

Color Key:

Red – Materials/Preparation Needed

Blue – Reader's and Writers' Notebook

Green – Student Edition Pages Utilized in this lesson

Unit R Week 2: Snap/Families

- Consonants: c /k/
- Question of the Week: "Who is in our family?"
- Language Arts: Nouns for Places
- Amazing Words: *adult, childhood, depend, portrait, gallery, entertain, scurry*
- High Frequency Words: *like, one, the, we*

Day 1

READING

Activate Prior Knowledge: TE 36j; Team Talk (discuss in pairs "Who is in our family?") - Routines Flip Chart: Think, Pair, Share

Anchor Talk: Question of the Week: "Who is in Our Family?" (SE pp. 36-37; TE 36j) – flipchart – concept chart/map; use prompts on 36j to go over pages in students' book; create concept chart on smartboard

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

Oral Vocabulary – Amazing Words: TE 37a; R2 Sing with Me Big Book and CD; Listen for Amazing Words (*adult, childhood, depend*) as we sing "My Family"

Teach Amazing Words with 3-Step Process: Introduce, Demonstrate, Apply (TE 37a)

Put Amazing Words sentences from 37b on Smartboard/Chalkboard to practice prepare

Preteach Academic Vocabulary (TE 37b) (*setting, realistic fiction, nouns for places*) – Write these terms on the board; "What do you know about these vocabulary words?"

Phonemic Awareness: (consonant c /k/) Follow prompts on TE 38-39 & SE 38-39; hear, say, see, read ABC Rhyme Time, write; pull out sound-spelling card 3 & ABC Rhyme Time p. 8

Phonics –Teach/Model: (/c/) follow prompts on TE 39b Routine Flip Chart: Connect, Model, Guide Practice, Review; Then practice spelling some words with c /k/ together or on white boards;

Do RWN p. 21 ("c")

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

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

Listening Comprehension: *setting*; TE 39d, SE EI-4 (Envision It); Read "Surprise" on 39e and follow prompts on 39d; Do RWN p. 22

LANGUAGE ARTS

Conventions: Nouns for Places (TE 39f); Grammar Transparency R2 on TR DVD or Smartboard; do together

Complete these sentences on board together: "We go to the ____." and "We stop at the ____."

Team Talk: talk with a buddy about places you like to go. Identify the nouns for your favorite places.

Handwriting: (Cc) HWT or RWN p. 23 and Grammar Jammer online; team talk to evaluate work

Daily Fix-It: "we like Sam."

Writing: (sentences) TE 39f: Write these sentences on board: "I go home." and "Then I go to the park." 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 sentence frames and read them: "I have fun at the ____." and "They drive to the ____." Fill in the blanks and then create new sentences with your nouns from the chart – this is a shared writing – circle the nouns; then write one or more on your own

Listening and Speaking Attentively: Share Ideas: (TE 39i); practice good manners/skills by talking to buddies about your ideas concerning families (speak clearly, do not speak too quietly or slowly, use complete sentences that the listeners can understand)

Wrap Up the Day: Cc /k, What was the setting in "Surprise!", Identify children and adults in the James family

Homework: **Family Times Newsletter pp. 5-6 from TR DVD**

Day 2

READING

Concept Talk: TE 40a; **Use concept talk video online**; Review question of the week: "Who is in our family?"; Sing "My Family" **R2 Sing with Me Big Book and Sing with Me Animations online**; "How many people does the singer say are in his family?"; **Read Aloud Big Book: My Very Little World**; "The author uses the words portrait instead of the word picture. Listen to find out who is in the portrait." ; Review term: *author*

Oral Vocabulary – Amazing Words: (*portrait*) – follow prompts on TE 40b

Anchored Talk: TE 40b; **pull out concept map from yesterday** and add to it; follow prompts on 40b

Print Awareness: How to Read; "Words are a group of letters"; follow prompts on TE 40c; **Do RWN p. 24**

Phonemic Awareness: TE 40d **SE 38-39**; Match Initial and Final Phonemes /p/

Phonics: Follow prompts on TE 40e; consonants p /p/ **pull out Sound-Spelling Card 18, ABC Rhyme Time p. 21**

Phonics – Teach/Model: Routine Blending Strategy; **use routines flip chart**; Then practice spelling words with the /p/ sound on white boards or together on smartboard; Do **RWN p. 25**; Review capital and lowercase Pp

SMALL GROUP TIME/CENTERS: see attached center sheet – for Tuesday

Phonics – Build Fluency (c /k/, p /p/) TE40 & **SE40**; Words I can blend – do together

Comprehension: TE 41a (setting); Reread *Surprise* on TE 39e and follow prompts on TE 41a

Vocabulary: TE 41a (Give Descriptions); do on a 3-column chart on Smartboard or Chart paper of number, color, and size words; Then read aloud the following sentences and ask students to i.d. the descriptive words: "I have three tall sister." and "We have two black dogs."; Finally have children use number, color, and size words to draw pictures about their pretend animals (i.e. six small green dogs)

High-Frequency Words: TE41 (SE 41); Read HF words and sentences in SE p. 41 while following teacher prompts on TE 41

LANGUAGE ARTS

Conventions: TE 41b; Nouns for Places; use the sentences and sentence frames on TE 41b to model and practice using nouns – **write on smartboard** – **RWN p. 26**

Handwriting: HWT or Letter Pp on TE 41c [RWN p. 27](#) have students team talk to evaluate each others' work

Daily Fix-It: We see sam.

Writing: TE 41d; Sentences [prepare sentences on smartboard from 41d ahead of time](#) then follow prompts – complete sentence frames as shared writing, then write another sentence frame on the board about where a family member might be – have students fill in the blank with a noun, illustrate, and share their sentences.

Listening and Speaking Practice: TE 41e: Following Instructions: explain what **instructions** are; go over steps for following directions; model how to follow directions with tree drawing example; have students restate directions in own words; have pairs take turns telling one another instructions for how to write the letter Cc (or another letter)

Wrap Up Your Day: Review letter /Pp/ and Recall *My Very Big Little World*; have children tell how SugarLoaf helps her dad and her aunt.

Day 3

READING

Concept Talk: TE 42a; Sing [“My Family” from Sing with Me Big Book and CD](#): “What do pets depend on people for?” Read [the Big Book “My Very Big Little World”](#); Tell children to think about everyone who is part of SugarLoaf’s family as they listen to the story today: After reading ask children “If SugarLoaf painted a portrait of everyone in her family, who would she paint?”

Oral Vocabulary – Amazing Words TE 42b Teach the word *gallery* using the 3-step technique on 42b

Anchored Talk: Follow prompts on TE 42b and add to [concept map from yesterday](#)

Print Awareness: TE 42c; How to Read: When we read, we read top to bottom, left to right; [use Graphic Organizer Flip Chart 8](#) to demonstrate this as you tell them the story; (add a pic for each sentence) “My story starts with a man walking on a sunny day. Soon the sunny day turns cloudy. Now the rain is starting. It’s lucky the man has an umbrella.” [WRN p. 28](#)

Phonological Awareness: Rhyming Words: Follow prompts on TE 42d, SE 38-39; “Find 2 words that rhyme with ‘fan’. Now find words that rhyme with ‘tin’ and ‘hose’. Now that we’ve found rhyming words in the book, have students produce words that rhyme with: *sad, map, tree, leg, dog, cat*. Team Talk: prepare pairs of rhyming words with a partner – share.

Phonics: Consonant n /n/, follow prompts on TE 42e (Hear, Say, See, Read ABC Rhyme Time, Write); [pull out Sound-Spelling Card 16 & ABC Rhyme Time p. 19 “Neighbor Newt”](#);

Phonics – Teach/Model: n, /n/; TE 42f; Routine Flip Chart: Connect, Model, Guide Practice, Review; Practice spelling words with /n/ (i.e. *nap, tan, pan, man, can*); [RWN p. 29](#)

Phonics: TE 42g: Identify Lowercase and Uppercase Letters Nn

SMALL GROUP TIME/CENTERS: see attached center sheet – for Wednesday

High-Frequency Words: TE 42h Review this week’s words: *we, like, the one*; point to each word, say and spell it. Use each word in a sentence. [RWN p. 30](#); Review last week’s words too (*I, see, a, green*)

LANGUAGE ARTS

Conventions: TE 42i; Nouns for Places; Review what nouns are; write the sentence “Pam sat in the playground.” Ask, “What other nouns could we use instead of playground?” 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: "Nat can nap in the ____" "Nate can eat in the ____", "Nina can play in the ____" **write these on smartboard ahead of time; RWN p. 31**

Handwriting: HWT or TE 42j Letter Nn **RWN p. 32**; team talk; evaluate your buddies work and your own

Writing: Sentences; follow prompts on TE 42k: First write sentences about SugarLoaf and i.d. nouns & find words with /n/ sound; Then complete sentence frame: "I am in the ____"

Listening and Speaking: Follow Instructions TE 42l; review what **instructions** are; review steps for following directions from yesterday; have pairs take turns telling one another instructions for how to tap their feet or other activities

Wrap Up Your Day: TE 42l: Letter Nn, HF Words: *we, like, one, the* – find on Word Wall or Smart Notebook Slide, Ask students to describe why SugarLoaf's family likes artwork.

DAY 4

READING

Concept Talk: TE 42m; Sing **"My Family"** from **Sing with Me Big Book and CD** "What are some of the things we do to entertain ourselves?"; Then recall that SugarLoaf woke her father early and claimed they were both morning people, but her father looked sleepy. Then they set to work baking. However today you will listen to another story called "Lazy Day" about a family that does the exact opposite: they sleep late and take the day off from work. Read from the **Read Aloud Anthology: Lazy Day**

Oral Vocabulary – Amazing Words: (AW: *entertain, scurry*) Routines Flip Chart on 42n to teach

Anchored Talk: use prompts on 42n then after discussion questions add to concept map from Monday

Print Awareness: How to Read; prompts on 42o; Remind students we read top to bottom and left to right, teach them chant to help them remember **write on smartboard or print out for poetry notebook;**

RWN 33

Phonemic Awareness: Segment and Blend Phonemes; use prompts on 42p to segment and blend short words (*rose, wig, nut, fox, web, goat, hat, pig, hen, gum, map, rock, six, pail*) – Write these words on smartboard – play "Can you Find the Word I'm Segmenting" – have students take turns segmenting a word – next student finds that words and blends it...and so on.

Phonics: Build Fluency /n/; TE & SE 42; have students turn to page 42; "Words I Can Blend".-**RWN p. 34**

Spell Words: c /k/, p /p/, n /n/, a /a/ TE 43a – have students write down the letter they hear for each sound, then try small words such as *can, cap, nap, pan, Nan*

SMALL GROUP TIME/CENTERS: see attached center sheet – see Thursday's Rotation

Decodable Practice Reader R2A: "The Nap" – Pass out and turn to page 17 – follow prompts on 43b & 43c; then reread for fluency

Genre: TE43d: Realistic Fiction; Follow prompts using Snap! and Sam, then use **Graphic Organizer 25** to record elements of fiction: *character, setting, plot*; **RWN p. 35**

High-Frequency Words: Page 43 – chorally read the I Can Read passage then have them read it aloud to themselves; Team Talk: choose 2 H.F. Words and create a sentence in which both words are used properly

Build Background: 44a – have children listen to the **Building Background Audio CD** – listen especially for things that are the same and different about the 2 families; team talk: "What are some good and bad things about small/big families?" "What does it mean to be a family?"; Create a bar graph on smartboard like the one on 44a; "We're going to read Snap! It is a story about a family. We'll read to find out what they do together."

MAIN SELECTION: Let's Read: *Snap!*: 44b follow prompts; BEFORE reading predict and set purpose **E1: 12 Envision It in SE**; Read *Snap!* and use comprehension strategies on 44-53a- **pull up story online under Main eSelections**

Retelling: Work in pairs to retell story to each other

Think Critically: TE 55a; Read and discuss questions on p. 54 Look Back and Write (Writing on Demand – 5 min. time limit “Look back at pages 51 and 52. Who comes to Sam’s house? Write about what this person does.” See 55a for Grading Rubric;

Poetry: TE 55a Read poem: *My Family* on p. 55 (tap rhythm while reading and talk about rhyming words)

LANGUAGE ARTS

Writing: Sentences TE/SE 56-57; Read and then write “Think about a place you go during the day. Tell about that place. Your sentence should have a noun that names that place.” Possible sentence starter: “I go to the _____” – pass out Handwriting paper

Convention: Nouns: Places TE 57a – read aloud conventions note in SE on p. 57 – brainstorm nouns that name places **RWN p. 36 (Grammar Jammar Online)**

Research: Parts of a Book TE 57b; Have students take out their SE. Go over *table of contents* and *Pictionary*. **RWN p. 37**

Handwriting: Letter Size: TE 57c; model 3 different letter sizes (tall, small, fall below the line); Team talk: **Write the sentence: “Same can tap.” on the board.** Point to a letter and have pairs work together to decide if the letter is tall, small, or falls below the line. Then have them clap hands if you point to a small letter, touch noses for letters that fall below the line, raise hands for tall letters. **RWN p. 38**

Wrap Up Your Day: TE 57c; Consonants Cc /k/, Pp /p/, and Nn /n/, Setting (“What clues can help us find the setting of a story?”); Remind students that good readers set a purpose for reading and make predictions about what is going to happen in the story.

DAY 5

WRAP UP YOUR WEEK

Question of the Week: TE 58a: “Who is in our family?” Read ***Lazy Day* from Read Aloud Anthology**; Students should listen o find out why the family unwinds for the whole day; Orally review meaning of Amazing Words; then display this week’s concept map and have children use Amazing Words and concept map to answer the question, “Who is in our family?”

Oral Vocabulary: Amazing Ideas; 58b; Team Talk – In pairs, discuss how the Question of the Week connects to this unit’s Big Question, “What is all around me?” – choose some students to share their amazing ideas with the class

Print Awareness: 58c; Identify Information – Show and discuss the following parts of a book: *title, author, illustrator*. **RWN p. 46**

Phonological Awareness: 58d: Count phonemes; follow prompts in teacher’s manual

Fluent Word Reading: 58e – **put words on smartboard**; have students read 3-4 times, then do the same with HF sentences

Spell Words 58f follow prompts and practice spelling words on white boards (use words: *cap, can, nap, Pam, cat, tap, pat*)

High-Frequency Words 58f practice using HF words (*like, one, the, we*) in sentences – **go back to Smartboard Slide ; RWN p. 40** Add HF Words to Word Wall

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Decodable Practice Reader 58g Have students turn to **page 25 I R2B** and decode each word in **"Pat and the Cat"**- review HF words, pair students to read while I monitor, then reread for fluency
Social Studies in Reading: 58i; Have students turn to 58-59 in their SE. "Today we are going to read a **photo essay** titled *Families*." Explain what a photo essay is (i.e. made up of photographs and words); Make predictions about the story then read Together *Families*

Listening and Speaking: TE & SE pp. 60-61 Practice It! Team Talk: After reading about the boy on p. 60 have students take turns asking and answering questions about something that happened to them

Vocabulary: TE 61a Descriptive Words; read and discuss voc. Lesson on page 61 in SE; follow prompts on 61a;

Handwriting: Read and discuss proper letter size on p. 612; then pass out paper and practice Cc, Pp, Nn

ASSESSMENT

- Assessment of consonants, short a, HF Words and identifying setting: **Weekly Test R2, pp. 7-12**
- Read the Words (Sight Word/Letter Sound Grade) - **copy 61c from TE**; record scores on word reading chart for this unit in First Stop (**copy**)
- **DIFFERENTIATED INSTRUCTION ONLY**: (can also use **pp. 7-12 of Fresh Reads for Fluency and Comprehension** for differentiated assessment and/or copy **Advanced Reading Selection on 61g**)

Conventions: Nouns: Places; follow prompts on 61d, fill in sentence frames on smartboard, **Copy "Let's Practice It! P. 3 from TR DVD"**

Writing: 61d (sentences) - follow prompts (name places in your home where you and your family like to spend time - "Mom like the _____. "Dad reads in the _____"

