

- Consonants: f
- Question of the Week: "What is outside our door?"
- Language Arts: Verbs
- Amazing Words: *active, lawn, pavement, newspaper, puddle, banner, overflowing, patio*
- High Frequency Words: *do, look, was, yellow, you*

- Red - Materials/Preparation Needed
- Blue - Reader's and Writers' Notebook
- Green - Student Edition Pages Utilized in this lesson

Day 1	<p><u>Reading Block: Question of Week/Amazing Words</u></p> <ul style="list-style-type: none"> <li>• TE 62j; Show <b>concept talk video online</b>, then ask students to talk to partners about things they have seen/found outside. Choose a few students to share. Add some of these ideas to our concept map.</li> <li>• Turn to 62-63 in SE; "What do all the pictures show outside?" Add some of these ideas to our concept map.</li> <li>• Go on a Word Hunt for this week's Amazing Words (<b>hide words around the room</b>); <b>copy recording sheet</b>;</li> <li>• TE 63a; Read/Sing "Outside My Door" from <i>Sing With Me Book R3</i> - also <b>display online</b>; tell students to listen specifically for today's 3 Amazing Words: <i>pavement, active, lawn</i>; Teach Amazing Words using 3-step method ; have students fill in sentence frames on 63b <b>post on Smartboard</b></li> <li>• 63b; Preteach acad. Voc: <i>plot, realistic fiction, verbs</i>; <b>write these on board</b> and ask students what they already know about these terms (make KWL chart if time)</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>• Listening Comprehension: TE 65d-e; Talk about what the term "plot" mean; SE EI-5 - talk about b,m,e and problem and solution; then have students listen for these same elements while you read aloud "A City Garden" on TE 65e; Record problem and solution on <b>Graphic Organizer 4 or Smart Notebook chart</b>; <b>RWN p. 42</b></li> </ul>	<p><u>Phonics &amp; Handwriting: Ff</u></p> <ul style="list-style-type: none"> <li>• TE 64-65; Have students turn to pp. 64-65 in SE; Find 5 things that begin with the sound /f/;</li> <li>• Review /f/ sound with <b>Sound Spelling Card #7</b> &amp; interactive <b>card online</b>; Review how to write Ff;</li> <li>• Read "<b>Fiona Fish</b>" from ABC Rhyme Time p. 11- have students use highlighting tape to find /f/ words</li> <li>• Do Ff Notebook Game</li> <li>• <b>RWN p. 41</b> /f/ sound</li> <li>• TE 65g; Demonstrate how to correctly write Upper/Lowercase Ff; <b>RWN p. 43</b> for Handwriting TE 65g</li> </ul>	<p><u>Word Block: Verbs</u></p> <ul style="list-style-type: none"> <li>• TE 65t; Remind students that a <b>verb</b> is an actions word that tells what a person, animal, or thing does.</li> <li>• Have students act out some verbs (i.e. jump, hop, tap, read, etc.)</li> <li>• <b>Grammar Transparency R3 TR DVD - do together</b></li> <li>• Team Talk: pair children to talk about things they like to DO</li> </ul>
	<p><u>Writing Block</u></p> <ul style="list-style-type: none"> <li>• TE 62-63; Write on demand: "What types of things do you see or do outside?" - write in your journal.</li> <li>• Daily Fix-It "Look a tip."</li> <li>• (do after Verb lesson): Practice writing verbs in sentences on smartboard, using sentence frames from TE 65f and 65h; after brainstorming verbs that describe what we do in school have students write "I ____ in school" in journal and complete with own verb.</li> </ul>	<p><u>Listening and Speaking:</u></p> <ul style="list-style-type: none"> <li>• TE: 65i; Review rules for speaking and listening; speak clearly and not too fast; Use <b>complete sentences</b> (have a verb and a noun)</li> <li>• In small groups, have students share info. and ideas about what is outside our door</li> </ul>	

# Day 2

## Reading Block: Question of Week/Amazing Words

- TE 66a; Read/Sing "Outside My Door" from *Sing With Me Book R3* – also [display online](#); "What does the singer see outside?"
  - Read Big Book: *My Very Big Little World* "The author uses the *A.Word newspaper* to tell what SugarLoaf's mom likes to read. Listen to the story to find out what her mom drink while reading the *newspaper*."
  - TE 66b; Teach Amazing Word: *newspaper* with 3-step method
  - TE 66c; Print Awareness; discuss and practice locating the following parts of a book: *title, author, illustrator*; [RWN p. 44](#)
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- Comprehension-Plot TE 67a; Review that a plot has a beginning, middle, end and problem & solution; Reread *A City Garden* or choose a classroom read aloud book of your choice; Ask students to identify the problem at the beginning of the story and describe how it was solved at the end of the story
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- High-Frequency Words TE 67 – Have students turn to p. 67 in SE; practice, spelling & reading the "Words I Can Read". Then try using each word in a sentence.

## Phonics & Handwriting: /Bb/

- TE 66d; Have students turn to pp. 64-65 in SE; Find 5 things that begin with the sound /b/;
- Review /b/ sound with [Sound Spelling Card #2](#) & interactive [card online](#); Review how to write Bb;
- Read "*Baby Bird's Birthday*" from ABC Rhyme Time p. 7- have students use highlighting tape to find /Bb/ words
- Do Bb Notebook Game
- Teach /b/ sound with blending strategy on TE 66f – practice spelling words with b on slates or fridge magnets on smartboard
- [RWN p. 45](#) /Bb/ sound
- TE 66g; Demonstrate how to correctly write Upper/Lowercase Bb; [RWN p. 47](#) for Handwriting TE 67c
- Build Fluency: Words I can Blend TE/SE 66

## Writing Block

- Make a VERB newspaper – Write about something you DID or CAN DO
- Daily Fix-it: "Doo you see Sam"
- TE 67d; Write sentences about what Danny does in "A City Garden". – Brainstorm these together then have students choose 1 to write and illustrate in their journals.

## Word Block: Verbs

- TE 67a – Sort nouns and verbs: remind students that sentences are made up of nouns AND verbs
- Smartboard Activity: Sort Nouns and Verbs
- TE 67b – write sentences/sentence frames on smartboard then have students locate verbs and complete sentences with verbs.
- [RWN p. 46](#)

## Listening and Speaking:

- TE 67e; Restate Instructions
- Do a "Draw a Rhyme" Activity from Phonemic Awareness book (not part of this series) to practice following instructions [copy draw a rhyme page](#)

# Day 3

## Reading Block:

- TE 68a; Read/Sing "Outside My Door" from *Sing With Me Book R3* – also [display online](#); "What does the singer do that YOU also do outside?"
- Read Big Book: *My Very Big Little World*; Listen to find out "Why stars look small even though they are really big?" "What are some other things SugarLoaf sees OUTSIDE?"
- TE 68b; Teach Amazing Word: *puddle* with 3-step method
- TE68c; Print Awareness; discuss and practice locating the following parts of a book: *title, author, illustrator*; record these elements on [Graphic Organizer 5 or Smartboard](#); [RWN p. 48](#)
- TE: 68d; Use SE 64-65; find nouns on the page, say the words, identify how many syllables each word has; "How many syllables are in your name?" "Whose name has the most syllables?" TEAM TALK – how many syllables are in the words on TE 68d? ([post of smartboard](#))  
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- High-Frequency Words TE 68h – Review this week's Words to Read: *was, yellow, do, you, look*; See, say, spell, use in a sentence
- Play Heads Up 5-Up with these words
- [RWN p. 50](#)

## Phonics & Handwriting: /Gg/

- Review /Gg/ sound with [Sound Spelling Card #8](#) & [interactive card online](#); Review how to write Gg;
- Read "Go Get the Goat" from ABC Rhyme Time p. 12- have students use highlighting tape to find /Gg/ words
- Do Gg Notebook Game (Groovy G)
- Teach /Gg/ sound with blending strategy on TE 68f – practice spelling words with Gg on slates or fridge magnets on smartboard
- [RWN p. 49](#) /Gg/ sound
- Demonstrate how to correctly write Upper/Lowercase Gg; [RWN p. 52](#) for Handwriting TE 68j

## Writing Block

- Daily Fix-it: "i see thu bag"
- (after Verb Lesson) – have students complete this sentence frame in their journals and illustrate "I \_\_\_\_\_ a picture."

## Word Block: Verbs

- TE 68i; Remind students that VERBS are action words
- Read Aloud: Scholastic book about Verbs (not part of the series – Teacher book) – listen for VERBS in the story
- Complete sentence frames on TE68i
- [RWN p. 51](#)
- Write sentences from 68k on board – have students find the verb in each sentence

## Listening and Speaking:

- TE 68i; Restate Instructions
- Give students instructions to draw picture (follow prompts on 68l)

# Day 4

## Reading Block:

- TE 68m; Read/Sing "Outside My Door" from *Sing With Me Book R3* - also [display online](#); "What does the singer see outside?"
- Remind students how SugarLoaf's aunt came to visit; today we are going to read about another girl whose aunt & other relatives come to visit; [Read Aloud Anthology: Jenna's Party](#) - after ask "What does Jenna do and see outside?"
- TE 68n; Teach Amazing Words: *banner, overflowing, patio* with 3-step method
- TE68o; Print Awareness; Alphabet Sequence; put together large alphabet floor puzzle; pass out letter cards and have students put them where they belong on the puzzle; Do alphabet sequence activity on smartboard; [RWN p. 53](#)
- TE 68 p; Phonemic Awareness; Blend and Segment Phonemes - [write these words on smartboard first](#) and have students take turns guess the word their classmate is segmenting

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- TE 69a - b; [Decodable Practice Reader R3A: Can It Fit](#) p. 33; revisit *you, see, the* and short *l* - read a few times for fluency - can also [bring this up online](#)

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- TE 69c Genre - Fiction and Nonfiction; (find 2 books on a similar topic in the room - 1 fiction, 1 nonfiction - read aloud); Team Talk - have students brainstorm with buddies how Fiction and Non-Fiction stories are alike and different; then come back together and record ideas in [Venn Diagram on Smartboard or Graphic Organizer 28](#); [RWN p. 55](#)
- TE 69 HF Words - Build Fluency Read Selection "I Can Read on p. 69 in SE

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- TE 70a; Build Background: Listen to Audio for all the things the family can do in their yard; then have students discuss these with buddies; finally record these activities on a [web on smartboard or Graphic Organizer 18](#)
- TE 70b-79a MAIN SELECTION *Tip and Tam* follow prompts in TE
- Retell- Work in pairs to retell the story, then try retelling with a Koosh ball
- TE 81a Think Critically SE 80 - read and discuss the ?s
- TE 81a Read Poetry SE 81 "Home" - "What are the repeated words?" "What is this poem about?"

## Phonics & Handwriting: short /li/

- Review short /li/ sound with [Sound Spelling Card #11](#) & interactive [card online](#); Review how to write li;
- Read "Iggly Inchworm" from ABC Rhyme Time p. 14- have students use highlighting tape to find /li/ words
- Do li Notebook Game
- Teach short /li/ sound with blending strategy on TE 68r - practice spelling words with short li on slates or fridge magnets on smartboard
- [RWN p. 54](#) shrot /li/ sound
- Demonstrate how to correctly write Upper/Lowercase li; [RWN p. 58](#) for Handwriting TE 83c
- TE 68 - Build Fluency - Have students turn to 68 in SE; Review /g/ and short /i/ ; Then blend the words on the page - show students how to sound these out on their arms

## Writing Block

- (after Verb Lesson) - have students complete this sentence frame in their journals and illustrate "My friends and I \_\_\_\_\_"

## L.A./Word Block: Verbs

- TE 82-83; Verbs in Sentences; Read together in SE the Narrative , Writer's Checklist, and Student Model; Brainstorm things you do with your friends - write about this in writing block
- TE 83a; Read "Conventions" on p. 83 in SE; brainstorm as many verbs as you can on Smartboard
- [RWN p. 56](#)

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- TE 83b: Research/Signs; talk about how signs and symbols give us info.; look for signs around the room; Make a pretend Party sign; [RWN p. 57](#); Allow students to create their own new sign and tell us what it means - [pass out white paper](#)

# Day 5: Assessment Day

## Reading Block:

- TE 84a Read Aloud Anthology *Jenna's Party*; "What happens when Jenna's yard is overflowing with people? What hangs in the yard that tells the reason for the party?"
- Review the Amazing Words for the week, then add any last ideas to the concept map we started on the first day
- TE 84c Print Awareness; Sequence Letters of the Alphabet; Call 5-7 students up to the front of the room; give each students a letter card; have them put themselves in ABC sequence; the rest of the class will check them for accuracy, then 5-7 new students will come up with new letter cards; [RWN p. 59](#)
- TE 84d; Phonological Awareness: Counting Phonemes; Count phonemes in 3 letters words using prompts on TE 84d – show students that the number of phonemes does NOT always correlate with the number of letters (i.e. kick, will, etc.)
- TE 84e Fluent Reading: Spiral Review – put words and sentences on smartboard to read (remind students that some words you can blend (sound out) while others you just must memorize)
- TE 84f High Frequency Words – review this week's HF Words one more time: *look, do, you, was, yellow* – practice writing them in funky ways on paper or white boards (i.e. ghost letters, bubble letters, with your eyes closed, etc.) Add to the Word; [RWN p. 60](#)
- TE 84g: [Decodable Reader R3B](#) *It Fit Fan*- read in books and online – then reread for fluency

## Social Studies in Reading:

- TE 84i; Have students turn to pp. 84-85 in SE; "Today we are going to read a **photo essay** about people and things that are in yards."
- Read "Yards"

## Phonics & Handwriting:

- TE 84f; Practice spelling words on white boards with the short l and a sounds (i.e. *fig, bit, fit, bag, fin, gas, gab*, etc.)
- TE 87a – review proper paper position and practice letters Ff, Bb, Cc, li

## Listening and Speaking

- Have students turn to page 86-87 in SE; Review and discuss what the girl is doing; Team Talk: take turns giving and following instructions

## Word Block: Verbs

- TE 87a Vocabulary (SE 87); Read and do Voc. activity on 87 – then pass out word cards to students – sort them by "nouns" and "verbs" – **teacher made**
- Practice verbs with sentences and sentence frames on TE 87d

## Assessment

- **Copy TE 87c** (Read the Words and Read the Sentences)
- **Let's Practice It! P. 11** (verbs)
- Weekly pp. 13-18

