

Unit R Week 1: Sam/Rip Van Winkle

- Consonants: *m, s, t, and short a*)
- Question of the Week: "What is around us at home?"
- Language Arts: Nouns
- Amazing Words: *furniture, tidy, unwind, cozy, middle, straw, yawn*
- High Frequency Words: *I, see, a, green*

Day 1

READING

Activate Prior Knowledge: TE 12j; Team Talk - Routines Flip Chart: Think, Pair, Share

Anchor Talk: Question of the Week: "What is around us at home?" (SE pp. 12-14; TE 12j) – **flipchart** – concept chart/map

Write on Demand: (2-3 min.): "What do you know about your home?"

Oral Vocabulary – Amazing Words: **R1 Sing with Me Big Book**; Listen for Amazing Words (*furniture, tidy, unwind*) as we sing "My Room"

Teach Amazing Words with 3-Step Process (TE 13a)

Put Amazing Words sentences from 13b on Smartboard/Chalkboard to practice **prepare**

Preteach Academic Vocabulary (TE 13b) (*character, realistic fiction, nouns for people, animals & things*) – **Write these terms on the board**; "What do you know about these vocabulary words?"

Phonemic Awareness: (consonant m) Follow prompts on TE 14-15 SE 14-15; hear, say, see, read ABC Rhyme Time, write; **pull out sound-spelling card 15 & ABC Rhyme Time p. 18**

Phonics –Teach/Model: (/m/) follow prompts on TM 15b Routine Flip Chart: Connect, Model, Guide Practice, Review; **pull out blank index cards; Do RWN p. 1 ("m")**

Phonics: review lowercase/uppercase Mm; "Can you name words that begin and/or end with the /m/ sound?"

–(normally small group time/centers goes here, but I am only doing it Tuesdays, Wednesdays, and Thursdays)

Listening Comprehension: TE 15d, SE EI-4 (Envision It); Read "A Tidy Room" on 15e and follow prompts on 15d; **Do RWN p. 2**

LANGUAGE ARTS

Conventions: Nouns for People and Things (TE 15t); **Pull out or scan Grammar Transparency R1 on TR DVD**; do together

Complete these sentences on board together: "My _____ ate." and "My _____ broke."

Team Talk: talk with a buddy about **people** you know and some favorite **things** at home – Are these **people** or **things**?

Handwriting: (Mm) HWT or **RWN p. 3** and **Grammar Jammar online**

Daily Fix-It: "i aam Sam."

Writing: (nouns in sentences) Write these sentences on board: "Men Work." and "Cars stop." Talk about which words are nouns and circle them; Brainstorm more words that name people, animals, and things and record these ideas on a chart **prepare**; Then write these sentences and read them: "My _____ ate." and "The _____ is new." Fill in the blanks and then create new sentences with your nouns from the chart – this is a shared writing – circle the nouns

Listening and Speaking Attentively (TE 15i); practice good manners/skills by talking to buddies about your home (sit quietly while listening, face, speaker, eye contact, don't interrupt, etc.)

Wrap Up the Day: M, character, etc. (TE 15i)

Homework: **Family Times Newsletter pp. 1-2 from TR DVD**

Day 2

READING

Concept Talk: **Use concept talk video online**; Review question of the week: "What is around us at home?"; Sing "My Room" **R1 Sing with Me Big Book and Sing with Me Animations online**; "Why does the child singing like his room?"; **Read Aloud Big Book: My Very Little World**; Listen to find out how someone's world can be big AND little at the same time; Review terms: *fiction & author*

Oral Vocabulary – Amazing Words: (*cozy*) – follow prompts on TE 15k

Anchored Talk: TE 15k; **pull out concept map from yesterday** and add to it

Print Awareness: follow prompts on TE 15j; **Do RWN p. 4**

Phonemic Awareness: TE 15m SE 14-15; Isolate Initial and Final Phonemes /s/

Phonics: Follow prompts on TE 15n; consonants s, ss /s/; **pull out Sound-Spelling Card 21, ABC Rhyme Time p. 24, m index cards from yesterday and blank index cards; Do RWN p. 5**; Review capital and lowercase Ss

SMALL GROUP TIME/CENTERS: see attached center sheet – Rotation 1

Comprehension: TE 15q (*character*); Reread *Tidy Room* on TE 15e and follow prompts on TE 15q

Vocabulary: TE 15q (*sort nouns*); do on a 3-column chart on Smartboard or Chart paper

LANGUAGE ARTS

Conventions: TE 15r Nouns for People and Things; Do activities on 15r together; [Do RWN p. 6](#)

Handwriting: HWT or Letter S on TE 15s [RWN p. 7](#) have students team talk to evaluate each others' work

Writing: TE 15t; Nouns in Sentences [prepare sentences on board from 15t ahead of time](#)

Listening and Speaking Practice: TE 15u discuss favorite rooms at home – do one at a time in front of class then in pairs; speak loudly, speak in complete sentences, wait to speak until everyone is listening

Wrap Up Your Day: Review letter /s/ and what Sugarloaf has in her home

Day 3

READING

Concept Talk: TE 16a; Sing "My Room" from [Sing with Me Big Book](#) and CD: "What do you like best about the room where you sleep?" Read [the Big Book "My Very Big Little World"](#); Tell children to think about what SugarLoaf does in her "world" as they listen to the story today: After reading ask children "What are some things SugarLoaf likes to do around her home?"

Oral Vocabulary – Amazing Words TE 16b Teach the word *middle* using the 3-step technique on 16b

Anchored Talk: Follow prompts on TE 16b and add to [concept map from yesterday](#)

Print Awareness: TE 16c; Letter Sequence; Words are made up of groups of letters; [WRN p. 8](#)

Phonemic Awareness: Follow prompts on TE 16d, SE 14-15; Isolate Initial, Medial, and Final Phonemes /t/

Phonics: Consonant t /t/, follow prompts on TE 16e (Hear, Say, See, Read ABC Rhyme Time, Write); [pull out Sound-Spelling Card 23 & ABC Rhyme Time p. 25](#);

Phonics – Teach/Model: t, /t/; TE 16f; Routine Flip Chart: Connect, Model, Guide Practice, Review; [RWN p. 9](#)

Phonics: TE 16g: Identify Lowercase and Uppercase Letters Tt

SMALL GROUP TIME/CENTERS: see attached center sheet – Rotation 2

High-Frequency Words: TE 16h Routines Flip Chart: Say and Spell, Demonstrate Meaning (Today's HF word is "I"); [RWN p. 10](#); [Do Vocabulary Activities online](#)

LANGUAGE ARTS

Conventions: TE 16i; Nouns for People and Things; Review what nouns are; write the sentence "The table is big." Ask, "What other nouns could we use instead of table?" Team Talk: have children say the sentence using their nouns that name things; Have children complete these sentences frames orally using nouns that name people or things: "The tiger has a _____", "The _____ likes to play", "I will get the _____" [write these on board ahead of time](#); [RWN p. 11](#)

Handwriting: HWT or TE 16j Letter Tt [RWN p. 12](#); team talk; evaluate your buddies work and your own

Writing: Nouns in Sentences; follow prompts on TE 16k

Listening and Speaking: Participate in a Discussion TE 16l; work in pairs; make appropriate comments, take turns, don't interrupt, respond to questions, etc. [Write "Good speakers say appropriate things" on the board](#)

Wrap Up Your Day: TE 16l: Letter Tt, HF Words I, see, a, green – find on Word Wall or Smart Notebook Slide, Ask students to describe what SugarLoaf plays with and what she does to unwind.

DAY 4

READING

Concept Talk: TE 16m; Sing "My Room" from [Sing with Me Big Book](#) and CD; recall that SugarLoaf went to father's bed and woke him so they could eat breakfast. Have children describe a bed. Today you will listen to a story about different types of beds. Read from the [Read Aloud Anthology: Go Sleep in Your Own Bed](#).

Oral Vocabulary – Amazing Words: (AW: yawn, straw) Routines Flip Chart on 16n to teach

Anchored Talk: use prompts on 16n then after discussion questions add to concept map from Monday

Print Awareness: letter sequence; prompts on 16o; [RWN 13](#)

Phonemic Awareness: Segment and Blend Phonemes; use prompts on 16p to segment and blend CVC words

Phonics: short a; Follow prompts on 16 q to Hear, Say, See, Read ABC Rhyme Time, and Write; [Pull out Sound-Spelling Card 1 and ABC Rhyme Time p. 6](#)

Phonics – Teach/Model: short /a/; Routine Flip Chart on 16r; practice spelling short /a/ words on white boards or scrap paper; [RWN p. 14](#)

Phonics: TE 16s: Identify Lowercase and Uppercase Aa

SMALL GROUP TIME/CENTERS: see attached center sheet – Rotation 3

Phonics: Build Fluency: short a, m, s, t, (TE 16) – have students turn to page 16: Words I Can Blend

Decodable Practice Reader R1A: "I Sat" – Pass out and turn to page 1 – follow prompts on 17a then reread for fluency

Genre: TE17c: Fiction; Follow prompts, then use [Graphic Organizer 5](#) to record elements of fiction: *character, setting, plot*; [RWN p. 15](#)

High-Frequency Words: Page 17 – have students read these words aloud, have them read the sentences aloud

Build Background: 18a – have children listen to the [Building Background Audio CD](#) – listen especially for the description of the child's bedroom; team talk; use [graphic organizer 28](#) or [draw a Venn Diagram on Smartboard](#); "We're going to read *Sam*. It's a story about another child's room. We'll read to find out more about Sam and his room."

MAIN SELECTION: Let's Read: *Sam*: 18b follow prompts; BEFORE reading have student do a picture walk and [use p. RR7 in RWN](#) to draw pictures of things they have questions about in the story; Read *Sam* and use comprehension strategies on 18-27 and 27a – [pull up story online: Main Selections](#)

Retelling: Work in pairs to retell story to each other

Think Critically: Read and discuss questions on p. 28 then read poem on p. 29 (tap rhythm while reading and talk about rhyming words)

LANGUAGE ARTS

Writing: Nouns in sentences TE/SE 30-31 read and then write – pass out Handwriting paper

Convention: Nouns: People, animals, and things TE 31a – read aloud conventions note in SE on p. 31 – brainstorm nouns that fit into these categories [RWN p. 16](#)

DAY 5

WRAP UP YOUR WEEK

Question of the Week: TE 32a; Reread "Go to Sleep in Your Own Bed" from [Read Aloud Anthologies](#); Use Amazing Words: *furniture, tidy, & cozy* and Concept Map to answer question: "What is around us at home?"

Oral Vocabulary: 32b; Team Talk – How does the question of the week connect to this unit's big question, "What is all around me?"; Call on individuals to use this week's Amazing Words, then [add all Amazing Words for this week to the Word Wall](#)

Print Awareness: 32c; Letter Sequence – talk about *symbols vs. letters*, [RWN p. 19](#)

Phonological Awareness: 32d; Blend onsets and rimes; follow prompts in teacher's manual

Fluent Word Reading: 32e – [put words on smartboard](#); have students read 3-4 times, then do the same with HF sentences

Spell Words 32f follow prompts and practice spelling words on white boards

High-Frequency Words 32f practice using HF words in sentences – [go back to Smartboard Slide ; RWN p. 20](#)

–(normally small group time/centers goes here, but I am only doing it Tuesdays, Wednesdays, and Thursdays)

Decodable Practice Reader 32g Have students turn to page 9 and decode each word in "At a Mat" – then read for fluency

Social Studies in Reading: 32j Explain what Folk Tales are – well-known story or legend that people have told many times through the years – passed down orally; Read Together *Rip Van Winkle* on pp. 32-33 (TE and SE)

Listening and Speaking: TE & SE pp. 34-35 Practice It! Team Talk

Vocabulary: TE 35a Sort Nouns; read and discuss voc. Lesson on page 35 in SE; follow prompts on 35a

Handwriting: Read and discuss proper body position on p. 35; then pass out paper and practice Mm, Tt, Ss, and Aa (unless doing HWT)

ASSESSMENT

- Assessment of consonants: Weekly Test R1, pp. 1-6
- Read the Words (Sight Word Grade) – [copy 35c from TE](#); record scores on word reading chart for this unit in First Stop ([copy](#))
- (can also use pp. 1-6 of Reads for Fluency and Comprehension for differentiated assessment and/or copy Advanced Reading Selection on 35g)

Conventions: Nouns: People, animals, and things; follow prompts on 35d, fill in sentence frames on smartboard, [Copy "Let's Practice It! P. 3 from TR DVD](#)

Writing: 35d (sentences) – follow prompts

