letter Review

- **PHONOLOGICAL AWARENESS:** TE 170c – segment and blend onset and rime – **put words on smartboard (or match onset with rhyme – click on onset to reveal, then click on rime – blend with arrow)**
- **Put sentences from 144c on board** – have students first read quietly to themselves, then read together

## Writing Block

- **DAILY FIX IT:** “Did the bus hit a rok.” & “Can you see the elephants ruun\_”
- **MINI-LESSON:** Brief Composition TE 171h
  - ✓ Today you will proofread for capitals and correct punctuation – change periods to exclamations wherever it is appropriate
  - ✓ Have students evaluate their compositions with the rubric from **RWN p. 208** before handing in to me – can pair up with a buddy

## 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 170d for words and sentences)

## ASSESSMENT

- “Read the Words/Sentences” on p. 171e – **copy**
- Weekly Tests pp. 67-72
- Fresh Reads
- UNIT TEST – **copy**