

- Spelling: -es
- Conventions: Verbs that do not add -s
- Writing: Summary
- Question of the Week: "What can we learn about animals as they grow and change?"
- Amazing Words: *features, mature, natural, swoop, tumble, crumple, nibble, nudges, wriggle*
- High Frequency Words: *away, car, friends, house, out, school, very*

Day 1	<p>Reading Block</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>features, mature, natural (TM 85b)</i> in sentences (on <i>smartboard</i>) ▪ Sing "My Puppy Buddy" (p. 15 <i>Sing with Me Big Book</i>) - listen for Amazing Words ▪ CONCEPT TALK: Watch Concept talk video <i>online</i>; "What can we learn about animals as they grow and change?" - brainstorm answers in <i>concept map on smartboard</i> ▪ LISTENING COMPREHENSION: TE89a Fact and Opinion: Read <i>The End of Summer</i> on 89b then have students names facts and opinions from the story to add to our T-Chart <i>CO 4 or on SB</i> ▪ <i>RWN p. 347</i> 	<p>Phonics/Spelling</p> <ul style="list-style-type: none"> ▪ Segment & blend words that end in "es" in SE pp. 86-87 - record what they find on board ▪ <i>Sound-Spelling Cards 139 and 124</i> segment and blend words on TE 87a (<i>put on smartboard</i>) ▪ SE p. 88 Words I Can Blend - <i>do on SB</i> ▪ Play stepping stones - place words on the floor and children walk over them saying the word as they go to get to the other side of the stream. <i>prepare</i> ▪ <i>RWN p. 345</i> ▪ DECODABLE PRACTICE READER: 15A: <i>Boxes For Flo p. 193</i> - <i>copy</i>, highlight -es words, read, send home 	<p>Word Block</p> <ul style="list-style-type: none"> ▪ Review Red-Words for this week from earlier word hunt on <i>Smartboard</i> (put up a bunch of pictures and words and play "I spy" or look for with spotlight- on <i>SB</i>) ▪ SE p. 89 Word I Can Read - <i>do on SB</i> ▪ Use in sentences orally or write in journal ▪ <i>RWN p. 346</i> <p>-----</p> <ul style="list-style-type: none"> ▪ SPELLING WORDS: Give spelling pretest on TE 88d - correct together and take home Assign <i>Let's Practice It! P.142</i> for HW • -es "DoodleLoops" - <i>copy</i> • Play The Word Game (review HF & spell. words) <ul style="list-style-type: none"> ○ Divide class into teams ○ Ask one player from the first group to come to the front of the class and sit facing his/her team with his/her back to the board ○ Write a word on the board ○ Tell the team that they can give the player about (or act out) the word to help them guess it
	<p>Conventions: Verbs that do not add -s</p> <ul style="list-style-type: none"> ▪ TE 49c: Explain that a verb is the action word in a sentence. It tells what someone or something else does. <i>Goes, sits, and swims</i> are verbs. A verb in the present tense means the action is happening now. ▪ <i>Grammar Trans. 15</i> Do together ▪ Complete sentence frames on 89c together on <i>SB</i> 	<p>Writing Block</p> <ul style="list-style-type: none"> ▪ FIX-It: "My dad fickses buss." & "i have a vere friendly class." ▪ MINI-LESSON: TE 89d: Summary <ul style="list-style-type: none"> ✓ "A summary tells about something you have read. It tells only the most important info. A summary is short. ✓ <i>RWN p. 348</i>; Read aloud and track print ✓ Ask, "What main things happen in the story?" ✓ Review key features of a summary on SB ✓ Show examples of book & movie summaries 	

Day 2

Reading Block

- **AMAZING WORDS:** Practice using Amazing Words (*swoop, tumble*) – see prompts on 90b
- Sing “My Puppy Buddy” (p. 15 Sing with Me Big Book) – listen for Amazing Words “Do you think this puppy could dig holes when he was first born? Why or why not?”
- **BIG BOOK:** 90a Read Big Book *Mr. George Baker*; Listen to find out what Harry and Mr. George see outdoors that *tumbles* and *swoops*.
- **MAIN SELECTION/LISTENING**
 - ✓ Use **Voc. Trans 15** to introduce this week’s story words – 92a
 - ✓ TE 92a; **Descriptive Words** – list descriptive words that tell how a person **feels** together on the board – have student choose one to write a sentence about on a sentence strip - share
 - ✓ 92b; Build Background – Play Audio then ask: “What kinds of equipment are needed to take care of pets that you know about? What do these pets need to eat and drink? What other special care do they need? – record responses in large chart **on SB**
 - ✓ Read *The Class Pet* TE/SE 92
 - ✓ Comprehension Check on TE 105a
 - ✓ TE 105b – Genre: complete Venn Diagram on **GO 28 or SB**

Conventions: Verbs that do not add -s

- TE 105c: Write “Erik rides his bike. Erik and his mother ride to school.” on the board – ask students to identify which sentence is talking about more than one person – then i.d. the present tense verb in each sentence.
- Complete sentence frames from 105c **on SB**
- **RWN p. 351**

Phonics & Handwriting

- **Sound-Spelling Card 91 & 93** – r-controlled or, ore – teach “bossy-R” Orton Gillingham lesson
- **R-controlled SB Lesson**
- Random Frog Words – Words from 90d (if frog says “you win” you earn a raffle) **on SB**
- SE 90: Word I Can Blend – do on **SB**
- **RWN p. 349**
- **DECODABLE READER:** 15B *At the Shore* P. 201 – **copy**
- **REVIEW:** 91d ; review -s, -es, -put **on SB** and have students click on tiles until they miss a word – see how far they get; then **post and read sentences** at the bottom of 91d
- **HANDWRITING:** Review correct letter formation and handwriting for Rr **RWN p. 353** or **teach-made D’Nealian sheet**

Writing Block

- **FIX-It:** “I kis my mom before I catch the buss.” & “My fiends meet at the bus sop.”
- **MINI-LESSON:** TE 105d – Summary
- ✓ Prompt: “Write a summary of *The Class Pet*. Tell the most import events and ideas.” – **put prompt on SB**
- ✓ **RWN p. 352** – go over rubric first
- ✓ Discuss 3 main events of the story *The Class Pet* with your buddy. Write them in order. Read them to your buddy.

Word Block

- **HF WORDS:** SE p. 51 I Can Read (read 3 times for fluency) – **put on SB**
- **Let’s Practice It p. 141**
- **SPELLING WORDS:** TE 91e: segments the sounds in each spelling word as students practice writing on slates – check spelling before saying each word
- Write words with glue and sprinkle with jello or salt – trace over the next day when dry – **do in centers**
- **RWN p. 350**

Day 3

Reading Block

- **AMAZING WORDS:** Practice using Amazing Word (*crumple*) – follow prompts on 106b – play “Let it snow” by writing spelling words on white paper, crumpling them up, throwing them in the air, catching a new one, and reading it.
- Sing “My Puppy Buddy” (p.15 *Sing with Me Big Book*) – listen for Amazing Words “Why is it interesting to have a baby animal as a pet?”
- **MAIN SELECTION:**
 - ✓ Fill in the sentence frames from 106g with HF and Story Words sentences (SB)
 - ✓ 2nd Read of *The Class Pet* TE/SE 92; **compare/contrast:** before reading discuss how newborn mice are like/different than other newborn animals
 - ✓ Practice retelling story with a Koosh ball then answer the “Think Critically” questions on p. 106; Read about the Author on p.107
 - ✓ Answer comprehension question in complete sentences (teacher-made WS) - **copy**

Conventions: Verbs that do not add -s

- TE 108a; Remind students that we do not add -s to the end of a verb that shows what more than one person, animal, or thing does now (i.e. *Sally and Tom jump. We make pancakes.*)
- Complete sentence frames **on SB**
- **RWN p. 358**

Phonics

- TE 106c – practice adding one sound to each words to make a new words (“ow” becomes “cow”) – look for answers in SE 86-87
- **BUILD WORDS:** 106d; (Use **index cards in pocket chart or letter tiles**) – *Letters e,o,h,,m,n,r,s,t,w (torn, tore, more, shore, 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**
- Practice reading words on TE 106d for fluency (model how I look at the parts of the words I already know to help me decode faster)
- **RWN p. 355-356** “Six Wishes”
- Have students write what their 6 wishes would be – **do in centers**

Writing Block

- **FIX-It:** “I wich Kim was in my klass.” & “My best friends ride the bus_”
- **SUMMARY:** Read SE/TE 108-109
- **MINI-LESSON:** TE 109a; Summary
 - ✓ Use rubric to have students evaluate their writing from yesterday – work with peers

Word Block

- **HF WORDS:** Review this week’s HF Words
-
- **SPELLING WORDS:**
- **RWN p. 357**
- **Spelling Magic** - Try a little magic to teach spelling words! Have students write words on white construction paper with white crayon. Then have them paint over the paper with watered down tempera paint or watercolors. Words appear like magic – **do in centers**
- Post and read sentences from 106f **on SB**
- **Spelling SB Game** – image match

Day 4

Reading Block

- **AMAZING WORDS:** Practice using Amazing Words (*nibble, nudges, wriggle*) - use prompts on 110b
- Sing "My Puppy Buddy" (p.15 *Sing with Me Big Book*) - listen for Amazing Words "The puppy in the song has a person to care for him. Who cares for baby animals that live outdoors in the natural world?"
- **Read Aloud Anthology** *Pup Grows Up* - Listen to find out if baby seals go through any of the same kinds of changes that baby mice do.
- **MAIN SELECTION:**
 - ✓ Final Read *The Class Pet* TE/SE 92; Read chorally then mumble style to yourself (focus on fluency)
- **SCIENCE IN READING:** We are going to read a **fable**; An **fable** is a short story that teaches a lesson, or moral, and it is often has animal characters that speak and act like people. Read TE/SE 110-115 *Belling the Cat*; Discuss questions on 115a

Phonics

- 110c - segment and blend syllables - **post words on SB** (do together)
- REVIEW - 110d - *ng, nk, compound words*- have students write 2 smaller words that make up compound word in chart **on SB**
- **Let's Practice It 139-140**
- **DECODABLE READERS:** 15C p. 209 *Going to the Shore* **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 110g; **Smartboard** Sticker Challenge; practice reading sentences fluently on SB from 110g
- **HF WORDS:** practice with Guess which word is missing (students hold white boards - turn one student around)
-
- **SPELLING WORDS:**
- Cut out spelling word cards - one child reads a word while another one writes it, then switch roles
- Play "Mystery Bag" - put all HF and spelling words in a bag - students take turns pulling out a word card and reading it - however, there are also cards in the bag that say things like "dance like a chicken" & "sing twinkle twinkle" - students must do what their card says
- **RWN p. 359**

Conventions: Verbs that do not add -s

- TE 115c Remind students that present tense verbs tell what two or more people, animals, or things do now: run, open, or ask.
- Model identifying a present tense verb in a sentence by writing "Mom and Felicia open their gifts" **on the board** and underlining the verb.
- **RWN p.360** (give as an assessment)

Writing Block

- **DAILY FIX-IT:** "I wish I could ride the bus_" & "the buses were lat."
- **MINI-LESSON:** TE 115d: Strong Conclusion
 - ✓ Yesterday you used your rubric to evaluate your writing. Today you will write about another prompt.
 - ✓ Remind students of key features of summary - model writing a strong conclusion for *The Class Pet* (i.e. "Finally, the mouse makes a new friend.")
 - ✓ **Post prompt on SB:** "Write a summary of *Belling the Cat* or another story you have read. Tell the most import events."

Day 5: Assessment Day

Reading Block

- **AMAZING WORDS:** Review Amazing Words one last time – ask questions under “Monitor Progress” on TE 116b
- **CONCEPT MAP:** Is there anything else we want to add to our map from the first day?
- **SE/TE** 116-117 Listening and Speaking: Vocabulary, Fluency
- **COMPREHENSION REVIEW: Fact and Opinion:** Read aloud passage on 117b, ask students:
 - ✓ What is a fact in this paragraph?
 - ✓ What is an opinion in this paragraph?

Phonics/Letter Review

- **PHONEMIC AWARENESS:** TE 116c – adding final phonemes – have students add a final sound to each word on 116c to make a new word (i.e. plan becomes plant)
- **Put sentences from 116c 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
-
- **SPELLING WORDS:**
 - ✓ Play Sparkle with spelling words to review one last time
 - ✓ Give Spelling Test (see 116d for words and sentences)

Conventions: Verbs that do not add -s

- TE 117g: Remind students that present tense verbs are verbs that tell what someone or something is doing now.
- Have students give examples of present tense verbs that agree with the subject *They*. (i.e. cry, feel, find, walk, creep, etc.)
- Complete sentence frames from 117g **on SB**
- [Let’s Practice It! P. 143](#)

Writing Block

- **DAILY FIX IT:** “Dad say good-by” & “Jan iz on her way?”
- **MINI-LESSON:** T 117h: Proofread for Fragments
 - ✓ A sentence must have a subject (who or what) and a verb (doing something) – if your sentence is missing a subject or a verb it is a fragment – you can fix this by adding the missing part
 - ✓ Model by writing “Brings us lunch” **on SB**
 - ✓ Proofread yesterday’s summaries for fragments – peer revision
 - ✓ Share summaries

ASSESSMENT

- “Read the Sentences/Story” on p. 117e & 117f – **copy**
- Weekly Tests pp. 121-126
- Fresh Reads