

Unit 3 Week 2: Ruby in Her Own Time

Color Key:

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

- **Spelling:** consonant patterns *ng, nk*
- **Conventions:** verbs that add -s
- **Writing:** Comments About a Story
- **Question of the Week:** "What do we learn as we grow and change?"
- **Amazing Words:** *attempt, event, time line, famous, flatter, correct, lovely, common*
- **High Frequency Words:** *any, enough, ever, every, own, sure, were*

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| Day 1 | <p><u>Reading Block</u></p> <ul style="list-style-type: none">▪ AMAZING WORDS: Word Hunt: Amazing Words <i>copy recording sheet/hide words</i>▪ Practice using Amazing Words <i>attempt, event, time line (TM 45b)</i> in sentences (<i>on smartboard</i>)▪ Sing "On Our Own Time Line" (p. 14 <i>Sing with Me Big Book</i>) – listen for Amazing Words▪ CONCEPT TALK: Watch Concept talk video <i>online</i>; "What do we learn as we grow and change?" - brainstorm answers in <i>concept map on smartboard</i>▪ LISTENING COMPREHENSION: TE49a Compare and Contrast: Read <i>Something Else to Do</i> on 49b then have students compare & contrast ducks and chickens <i>GO 28 or on SB</i>▪ <i>RWN p. 331</i> | <p><u>Phonics/Spelling</u></p> <ul style="list-style-type: none">▪ Segment & blend words that end in "ng" and "nk" in SE pp. 46-47 – record what they find on board▪ <i>Sound-Spelling Cards 44 and 45</i> segment and blend words on TE 47a (<i>put on smartboard</i>)▪ SE p. 48 Words I Can Blend – <i>do on SB</i>▪ Play "Guess what word I'm thinking of..." Pass out -ng, -nk word list▪ <i>RWN p. 329</i>▪ DECODABLE PRACTICE READER: 14A: <i>Zing in a Tank</i> p. 169 – <i>copy</i>, 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 <i>on Smartboard</i> (put up a bunch of pictures and words and play "I spy" or look for with spotlight– <i>on SB</i>)▪ SE p. 49 Word I Can Read – <i>do on SB</i>▪ Use in sentences orally or write in journal▪ <i>RWN p. 330</i> <p>-----</p> <ul style="list-style-type: none">▪ SPELLING WORDS: Give spelling pretest on TE 48d – correct together and take home Assign <i>Let's Practice It! P.134</i> for HW• Poem: <i>Skink or Skunk?</i> – highlight -nk words, read, put in poetry notebook• -nd, -ng "DoodleLoops" - <i>copy</i> |
| | <p><u>Conventions: Verbs that add -s</u></p> <ul style="list-style-type: none">▪ TE 49c: Explain that a verb is the word in a sentence that shows the action. <i>Hops, climbs, and kicks</i> are verbs. A verb in the present tense means the action is happening NOW.▪ <i>Grammar Trans. 14</i> Do together▪ Complete sentence frames on 49c together on <i>SB</i> | <p><u>Writing Block</u></p> <ul style="list-style-type: none">▪ FIX-It: "I sang on the way to the rinc." & "Put the blank book in the trunk_"▪ MINI-LESSON: TE 49d: Comments About a Story✓ "Comments about a story talk about a certain part of a story and tell how you feel about the story."✓ <i>RWN p. 332</i>; Read aloud and track print✓ Ask, "What are the 2 things this writer says about Ruby?"✓ Review key features of comments about a story <i>on SB</i>✓ Quick write on page 49e – answer in complete sentences | |

Day 2

Reading Block

- **AMAZING WORDS:** Practice using Amazing Words (*famous, flatter*) – see prompts on 50b – pass out star border, have students make a picture of them as a *famous* actor, sports star, etc.
- Sing “On Our Own Time Line” (p. 14 Sing with Me Big Book) – listen for Amazing Words “What skills do the children in the song learn?”
- **BIG BOOK:** 50a Read Big Book *Mr. George Baker*; Listen to find out who is *famous* and what it means to *flatter* someone.
- **MAIN SELECTION/LISTENING**
 - ✓ Use **Voc. Trans 14** to introduce this week’s story words – 52a
 - ✓ TE 52a; **Synonyms GO 4 or on T-chart on Smartboard** –write words from TE, then have students supply the synonyms
 - ✓ Tb; Build Background – Play Audio then ask: “How are adult ducks different from baby ducks? How are they the same? What happens when ducks are ready to hatch? Do you think learning to fly is easy for ducks? Explain.
 - ✓ (**C. Organizer 21 or web SB** – have students recall what they learned from the CD about how ducks grow and change
 - ✓ Read *Ruby in Her own Time* TE/SE 52
 - ✓ Comprehension Check on TE 73a
 - ✓ TE 73b – complete Story Elements on **GO 23 or SB**

Conventions: Verbs that add -s

- TE 73c: Write “Mr. George Baker sits.” on the board – ask students to identify the verb in the sentence.
- Complete sentence frames from 73c **on SB**
- **RWN p. 335**

Phonics & Handwriting

- **Sound-Spelling Card 108** – have students identify the 2 shorter words in each compound word on TE 50d – **put on SB**
 - **Compound Word SB Lesson**
 - SE 50: Word I Can Blend – do on **SB**
 - Make Compound word doors – **do in centers**
 - **RWN p. 333**
 - **DECODABLE READER:** 14B *Inside and Outside* P. 177 – **copy**
 - **REVIEW:** 19d ; review consonant patterns *ng, nk, sh, th, ch* –**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 51d
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- **HANDWRITING:** Review correct letter formation and handwriting for Kk **RWN p. 337** or **teach-made D’Nealian sheet**

Word Block

- **HF WORDS:** SE p. 51 I Can Read (read 3 times for fluency) – **put on SB**
 - **Let’s Practice It p. 133**
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- **SPELLING WORDS:** TE 51e: segments the sounds in each spelling word as students practice writing on slates – check spelling before saying each word
 - **Finger Tracing** – Use your finger to spell out each of your words one letter at a time on your buddy’s back. Then it’s YOUR turn to feel and spell.
 - Comic Strips with spelling words or Clay Letters– **do in centers**
 - **RWN p. 334**

Writing Block

- **FIX-It:** “The bird’s wing is pink.” & “bring your skates to the rink.”
- **MINI-LESSON:** TE 73d – Include feelings in your comment
- ✓ List the main actions Ruby did – have them choose a couple to write about
- ✓ Prompt: “Look at the pictures in *Ruby in Her Own Time*. Think about what Ruby does. Write sentences to tell two things Ruby does that you like.
- ✓ **RWN p. 336** – to plan comments – model first (collect and save for tomorrow)

Day 3

Reading Block

- **AMAZING WORDS:** Practice using Amazing Word (*correct*) – follow prompts on 74b
- Sing “On Our Own Time Line” (p.14 *Sing with Me Big Book*) – listen for Amazing Words “What are some things that were hard or easy for you to learn?”
- **MAIN SELECTION:**
 - ✓ Fill in the sentence frames from 74g with HF and Story Words sentences (*SB*) – or do scrambled sentences at *Ruby in Her Own Time* TE/SE 52; Tell students to listen for the sequence of events
 - ✓ Practice retelling story with a Koosh ball then answer the “Think Critically” questions on p. 74; Read about the Author on p.75
 - ✓ Answer comprehension question in complete sentences (teacher-made WS) - *copy*

Phonics

- **BUILD WORDS:** 74d; (*Use index cards in pocket chart or letter tiles*) – Letters *l,h,k,l,n,r,s,t,w* (*sink, link, rink, think, 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. 339-340* “The King Sings a Song”

Word Block

- **HF WORDS:** Review this week’s HF Words
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- **SPELLING WORDS:**
- Write spelling words with finger paint or ABC order– *Do in CENTERS*
- *RWN p. 341*
- Post and read sentences from 74f *on SB*
- *Spelling SB Game* – crossword puzzle

Conventions: Verbs that add -s

- TE 76a; Remind students that we add -s to the end of a verb to show what one person, animal, or thing does now. (i.e. Mom bakes. The dog barks.)
- Write “*Ruby swim every day.*” *on SB* – ask students what letter must we add to the end of *swim* to make the sentence correct?
- Complete sentence frames *on SB*
- *RWN p. 342*

Writing Block

- **FIX-It:** “I have a pinc piggy bank.” & “are you shure you want to bring that?”
- **REALISTIC STORY:** Read SE/TE 76-77
- **MINI-LESSON:** TE 77a; Voice
 - ✓ Use my story chart from yesterday and Writing Trans. 14A to model write a comment about a story
 - ✓ Have students write comments about Ruby using their charts from yesterday – tell what Ruby does and why – include how you feel about it.

Day 4

Reading Block

- **AMAZING WORDS:** Practice using Amazing Words (*common, lovely*) – use prompts on 78b
- Sing “*On Our Own Time Line*” (p.14 *Sing with Me Big Book*) – listen for Amazing Words “How should we treat people who can’t do the same things that we can do?”
- **Read Aloud Anthology** *Hermia’s Shell* – Listen to find out how Hermia is different from the other hermit crabs
- **MAIN SELECTION:**
 - ✓ Final Read *Ruby in Her Own Time* TE/SE 52; Read chorally then mumble style to yourself (focus on fluency)
- **SOCIAL STUDIES IN READING:** We are going to read a **fairy tale**; An **fairy tale** is a story with made-up characters that are sometimes animals; often begins with “Once upon a time...” and ends with “Happily ever after...” Read TE/SE 78-81 *The Ugly Duckling*; Discuss questions on 80-81

Conventions: Verbs that add -s

- TE 81b Remind students that present tense verbs tell what someone or something does now: *sings, dances*, and *makes* are all present tense verbs
- **RWN p.344** (give as an assessment)

Phonics

- 78c – segment and blend syllables – **post words on SB**
- REVIEW – 78d – *vowel sounds of y; syllable pattern CV-* **sort on SB**
- **Let’s Practice It 131-132**
- **DECODABLE READERS:** 14C p. 185 *Pancakes* **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 78g; **Smartboard** Sticker Challenge; practice reading sentences fluently on SB from 78g
 - **HF WORDS:** practice with Guess which word is missing (students hold white boards – turn one student around)
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- **SPELLING WORDS:**
 - Cut out spelling word cards – one child reads a word while another one writes it, then switch roles
 - **RWN p. 343**

Writing Block

- **DAILY FIX-IT:** “Are you sur the phone rangg” & “Take this chek to the banc.”
- **MINI-LESSON:** TE 81c: Revision Strategy: Adding a Sentence
 - ✓ Yesterday we wrote comments about a story. Today we can look for missing information in our comments. We will decide if we left out any important ideas. Then we can add a sentence if we did.
 - ✓ Display revision tips **on SB**
 - ✓ Model adding a sentence with Writing Trans. 14B **on SB**
 - ✓ Peer Revision – mark each sentence with a 1,2,3 (**post what these mean on the SB**)

Day 5: Assessment Day

Reading Block

- **AMAZING WORDS:** Review Amazing Words one last time – ask questions under “Monitor Progress” on TE 82b
- **CONCEPT MAP:** Is there anything else we want to add to our map from the first day?
- **SE/TE** 82-83 Listening and Speaking: Vocabulary, Fluency
- **COMPREHENSION REVIEW:** Compare and Contrast: Read aloud passage on 83b, ask students:
 - ✓ What is one way Meg and Jack are alike?
 - ✓ What is one way Meg and Jack are different?

Phonics/Letter Review

- **PHONEMIC AWARENESS:** TE 82c – adding final phonemes – have students add a final sound to each word on 82c to make a new word
- **Put sentences from 82c 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 82d for words and sentences)

Conventions: Verbs that add -s

- TE 83g: Remind students that present tense verbs are verbs that tell what someone or something is doing now.
- Have students brainstorm as many examples of present tense verbs as they can on large chart paper – do in groups as a competition
- Complete sentence frames from 83g **on SB**
- **Let’s Practice It! P. 135**

Writing Block

- **DAILY FIX IT:** “I am shure the dog swims.” & “The cat cin jumps.”
- **MINI-LESSON:** Proofread for Verbs that add -s TE 83h
 - ✓ Today you will proofread out comments
 - ✓ Model this with **Writing Trans. 14C on SB**
 - ✓ Display proofreading tips on SB
 - ✓ Have students proofread and complete final draft

ASSESSMENT

- “Read the Sentences/Story” on p. 83e & 83f – **copy**
- Weekly Tests pp. 115-120
- Fresh Reads