

Unit 2 Week 5: Life in the Forest

Color Key:

Red – Materials/Preparation Needed
Blue – Readers' and Writers' Notebook

- Spelling: long u CVCe
- Conventions: Singular and Plural Nouns
- Writing: Description
- Question of the Week: "How are plant and animal communities important to each other?"
- Amazing Words: *environment, require, thrive, inhale, slimy, sludge, capture, creature*
- High Frequency Words: *around, find, food, grow, under, water*

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>environment, require, thrive</i> in sentences (on smartboard)▪ Sing "A Good Environment" (p. 11 Sing with Me Big Book) – listen for Amazing Words▪ CONCEPT TALK: Watch Concept talk video online; "How are plant and animal communities important to each other?" brainstorm answers in concept map on smartboard▪ LISTENING COMPREHENSION: TE143a Author's Purpose: Read <i>The Life of an Oak Tree</i> on 143b then have students identify the author's purpose for writing specific parts of the selection▪ RWN p. 283	<p><u>Phonics/Spelling</u></p> <ul style="list-style-type: none">▪ Review "Cake Trick" for silent e words – practice spelling words on CAKE on SB▪ Sound-Spelling Cards 85 and 76 segment and blend words on TE 141a (put on smartboard)▪ SE p. 142 Words I Can Blend – do on SB▪ Play Mrs. Oh-No or Flip it Down with long u words – do in centers▪ RWN p. 281▪ DECODABLE PRACTICE READER: 11A: <i>June and Pete</i> p. 97 – copy, highlight long u/e words, read, send home	<p><u>Word Block</u></p> <ul style="list-style-type: none">▪ Review Red-Words for this week from earlier word hunt on Smartboard (put up a bunch of pictures and words and play "I spy" – on SB)▪ SE p. 143 Word I Can Read – do on SB▪ Use in sentences orally or write in journal▪ RWN p. 282 <p>-----</p> <ul style="list-style-type: none">▪ SPELLING WORDS: Give spelling pretest on TE 142d – correct together and take home Assign Let's Practice It! P.110 for HW• Poem: <i>Super Duper Band</i> – highlight long o words, read, put in poetry notebook• Long u "DoodleLoops" – copy
	<p><u>Conventions: Singular and Plural Nouns</u></p> <ul style="list-style-type: none">▪ TE 143c: Remind students that a noun is a word in a sentence that names a person, place, animal, or thing. A noun that names ONE person, place, animal, or thing is called a singular noun. A noun that names MORE than one person, place, animal, or thing is called a plural noun.▪ Find singular and plural nouns in the classroom▪ Grammar Trans. 11 Do together▪ Complete sentence frames on 143c together on SB▪ Watch video on Brainpop about singular/plural nouns	<p><u>Writing Block</u></p> <ul style="list-style-type: none">▪ FIX-It: "i hop its warm next week." & "We'll go to the park on sunday."▪ MINI-LESSON: TE 143d – Description✓ "A description tells about real people or things. It uses descriptive words. These words help readers see or feel what your describe."✓ RWN p. 284; Read aloud and track print✓ Ask, "What real animal does the description tell about?"✓ Review key features of a description on SB✓ Share some "description riddles" from past classes and have student guess what the subject is✓ QUICK WRITE: see prompts on 143e – type out and copy these	

Day 2

Reading Block

- **AMAZING WORDS:** Practice using Amazing Words (*inhale, slimy*) – see prompts on 144b
- Sing “A Good Environment” (p. 11 Sing with Me Big Book) – listen for Amazing Words “Why is a good environment important to animals?”
- **BIG BOOK:** 144a Read Big Book *A Frog in the Bog*; Listen to find out what is slimy and what it means to inhale something.
- **MAIN SELECTION/LISTENING**
 - ✓ Use **Voc. Trans 11** to introduce this week’s story words – 146A
 - ✓ TE 146a; **Context Clues CO 4** or on **T-chart on Smartboard** –multiple meaning words are words with more than one meaning. Use context clues, or other words in the sentence, to help you know which meaning is correct.” – create sentences for the words *fall* and *bill* and list them in the T-chart
 - ✓ T146b; Build Background – Play Audio; “When is the best time to look for signs of animal life if the forest? Why is it important to be quiet if you want to see animals in a forest?”
 - ✓ (**G. Organizer 9** or **T-Chart on SB** – have students recall specific plants and animals they might find in the forest
 - ✓ Read *Life in the Forest* TE/SE 146;
 - ✓ Comprehension Check on TE 159a

Conventions: Singular and Plural Nouns

- TE 159c: Remind students a noun that names ONE person, place, animal, or thing is called a **singular noun**. A noun that names MORE than one person, place, animal, or thing is called a **plural noun**
- Write sentences from 159c **on SB** – have students have nouns and tell if they are s/p
- Complete sentence frames from 159c **on SB**
- **RWN p. 287**

Phonics & Handwriting

- **Sound-Spelling Cards 118-120** – inflected ending -ed
 - Do “-ed” SB Lesson
 - SE 144: Word I Can Blend – do on **SB**
 - **RWN p. 285**
 - **DECODABLE READER:** 11B *Luke Meets Pete* P. 105 – **copy**
 - **REVIEW:** 145d ; review long a, i, e, o, & long u words –**put on SB** and have students read in random order as fast as they can; then **post and read sentences** at the bottom of 145d
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- **HANDWRITING:** Review correct letter formation and handwriting for Dd **RWN p. 289** or **teach-made D’Nealian sheet**

Word Block

- **HF WORDS:** SE p. 145 I Can Read (read 3 times for fluency) – **put on SB**
 - **Let’s Practice It p. 109**
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- **SPELLING WORDS:** TE 145e: segments the sounds in each spelling word as students practice writing on slates – check spelling before saying each word
 - Hopscotch words and play Mr. Bee’s – **do in centers**
 - **RWN p. 286**

Writing Block

- **FIX-It:** “We’ll play on tuesday.” & “Do you like thanksgiving.”
- **MINI-LESSON:** TE 159d;
 - ✓ Review key features of a **description** from yesterday
 - ✓ Prompt: “Think about how plants and animals are important to each other Now write a description about how an animal uses plants to survive.” (**post prompt on SB**)
 - ✓ Brainstorm different animals and ways they use plants in a T-chart as seen on 159d first
 - ✓ **MODEL** – follow prompts on 159e to plan a description on **RWN 288**

Day 3

Reading Block

- **AMAZING WORDS:** Practice using Amazing Word (*sludge*) – follow prompts on 160b
- Sing “A Good Environment” (p.11 Sing with Me Big Book) – listen for Amazing Words “What kinds of animals require a good environment?”
- **MAIN SELECTION:**
 - ✓ Fill in the sentence frames from 160g with HF and Story Words sentences (SB)
 - ✓ Second Read *Life in the Forest* TE/SE 146; Tell students to listen for **cause/effect** (“What is the effect of the water on the log?”) 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. 160; Read about the Author on p.161
 - ✓ Answer comprehension question in complete sentences (teacher-made WS) - **copy**

Conventions: Singular and Plural Nouns

- TE 159c: Remind students a noun that names ONE person, place, animal, or thing is called a **singular noun**. A noun that names MORE than one person, place, animal, or thing is called a **plural noun**
- Complete sentence frames from 162a **on SB**
- **RWN p. 294**

Phonics

- **BUILD WORDS:** 160d; (Use index cards in pocket chart or letter tiles) – Letters e,u,b,c,f,l,m,t (*cute, flute, mute, mule, 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. 291-292** “Duke the Mule”

Word Block

- **HF WORDS:** Review this week’s HF Words
- **SPELLING WORDS:**
- Practice spelling words **on smartboard** white boards – cheer them with pom-poms and megaphone
- **RWN p. 293**
- Post and read sentences from 160f **on SB**
- **Spelling SB Game** – image and word match or play games on Spelling City with this week’s words

Writing Block

- **FIX-It:** “What peckt the tree.” & “A Squirrel is cut.”
- **DESCRIPTION:** Read SE/TE 162-163 – help children understand that a top-score response tells about an event in short lines of well-chosen words– **show Rubric 11**
- **MINI-LESSON:** TE 163a;
 - ✓ Use my idea from yesterday and **Writing Trans. 11A** to model expressing your voice in a description
 - ✓ Pass out **RWN 288** from yesterday – let students work on getting their ideas down to describe how their animals use plants

Day 4

Reading Block

- **AMAZING WORDS:** Practice using Amazing Words (*capture, creature*) – use prompts on 164b
- Sing “A Good Environment” (p.11 *Sing with Me Big Book*) – listen for Amazing Words “According to the song, what can thrive in a good environment?”
- **Read Aloud Anthology** *Why Beavers Love Wolves* – Listen to find out how animals (like beavers) need other animals (like wolves).
- **MAIN SELECTION:**
 - ✓ Final Read *Life in the Forest* TE/SE 146; Read chorally then mumble style to yourself (focus on fluency)
- **SCIENCE IN READING:** We are going to read an **magazine article** – it tells facts about a topic. It may have pictures that will help you understand the topic. There also might be a Table of Contents that helps you find specific facts in the article; Read *A Mangrove Forest* TE/SE 164-167; Comprehension questions on TE 166-167

Conventions: Singular and Plural Nouns

- TE 159c: Remind students a noun that names ONE person, place, animal, or thing is called a **singular noun**. A noun that names MORE than one person, place, animal, or thing is called a **plural noun**
- **RWN p.296** (give as an assessment)

Phonics

- 164c – say the words and have students tell you if they hear the long u sound at the b/m/e of the word – have them go to a designated corner of the room to show their answers
- REVIEW – 164d – *short/long o and contractions* – **sort on SB**
- **Let's Practice It 107-108**
- **DECODABLE READERS:** 11C p. 113 *Cubes, Rules, and Tunes* **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:** “We went on a hik last saturday.” & “Our leader was mr. jones.”
- **MINI-LESSON:** TE 1167c; Revision Strategy: Adding a word
 - ✓ We will add words to make our descriptions clearer or more interesting.
 - ✓ Display Revision tips from 167c
 - ✓ Display sentences on 167d **on SB** and ask students which sentence helps them see the woodpecker?
 - ✓ Use **Writing Trans. 11B** to model adding words
 - ✓ Let students conference with buddies and decide if they should add any more words from their descriptions

Word Block

- **FLUENT READING:** TE 164g; **Smartboard** Sticker Challenge; practice reading sentences fluently on SB from 164g
 - **HF WORDS:** practice with Guess which word is missing (students hold white boards – turn one student around)
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- **SPELLING WORDS:**
 - Play long u game: *Dudes Rule* – **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.
 - Write each word in a fun/crazy way with markers/crayons
 - **RWN p. 295**

Day 5: Assessment Day

Reading Block

- **AMAZING WORDS:** Review Amazing Words one last time – ask questions under “Monitor Progress” on TE 168b
- **CONCEPT MAP:** Is there anything else we want to add to our map from the first day?
- **SE/TE** 168-169 Listening and Speaking: Vocabulary, Fluency
- **COMPREHENSION REVIEW:** Author’s Purpose: Read aloud passage on 169b, ask students:
 - ✓ What is the main topic of this story?
 - ✓ What do you think is the author’s purpose?
- **POETRY/SONGS:** *Long u Poem: June Can Sing*

Phonics/Letter Review

- **PHONEMIC AWARENESS:** TE 168c – distinguish between long and short u words; segment and blend words from 168c as students sort them into the **vortex on the SB**
- Word sort on paper – long u vs. short u words – take as a grade – **copy**
- **Put sentences from 168c 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 168d for words and sentences)

Conventions: Singular and Plural Nouns

- TE 159c: Remind students a noun that names ONE person, place, animal, or thing is called a **singular noun**. A noun that names MORE than one person, place, animal, or thing is called a **plural noun**
- Complete sentence frames from 169g **on SB**
- **Let’s Practice It! P. 111**

Writing Block

- **DAILY FIX IT:** “the bear isn’t sleeping.” & “The squirrel gathered nut”
- **MINI-LESSON:** Descriptions TE 169h
 - ✓ Today you will proofread for singular and plural nouns
 - ✓ Model with **Writing Trans. 11c**
 - ✓ Display proofreading tips on **SB**
 - ✓ Have students proofread then make a final draft of their descriptions – share

ASSESSMENT

- “Read the Words/Sentences” on p. 169e – **copy**
- Weekly Tests pp. 97-102
- Fresh Reads