

## Unit 2 Week 3: Who Works Here?

Color Key:

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

- Spelling: long i CVCe
- Conventions: Special Titles
- Writing: Explanation
- Question of the Week: "Who works to make our community a nice place?"
- Amazing Words: *citizen, community, law, leader, branch, headquarters, patrol, earn*
- High Frequency Words: *live, out, people, who, work*

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>citizen, law, community, law</i>) in sentences (<b>on smartboard</b>)</li><li>▪ Sing “Our Community” (<b>p. 9 Sing with Me Big Book</b>) – listen for Amazing Words</li><li>▪ <b>CONCEPT TALK:</b> Watch Concept talk video <b>online</b>; “Who works to make our community a nice place?” brainstorm answers in <b>concept map on smartboard</b></li><li>▪ <b>LISTENING COMPREHENSION:</b> TE83a Author’s Purpose: Read Aloud “Too Much Trash” After reading have students name clues about the author’s purpose (i.e. name a funny part in the story?)</li><li>▪ <b>RWN p. 251</b></li></ul>	<p><u>Phonics/Spelling</u></p> <ul style="list-style-type: none"><li>▪ Review “Cake Trick” for silent e words – practice spelling words on <b>CAKE on SB</b></li><li>▪ <b>Sound-Spelling Cards 80;</b> segment and blend words on TE 81a (<b>put on smartboard</b>)</li><li>▪ SE p. 82 Words I Can Blend – <b>do on SB</b></li><li>▪ Play Mrs. Oh-No with long i words – <b>do in centers</b></li><li>▪ <b>RWN p. 249</b></li><li>▪ <b>DECODABLE PRACTICE READER:</b> 9A: <i>The Bike</i> p. 49 – <b>copy</b>, highlight long i words, read, send home</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” – <b>on SB</b>)</li><li>▪ SE p. 83 Word I Can Read –<b>do on SB</b></li><li>▪ Use in sentences orally or write in journal</li><li>▪ <b>RWN p. 250</b></li></ul> <p>-----</p> <ul style="list-style-type: none"><li>▪ <b>SPELLING WORDS:</b> Give spelling pretest on TE 82d – correct together and take home Assign <b>Let’s Practice It! P.94</b> for HW</li><li>• Comic Strips – use spelling words and HF words to create comic strips – do example together – allow students to work with buddies</li></ul>
	<p><u>Conventions: Special Titles</u></p> <ul style="list-style-type: none"><li>▪ TE 83c: “Special titles are used to describe who someone is or what a person does. Sometimes the title is used alone, and sometimes it comes before a person’s name. It begins with a capital letter and sometimes ends with a period.”</li><li>▪ <b>Grammar Trans.9</b> Do together</li><li>▪ Complete sentence frames on 83c together on <b>SB</b></li><li>▪ <b>Make “Hello... My Name is...” Badges</b> ; have student write Mr. or Miss and their last name – wear – call each other by these special titles for the remainder of the day</li></ul>	<p><u>Writing Block</u></p> <ul style="list-style-type: none"><li>▪ <b>FIX-It:</b> “Ann and mik wen to the park.” &amp; “they help pick up trahs_.”</li><li>▪ <b>MINI-LESSON:</b> TE 83d – Explanation</li><li>✓ “In an explanation, you tell about a person, idea, or thing. An explanation helps people understand the topic.”</li><li>✓ <b>RWN p. 252;</b> Read aloud and track print</li><li>✓ Ask, “What does this explanation tell about?”</li><li>✓ Review key features of an <b>explanation on SB</b></li><li>✓ <b>QUICK WRITE:</b> see prompts on 83e – type out and <b>copy</b> these</li></ul>	

# Day 2

## Reading Block

- **AMAZING WORDS:** Practice using Amazing Words (*headquarters, branch*) – see prompts on 84b
- Sing “Our Community” (p. 9 Sing with Me Big Book) – listen for Amazing Words “What people in the song help to make the community safe?”
- **BIG BOOK:** Read *Walk Around A City*; Listen to find out what a branch is and what headquarters are.
- **MAIN SELECTION/LISTENING**
  - ✓ Use **Voc. Trans 9** to introduce this week’s story words.
  - ✓ TE 86a; **Directional Words G.O. 4 or on T-chart on Smartboard** –Use the words *right* and *left* in complete sentences to describe where things are in our classroom (i.e. The door is on my right.) – teach trick for Left and Right hand (can make an L with thumb and pointy finger of LEFT hand)
  - ✓ Build Background – Play Audio; “Who makes the sounds in our community? Why do they make these sounds?” Discuss and display in a web (**G. Organizer 18 or Smartboard**)
  - ✓ Read *Who Works Here?* TE/SE 86;
  - ✓ Comprehension Check on TE 95a
  - ✓ 95b: Review who were some helpful people in the neighborhood **GO 18 or on SB Chart** – print out and do with a buddy (use books to help with spelling)–**copy**

## Conventions: Special Titles 95c

- “Special titles are used to describe who someone is or what a person does. Sometimes the title is used alone, and sometimes it comes before a person’s name. It begins with a capital letter and sometimes ends with a period.”
- Have students name people who work at their school – list their names
- Complete sentence frames from 95c **on SB**
- **RWN p. 255**

## Phonics & Handwriting

- **Sound-Spelling Cards 52, 34, 49, 46**–digraphs
- Do “Digraphs More” SB Lesson
- SE 84: Word I Can Blend – do on **SB**
- **RWN p. 253**
- **DECODABLE READER:** 9B *Catch the Bus* P. 57 – **copy**
- **REVIEW:** 85d ; review long a & long i words – **post words from 85d on SB** – point to them in random order and have students take turns trying to read quickly; then **post and read sentences** at the bottom of 85d
- **HANDWRITING:** Review correct letter formation and handwriting for Ww **RWN p. 257** or **teach-made D’Nealian sheet**

## Word Block

- **HF WORDS:** SE p. 85 I Can Read (read 3 times for fluency) – **put on SB**
- **Let’s Practice It p. 93**
- **SPELLING WORDS:** TE 85e: segments the sounds in each spelling word as students practice writing on slates – check spelling before saying each word
- **Play Gotcha with long i and HF words (copy)– do in centers**
- Stamp Words – **do in centers**
- **RWN p. 254**

## Writing Block

- **FIX-It:** “I lik the sity.” & “did you go to a park.”
- **MINI-LESSON:** TE 95d;
  - ✓ Review key features of an **explanation** from yesterday
  - ✓ Prompt: “Think about the kinds of jobs people do. Now think about what teachers do. Write an explanation of a teacher’s job. (**post prompt on SB**)
  - ✓ Brainstorm different teachers from our school to write about in a T-chart as seen on 95d first
  - ✓ **MODEL** – follow prompts on 95e to plan explanation for “what teachers do” on **RWN 256**

# Day 3

## Reading Block

- **AMAZING WORDS:** Practice using Amazing Word (*patrol*) – follow prompts on 96b
- Sing “Our Community” (p.9 Sing with Me Big Book) – listen for Amazing Words “Who are some of the workers in your community?”
- **MAIN SELECTION:**
  - ✓ Fill in the sentence frames from 96g with HF and Story Words sentences (SB)
  - ✓ Second Read *Who Works Here?* TE/SE 86; Tell students to listen for **main idea/details**; 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. 96 ; Read about the Author on p.97
  - ✓ Answer comprehension question in complete sentences (teacher-made WS) - **copy**

## Conventions: Special Titles 98a

- “Special titles are used to describe who someone is or what a person does. Sometimes the title is used alone, and sometimes it comes before a person’s name. It begins with a capital letter and sometimes ends with a period.”
- “Ms. Davis likes to run.” Have students work in pairs to rewrite this sentence using a different person with a special title – pass out sentence strips - share
- Complete sentence frames from 98a **on SB**
- **RWN p. 262**

## Phonics

- Phonological Awareness TE 96c – Work in groups to find as many ch/wh words from SE 80-81; record on a scrap piece of paper – share
- **BUILD WORDS:** 96d; (Use index cards in pocket chart or letter tiles) – Letters *d,e,i,l,m,n,s,t* (*tide, time, lime, line, etc.*) 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. 259-260** “The White Kite”

## Writing Block

- **FIX-It:** “The Mail truck went past\_” & “NO mail is in the bx.”
- **EXPLANATION:** Read SE/TE 98-99 – help children understand that a top-score response included interesting facts about 1 topic and uses complete sentences. – **show Rubric 9**
- **MINI-LESSON:** TE 99a;
  - ✓ Use my idea from yesterday and **Writing Trans. 9A** to model drafting an explanation
  - ✓ Pass out **RWN 256** from yesterday – let students work on getting their ideas down into an “explanation” – we will worry about grammar and spelling tomorrow – “Be sure to start with your teacher’s name and tell what he or she does.” (encourage students to use the words “also” and “plus” instead of “and”.)

## Word Block

- **HF WORDS:** Review this week’s HF Words
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- **SPELLING WORDS:**
- Practice spelling words **on smartboard** white boards – write neatly then in a “fun way” (i.e. bubble letters, stick letters, eyes closed, etc.)
- **RWN p. 261**
- Post and read sentences from 96f **on SB**
- **Spelling SB Game** – image and word match or play games on Spelling City with this week’s words

# Day 4

## Reading Block

- **AMAZING WORDS:** Practice using Amazing Word (*earn*) – use prompts on 100b
- Sing “*Our Community*” (p.9 *Sing with Me Big Book*) – listen for Amazing Words “What are some ways we can help workers keep our community nice?”
- **Read Aloud Anthology** *How a City Grows* – Listen to find out how a small community can grow into a city.
- **MAIN SELECTION:**
  - ✓ Final Read *Who Works Here?* TE/SE 86; Read chorally then mumble style to yourself (focus on fluency)
- **SOCIAL STUDIES IN READING:** We are going to read an **procedural text** – includes both words and signs and symbols; Read *Neighborhood Map* TE/SE 100-101; Comprehension questions on TE 101a

## Phonics

- **On SB do pic/word match game** for long i
- REVIEW – 100d – 2 *sounds of c* (*remind students same is true for g*)
- **Let's Practice It 91-92**
- **DECODABLE READERS:** 9C p. 65 *Which Job* **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 100g; **Smartboard** Sticker Challenge; practice reading sentences fluently on SB from 100g
  - **HF WORDS:** practice with Guess which word is missing (students hold white boards – turn one student around)
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- **SPELLING WORDS:**
  - Create long i word searches and give to a buddy to solve – **copy**
  - 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. 263**

## Conventions: Special Titles 101c

- “Special titles are used to describe who someone is or what a person does. Sometimes the title is used alone, and sometimes it comes before a person’s name. It begins with a capital letter and sometimes ends with a period.”
- Model correct and incorrect ways to write special titles (i.e. Mrs. Jackson vs. Mrs. Jackson vs. mrs. Jackson)
- **RWN p.264** (give as an assessment)

## Writing Block

- **DAILY FIX-IT:** “What is your aje.” & “Dave mad a fase.”
- **MINI-LESSON:** TE 101d; Revision Strategy: Adding a Sentence
  - ✓ We can add a sentence to help people understand and make details more clear
  - ✓ Display Revision tips from 101d
  - ✓ Use **Writing Trans. 9B** to model adding a sentence
  - ✓ Let students conference with buddies and decide if they should add a sentence anywhere in their explanations

# Day 5: Assessment Day

## Reading Block

- **AMAZING WORDS:** Review Amazing Words one last time – ask questions under “Monitor Progress” on TE 102b
- **CONCEPT MAP:** Is there anything else we want to add to our map from the first day?
- **SE/TE 102-103** Listening and Speaking: Vocabulary, Fluency
- **COMPREHENSION REVIEW:** Author’s Purpose: Read aloud passage on 103b, ask students:
  - ✓ What is the author’s purpose for writing about firefighters?
  - ✓ What do we learn from the text?
- **POETRY/SONGS:** Long i Poems (*Mrs. Price’s Mice & My New Red Bike*) – read/sing and put in poetry notebook **copy**

## Conventions: Special Titles 103g

- “Special titles are used to describe who someone is or what a person does. Sometimes the title is used alone, and sometimes it comes before a person’s name. It begins with a capital letter and sometimes ends with a period.”
- Complete sentence frames from 103g **on SB**
- **Let’s Practice It! P. 9**

## Phonics/Letter Review

- **PHONEMIC AWARENESS:** TE 102c – segment and blend words from 102c as students sort them into the **vortex on the SB**
- **Put sentences from 102c 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 102d for words and sentences)

## Writing Block

- **DAILY FIX IT:** “we Help in class.” & “Can u help me.”
- **MINI-LESSON:** Brief Compositions TE 103h
  - ✓ Today you will proofread for spelling, punctuation, and capitalization
  - ✓ Model with **Writing Trans. 9c**
  - ✓ Display proofreading tips on **SB**
  - ✓ Have students proofread then make a final draft of their compositions – share

## ASSESSMENT

- “Read the Words/Sentences” on p. 103e – **copy**
- Weekly Tests pp. 85-90
- Fresh Reads