

Unit 3 Week 1: A Place to Play

Color Key:

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

- Spelling: vowel sounds of y
- Conventions: action verbs
- Writing: realistic story
- Question of the Week: "How do places change?"
- Amazing Words: *growth, population, public, shuffle, teeter, crooked, makeshift, spindly*
- High Frequency Words: *always, become, day, everything, nothing, stays, things*

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>growth, population, public</i> (TM 13b) in sentences (on smartboard)▪ Sing “Our Growing Town (p. 13 Sing with Me Big Book) – listen for Amazing Words▪ CONCEPT TALK: Watch Concept talk video online; “How do places change?” – brainstorm answers in concept map on smartboard▪ LISTENING COMPREHENSION: TE17a Sequence: Read <i>We’re Moving</i> on 17b then have students list events that happened in the story in sequence GO 21 or on SB▪ RWN p. 315	<p><u>Phonics/Spelling</u></p> <ul style="list-style-type: none">▪ Do hunt for words that end with the long /e/ and long /i/ sound in SE pp. 14-15 – record what they find on board▪ Sound-Spelling Cards 77 and 81 segment and blend words on TE 15a (put on smartboard)▪ SE p. 16 Words I Can Blend – do on SB▪ Play “Guess what word I’m thinking of...” Pass out -y word list▪ RWN p. 313▪ DECODABLE PRACTICE READER: 13A: <i>Can Billy Fly</i> p. 145 – copy, highlight -y 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” or look for with spotlight– on SB)▪ SE p. 17 Word I Can Read – do on SB▪ Use in sentences orally or write in journal▪ RWN p. 314 <p>-----</p> <ul style="list-style-type: none">▪ SPELLING WORDS: Give spelling pretest on TE 116d – correct together and take home Assign Let’s Practice It! P.126 for HW• Poem: <i>I Spy a Little Fly</i> – highlight y words, read, put in poetry notebook• -y “DoodleLoops” – copy
	<p><u>Conventions: Action Verbs</u></p> <ul style="list-style-type: none">▪ TE 17c: Explain that an action verb is a word in sentence that shows action. <i>Walk and sing</i> are action verbs.▪ Grammar Trans. 13 Do together▪ Complete sentence frames on 17c together on SB▪ Make an action verb bag: students provide the word cards to put in the bag, then each students draws 1 verb card and writes a sentence about it on a sentence strip – share	<p><u>Writing Block</u></p> <ul style="list-style-type: none">▪ FIX-It: “I am lucky” & “Alwas try your best...”▪ MINI-LESSON: TE 17d: Realistic Story✓ “A realistic story is made up, but it is like real life. You can imagine this kind of story really happening.”✓ RWN p. 316; Read aloud and track print✓ Ask, “Who are the 2 characters in the story?”✓ Review key features of a realistic story on SB✓ Quick write on page 17e – answer in complete sentences	

Day 2

Reading Block

- **AMAZING WORDS:** Practice using Amazing Words (*shuffle, teeter*) – see prompts on 18b
- Sing “Our Growing Town” (p. 13 Sing with Me Big Book) – listen for Amazing Words “Why is the town in the song changing?”
- **BIG BOOK:** 18a Read Big Book *Mr. George Baker*; Listen to find out who *teeters* and *shuffles*.
- **MAIN SELECTION/LISTENING**
 - ✓ Use **Voc. Trans 13** to introduce this week’s story words – 20A
 - ✓ TE 20a; **Antonyms GO 4 or on T-chart on Smartboard** –write words from TE, then have students supply the antonyms
 - ✓ T20b; Build Background – Play Audio then ask: “What is the first step in building a house? What is the second step in building a house? What is the third step in building a house?”
 - ✓ (**C. Organizer 31 or web SB** – have students recall what they learned from the CD
 - ✓ Read *A Place to Play* TE/SE 20
 - ✓ Comprehension Check on TE 33a

Conventions: Action Verbs

- TE 33c: Write “The dog eats.” On the board – ask students to identify the action and who is doing the action.
- Look for action verbs in sentences on 33c (**put on SB**)
- Complete sentence frames from 33c **on SB**
- **RWN p. 319**

Phonics & Handwriting

- **Sound-Spelling Cards, 82, 75, 78** – Syllable pattern CV (divide words between the 2 consonants) – look up Orton Gill. Lesson on syllables
 - “When a word or syllable end in a vowel the vowel is usually long”
 - **Write words from 18c&d on SB** – have students segment and blend
 - SE 18: Word I Can Blend – do on **SB**
 - Play Mrs. Oh-No or Gotcha – **do in centers**
 - **RWN p. 317**
 - **DECODABLE READER:** 13B *Vi, Mo, and Me P. 153* – **copy**
 - **REVIEW:** 19d ; review long e, l, and y–**put on SB** and have students read around spinner as fast as they can – spin spinner to decide where to start; then **post and read sentences** at the bottom of 19d
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- **HANDWRITING:** Review correct letter formation and handwriting for Yy **RWN p. 321** or **teach-made D’Nealian sheet**

Word Block

- **HF WORDS:** SE p. 19 I Can Read (read 3 times for fluency) – **put on SB**
 - **Let’s Practice It p. 125**
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- **SPELLING WORDS:** TE 19e: segments the sounds in each spelling word as students practice writing on slates – check spelling before saying each word
 - Play Flip it Down or Clay Letters– **do in centers**
 - **RWN p. 318**

Writing Block

- **FIX-It:** “take good care of your puppe” & “Those things Are sily.”
- **MINI-LESSON:** TE 33d
 - ✓ Review key features of a **realistic story** from yesterday
 - ✓ Prompt: “Write a made-up story about children at a new place to play.” (**post prompt on SB**) – brainstorm places/ways to play first
 - ✓ **RWN p. 320** – to plan story – model first (collect and save for tomorrow)

Day 3

Reading Block

- **AMAZING WORDS:** Practice using Amazing Word (*crooked*) – follow prompts on 34b
- Sing “Our Growing Town” (p.13 *Sing with Me Big Book*) – listen for Amazing Words “Why do people sometimes need to find new places to live?”
- **MAIN SELECTION:**
 - ✓ Fill in the sentence frames from 34g with HF and Story Words sentences (**SB**) – or do scrambled sentences at *A Place to Play* TE/SE 20; Tell students to listen for the author’s purpose.
 - ✓ Practice retelling story with a Koosh ball then answer the “Think Critically” questions on p. 34; Read about the Illustrator on p.35
 - ✓ Answer comprehension question in complete sentences (teacher-made WS) - **copy**

Phonics

- **BUILD WORDS:** 34d; (**Use index cards in pocket chart or letter tiles**) – Letters *c,f,k,l,r,s,y* (*fry, fly, sly, sky, 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. 323-324** “I’ll Try It!”

Word Block

- **HF WORDS:** Review this week’s HF Words
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- **SPELLING WORDS:**
- Write spelling words in rainbow letters – **Do in CENTERS**
- **RWN p. 325**
- Post and read sentences from 34f **on SB**
- **Spelling SB Game** – crossword puzzle

Conventions: Action Verbs

- TE 36a; Remind students that action verbs tell what someone or something does. *Rain falls, Billy hides.*
- **Write “Molly runs home” on SB** – ask students what other verbs could we use in place of *runs* to make the sentence more interesting?
- Complete sentence frames **on SB**
- **RWN p. 326**

Writing Block

- **FIX-It:** “Mi pupy is white.” & “try not to cri.”
- **REALISTIC STORY:** Read SE/TE 36-37
- **MINI-LESSON:** TE 37a;
 - ✓ Use my story chart from yesterday and Writing Trans. 13A to model story events in sequence.
 - ✓ Have students write their first draft of their stories using their planning charts from yesterday

Day 4

Reading Block

- **AMAZING WORDS:** Practice using Amazing Words (*makeshift, spindly*) – use prompts on 38b
- Sing “Our Growing Town (p.13 Sing with Me Big Book) – listen for Amazing Words “What makes a park a public place? What other public places are in our neighborhoods?”
- **Read Aloud Anthology** *Out in the Country* – Listen to find out what was built and who build it.
- **MAIN SELECTION:**
 - ✓ Final Read *A Place to Play* TE/SE 20; Read chorally then mumble style to yourself (focus on fluency)
- **SOCIAL STUDIES IN READING:** We are going to read an **autobiography**; An **autobiography** is a true story about a person’s life written by that person. Emily is writing about her own life. Read TE/SE 38-41; Discuss questions on 40-41

Phonics

- 38c – say the words and have students add an /f/ to make a new word; do the same with /m/
- REVIEW – 38d – *long e and syllables VC/CB* – **sort on SB**
- **Let’s Practice It 123-124**
- **DECODABLE READERS:** 13C p. 161 *We Go Fishing* **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 38g; **Smartboard** Sticker Challenge; practice reading sentences fluently on SB from 38g
 - **HF WORDS:** practice with Guess which word is missing (students hold white boards – turn one student around)
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- **SPELLING WORDS:**
 - Word sort – sort words according the sound /y/ makes
 - **RWN p. 327**

Conventions: Action Verbs

- TE 41b Remind students that action verbs describing an action (also called “doing verbs)
- M&M challenge – have students find action verbs in books – every time they can show you a noun, reward them an M&M
- **RWN p.328** (give as an assessment)

Writing Block

- **DAILY FIX-IT:** “The puppie ran by the door_” & “I am always late.”
- **MINI-LESSON:** TE 41c: Revision Strategy: Adding Words
 - ✓ Yesterday we wrote realistic stories. We can help people who read the stories by making it clearer using words that tell what happens first, next, and at the end.
 - ✓ Model adding time-order transition words with Writing Trans. 13B on SB
 - ✓ Peer Revision

Day 5: Assessment Day

Reading Block

- **AMAZING WORDS:** Review Amazing Words one last time – ask questions under “Monitor Progress” on TE 42b
- **CONCEPT MAP:** Is there anything else we want to add to our map from the first day?
- **SE/TE** 42-43 Listening and Speaking: Vocabulary, Fluency
- **COMPREHENSION REVIEW:** Sequence: Read aloud passage on 43b, ask students:
 - ✓ What is the first thing that happened to Jake?
 - ✓ What is something that happened in the middle?
 - ✓ What was the last thing that happened to Jake?
- **POETRY/SONGS:** *I Make Two Sounds*

Conventions: Action Verbs

- TE 43g: Remind students that verbs are action/doing words
- Have students brainstorm as many examples of verbs as they can on large chart paper – do in groups as a competition
- Complete sentence frames from 43g **on SB**
- [Let's Practice It! P. 127](#)

Phonics/Letter Review

- **PHONEMIC AWARENESS:** TE 42c – adding initial phonemes – have students add a beginning sound to each word on 42c to make a new word
- Do “If I can spell... I can spell...” activity **copy**
- **Put sentences from 42c on board** – have students first read quietly to themselves, then read together

Writing Block

- **DAILY FIX IT:** “mom loks at the trees.” & “The bear driinks from the lak.”
- **MINI-LESSON:** Proofread for Verbs and Transition Words TE 43h
 - ✓ Today you will proofread for verbs and transition words
 - ✓ Model this with **Writing Trans. 13C on SB**
 - ✓ Display proofreading tips on SB
 - ✓ Have students proofread and complete final draft

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 42d for words and sentences)

ASSESSMENT

- “Read the Sentences/Story” on p. 43e & 43f – **copy**
- Weekly Tests pp. 109-114
- Fresh Reads