

Unit 3 Week 4: Frog and Toad Together

Color Key:

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

- Spelling: words with -ed
- Conventions: verbs for past and for future
- Writing: Lists
- Question of the Week: "What changes happen in a garden?"
- Amazing Words: *gardener, nature, sprout, dim, shade, sprinkling, destroy, humongous*
- High Frequency Words: *afraid, again, few, how, read, soon*

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>gardener, nature, sprout (T119)</i> in sentences (on <i>smartboard</i>) ▪ Sing "Sprout! It's a Garden" (p. 16 Sing with Me Big Book) - listen for Amazing Words ▪ CONCEPT TALK: Watch Concept talk video <i>online</i>; "What changes happen in a garden?" - brainstorm answers in <i>concept map on smartboard</i> ▪ LISTENING COMPREHENSION: TE123a Author's Purpose: Read <i>Carlee's Garden</i> on 123b then ask students what details in the story show that the author's purpose was to inform them about gardening? ▪ <i>RWN p. 363</i> 	<p><u>Phonics/Spelling</u></p> <ul style="list-style-type: none"> ▪ Segment & blend words that end in "ed" & "ing" in SE pp. 120-121 - record what they find on board ▪ <i>Sound-Spelling Cards 121 and 127</i> segment and blend words on TE 121a (<i>put on smartboard</i>) ▪ SE p. 122 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. 361</i> ▪ DECODABLE PRACTICE READER: 16A: <i>Hopping Buffy</i> p. 217 - <i>copy</i>, highlight -ed/-ing 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 <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. 123 Word I Can Read - <i>do on SB</i> ▪ Use in sentences orally or write in journal ▪ <i>RWN p. 362</i> <p>-----</p> <ul style="list-style-type: none"> ▪ SPELLING WORDS: Give spelling pretest on TE 122d - correct together and take home Assign <i>Let's Practice It!</i> P.150 for HW ● -ed "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 ou) the word to help them guess it
	<p><u>Conventions: Verbs for Past and for Future</u></p> <ul style="list-style-type: none"> ▪ TE 123c: Remind students that a verb is the word in a sentence that shows the action. A verb can tell what happened in the past or what will happen in the future. ▪ <i>Grammar Trans. 16</i> Do together ▪ Complete sentence frames on 123c together on <i>SB</i> 	<p><u>Writing Block</u></p> <ul style="list-style-type: none"> ▪ FIX-It: "Dan helped me plant my seeds_" & "They will be little plants son." ▪ MINI-LESSON: TE 123d: Lists ✓ "Lists have words or sentences written one below the other. Sometimes lists have headings to tell you what ideas will be written." ✓ <i>RWN p. 364</i>; Read aloud and track print ✓ Review key features of a list on <i>SB</i> ✓ Writing Prompt on 123e - <i>copy</i> 	

Day 2

Reading Block

- **AMAZING WORDS:** Practice using Amazing Words (*dim, shade*) - see prompts on 124b
- Sing "Sprout! It's a Garden" (p. 16 Sing with Me Big Book) - listen for Amazing Words "What does the song mean when it says, 'It takes time to see the plants?'"
- **BIG BOOK:** 124a Read Big Book *What Makes the Seasons*; Listen to find out in what season plants turn a beautiful shade of green and in what season the sun begins to grow dim.
- **MAIN SELECTION/LISTENING**
 - ✓ Use **Voc. Trans 16** to introduce this week's story words - 126a
 - ✓ TE 126a; Dictionary/Glossary - **Draw a T-Chart on SB or use GO 4** - Write down words and meanings - demonstrate using the student glossary in anthology
 - ✓ 126b; Build Background - Play Audio then ask: "What kinds of plants can we grow in gardens? What do you do to start a garden? What do gardeners do to take care of their plants?" - **Make web on SB or GO 17**
 - ✓ Read *Frog and Toad Together* TE/SE 126
 - ✓ Comprehension Check on TE 141a
 - ✓ TE 141a - Genre: Animal Fantasy; **complete chart on SB or GO 5**

Conventions: Verbs for Past and for Future

- TE 141b: Write "He turned" and "He will turn" on the board; Ask, "Which sentence tells about what already happened - the past?" "Which tells about what is going to happen - the future?"
- Talk about tense of verbs in sentences from 141b - **write on SB**
- Complete sentence frames from 141b **on SB**
- **RWN p. 367**

Phonics & Handwriting

- **Sound-Spelling Card 55** r-controlled ar - teach "bossy-R" Orton Gillingham lesson
- Look for "ar" word in SE 120-121 **Put on SB**
- **R-controlled SB Lesson**
- Random Frog Words - Words from 124d (if frog says "you win" you earn a raffle) **on SB**
- SE 124: Word I Can Blend - do on **SB**
- **RWN p. 365**
- **DECODABLE READER:** 16B *Day at the Farm* P. 225 - **copy**
- **REVIEW:** 91d; review -ed, -ing, **-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 125d
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- **HANDWRITING:** Review correct letter formation and handwriting for Cc **RWN p. 369** or **teach-made D'Nealian sheet**

Writing Block

- **FIX-It:** "I plantted seeds last spring_" & "next year I will do it agan."
- **MINI-LESSON:** TE 141c - Lists
- ✓ Prompt: "Think of actions Toad tried to help his garden grow. Write a list telling what Toad did that really helped the garden grow. In another list, tell his actions that did not help." - **put prompt on SB**
- ✓ First Brainstorm ALL the things Toad does in the story
- ✓ **RWN p. 368** - planning lists

Word Block

- **HF WORDS:** SE p. 125 I Can Read (read 3 times for fluency) - **put on SB**
- **Let's Practice It p. 149**
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- **SPELLING WORDS:** TE 125e: segments the sounds in each spelling word as students practice writing on slates - check spelling before saying each word
- Type words in list form on computers **do in centers**
- **RWN p. 366**

Day 3

Reading Block

- **AMAZING WORDS:** Practice using Amazing Word (*sprinkling*) – follow prompts on 142b
- Sing “Sprout! It’s a Garden” (p.16 *Sing with Me Big Book*) – listen for Amazing Words “What different kinds of weather help gardens grow?”
- **MAIN SELECTION:**
 - ✓ Fill in the sentence frames from 142g with HF and Story Words sentences (SB)
 - ✓ 2nd Read of *Frog and Toad Together* TE/SE 126; **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. 142; Read about the Author on p. 143
 - ✓ Answer comprehension question in complete sentences (teacher-made WS) - **copy**

Conventions: Verbs for Past and for Future

- TE 144a; Remind students that some verbs use the ending -ed to tell what happened in the past. Verbs use the helping verb *will* to tell what will happen in the future.
- Complete sentence frames **on SB**
- **RWN p. 374**

Phonics

- TE 142c – practice adding one sound to each words to make a new words (“far” becomes “farm” – look for answers in SE 120-121
- **BUILD WORDS:** 142d; (**Use index cards in pocket chart or letter tiles**) – *Letters a,c,k,p,r,s,h,t (part, park, spark, shark, 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 142d for fluency (model how I look at base words that I already know to help me decode faster)
- **RWN p. 371-372** “The Cart”

Writing Block

- **FIX-It:** “I put thre seeds in one pot?” & “then I gave them watter.”
- **SUMMARY:** Read SE/TE 144-145
- **MINI-LESSON:** TE 145a; Lists
 - ✓ Use idea web from yesterday and Writing Trans. 16A to model writing sentences that tell characters’ actions
 - ✓ Have students write their lists (including headings)

Word Block

- **HF WORDS:** Review this week’s HF Words
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- **SPELLING WORDS:**
- **RWN p. 373**
- **Scratch and Sniff Letters** – write spelling words in glue, sprinkle with jello, when dry, trace over letters for a “scratch and sniff” experience – **do in centers**
- Post and read sentences from 142f **on SB**
- **Spelling SB Game** – anagrams

Day 4

Reading Block

- **AMAZING WORDS:** Practice using Amazing Words (*destroy, humongous*) - use prompts on 146b
- Sing "Sprout! It's a Garden" (p.16 Sing with Me Big Book) - listen for Amazing Words "What does the song tell us about what seeds need before they can become plants?"
- **Read Aloud Anthology** *Jack and the Beanstalk* - Listen to find out what is amazing about the beans that Jack plants.
- **MAIN SELECTION:**
 - ✓ Final Read *Frog and Toad* TE/SE 126; Read chorally then mumble style to yourself (focus on fluency)
- **SCIENCE IN READING:** We are going to read a **How-To Article**; A **How-To Article** tells how to make or do something. It has directions that tell steps to follow in order. Sometimes, it has pictures to help readers understand what to do. Read TE/SE 146-147 *Growing Plants*; Discuss questions on 147a

Phonics

- 146c - segment and blend syllables - **post words on SB** (do together)
- REVIEW - 146d - **-es, or, ore-vortex sort on SB**
- **Let's Practice It 147-148**
- **DECODABLE READERS:** 16C p. 233 *Jogging in the Park* **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 146g; **Smartboard** Sticker Challenge; practice reading sentences fluently on SB from 146g
- **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.375**

Conventions: Verbs for Past and for Future

- TE 147c Remind students that a verb with the ending - ed tells about the past and that a verb with the helping verb *will* tells about the future. (i.e. *looked, will look*)
- Model identifying the appropriate verb form by writing sentences from 147a on the board, choosing the correct one, and explaining why the others are not correct. **on SB**
- **RWN p.376** (give as an assessment)

Writing Block

- **DAILY FIX-IT:** "They ned sunn." & "I am hapy when they gro."
- **MINI-LESSON:** TE 147d: Revision Strategy: Deleting a word
 - ✓ Today we will revise our lists to make the ideas clearer or more interesting. We can take away a word that doesn't make sense or does not help.
 - ✓ Remind students of key features of a list
 - ✓ Display revision tips from 147d
 - ✓ Models how to revise by using Writing Transparency 16B
 - ✓ Write sentences from 147e **on SB** - ask students which is clearer
 - ✓ Have students review their lists

Day 5: Assessment Day

Reading Block

- **AMAZING WORDS:** Review Amazing Words one last time – ask questions under “Monitor Progress” on TE 148b
- **CONCEPT MAP:** Is there anything else we want to add to our map from the first day?
- **SE/TE** 148-149 Listening and Speaking: Vocabulary, Fluency
- **COMPREHENSION REVIEW: Author’s Purpose:** Read aloud passage on 149b, ask students:
 - ✓ Did the author write this story to entertain or to inform? How can you tell?
 - ✓ Supposed the author wanted to inform readers about planting a real garden. What are some things she might have written?

Conventions: Verbs for Past and for Future

- TE 149g: Remind students that a verb with the ending –ed tells about the past, and that a verb with the helping verb *will* tells about the future.
- Complete sentence frames from 149g **on SB**
- [Let’s Practice It! P. 151](#)

Phonics/Letter Review

- **PHONEMIC AWARENESS:** TE 148c – generating rhyming words –
- **Put sentences from 148c on board** – have students first read quietly to themselves, then read together

Writing Block

- **DAILY FIX IT:** “he planted the seeds.” & “Jan and I waters the garden.”
- **MINI-LESSON:** T 149h: Proofread for Verbs
 - ✓ Model with Writing Transparency 16C **on SB**
 - ✓ Post Proofreading Tips **on SB**
 - ✓ Proofread yesterday’s lists for correct verb tenses – peer revision
 - ✓ Share lists

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 148d for words and sentences)

ASSESSMENT

- “Read the Sentences/Story” on p. 149e & 149f – **copy**
- Weekly Tests pp. 127-132
- Fresh Reads