

Unit 3 Week 6 Where Are My Animal Friends

Color Key:

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

- **Spelling:** words with -er, -est,
- **Conventions:** contractions with NOT
- **Writing:** Play Scene - Writing Trait SENTENCES
- **Question of the Week:** "What do animals do when the seasons change?"
- **Amazing Words:** *hibernate, migrate, temperature, autumn, freeze, bitterly, weary*
- **High Frequency Words:** *before, does, good-bye, oh, right, won't*

Day 1	<p>Reading Block</p> <ul style="list-style-type: none"> ▪ AMAZING WORDS: Word Hunt: Amazing Words copy recording sheet/hide words ▪ Practice using Amazing Words (on smartboard) ▪ Sing "<i>Animals all Know</i>" (p. 18 Sing with Me Big Book) - listen for Amazing Words: hibernate, migrate, temperature ▪ CONCEPT TALK: Watch Concept talk video online; "What do animals do when the seasons change?" - brainstorm answers on learning board COMPEL TE A WEB ▪ LISTENING COMPREHENSION: TE187b Drawing Conclusions: Read HOME SWEET HOME on 187b. ▪ RWN p. 395 for practice drawing conclusions 	<p>Phonics/Spelling</p> <ul style="list-style-type: none"> ▪ Segment & blend words that have Endings er, est -Sound-Spelling Cards 123, 125 segment and blend word lesson 185a ▪ SE p. 186 Words I Can Blend - do on SB ▪ RWN p. 393 ▪ DECODABLE PRACTICE READER: 18A The Hardest Job: talk and generate a list of words with endings -er, -est to add to learning board in classroom 	<p>Word Block</p> <ul style="list-style-type: none"> ▪ Review Red-Words for this week BUMPY BOARDS. SE p. 187 Word I Can Read - do on SB ▪ Use in sentences orally or write in journal ▪ RWN p. 394 <p>-----</p> <p>Spelling Puzzles- Write the spelling words on different colors of tag board. Cut the words apart in a variety of ways. The students then put the puzzle back together to form the spelling words. - do in centers</p>
	<p>Conventions: CONTRACTIONS with NOT</p> <ul style="list-style-type: none"> ▪ Grammar Transp 18 (TR DVD) ▪ List: does not, do not, did not, are not, and is not Show contractions for these words on chart paper. 	<p>Writing Block</p> <ul style="list-style-type: none"> ▪ Complete the DAILY FIX-It " <p>MINI-LESSON: PLAY SCENE TM: 187d</p> <ul style="list-style-type: none"> • Pull out Rigby play books to read in groups and present <p>RWN: 396</p>	

Day 2

Reading Block

- **AMAZING WORDS:** Practice using the A.W. **autumn**
- Sing "Animals all Know" (p. 18 Sing with Me Big Book) - listen for Amazing Words and discuss what different things animals do when winter arrives? Predict or share what are they doing in SPRING (right now).
- **MAIN SELECTION/LISTENING**
 - ✓ TE 190b Discuss seasons and the TEAM TALK about migration and hibernation - Add to Learning Board
 - ✓ Vocabulary Trans. 18
 - ✓ Read *Where are my Animal Friends 190-207*
 - ✓ Comprehension Check on TE 207a
 - ✓ As students read...focus on DRAWING CONCLUSIONS (target skill)
 - ✓ Compare and contrast a PLAY and a STORY on SB in a 3-column chart (or use GO 5)

Conventions: Contractions with NOT

- TE 207c - A contraction is a short way to put two words together.
- Write sentences from TM 207c on SB - have students identify the 2 words that make up a contractions and then have them write each contraction
- RWN p. 399 - Complete together to follow up on lesson.

Phonics & Handwriting

- **Sound-Spelling Card 37** -dge
- Build Fluency page 188 practice -dge words on SB by clicking on globe
- SE p. 188 Word I Can Blend - do on SB
- RWN p. 397
- **DECODABLE READER:** 18B *Where is my Badge* - write on Learning Board the -dge words
- Review endings TM 189d - read on moving scroll (on SB)
- **HANDWRITING:** Review correct letter formation and handwriting for Lower case with sight words. Emphasizing letter formation and spacing.

Writing Block

- **Complete DAILY FIX-It**
- **MINI-LESSON:** **Writing a Play Scene 207 d** Follow lesson to write a conversation. Use RWN p. 400 **Web to think and Plan.**
- **Brainstorm first: Writing Prompt:** Think about Raccoon and Squirrel in *Where Are My Animal Friends?* What would they say if they could call Goose on a phone? Write a play scene showing what they would say.

Word Block

- **HF WORDS:** Bumpy Board work. Practice, read, and write a sentence.
- SE 189 I Can Read! (on SB)
- Let's Practice It! 165
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- **SPELLING WORDS:** TE 189e: segments the sounds in each spelling word as students practice writing on slates - check spelling before saying each word
- **Play Musical Words-** A word skill game that is played like musical chairs. The teacher places the spelling words on small pieces of paper in a large box or bag. The children sit in a circle, and start passing the box around while music plays. Whoever has the container when the music stops must pick out the paper and read the word. If he can't, he is out. Continue to play until there is only one person left.
- RWN p. 398 - complete or do as a homework

Day 3

Reading Block

- **AMAZING WORDS:** Go over A.W. freeze on SB, then Practice using Amazing Words with partner. Pick a few to put into sentences.
- **MAIN SELECTION:**
 - ✓ TM 208g Practice HF and Story Words with fill-in-blank activity on SB
 - ✓ 2nd Read of *Where are my Animal Friends*
 - ✓ On page 208h Complete the discussion with students that include COMPARE and CONTRAST as well as GENRE.
 - ✓ "Think Critically" questions on p. 209a; TARGET Skills: Drawing Conclusions and Background Knowledge..
 - ✓ Model Fluency: 209b Go through this lesson emphasizing tracking print, and monitoring as a reader.

Conventions: Contraction NOT

- TE p.210a Lesson and Review
- RWN p. 406 with partners (brainstorm contractions with NOT first on SB)

Phonics

- Blend and Read: The Contest: RWN 403-404
Read and focus on er, est, dge words
- **BUILD WORDS:** (a,e,i,u,b,d,f,g,r,u) (budge, badge, bridge, ridge, etc.)
copy recording sheet - do as a center
- RWN 405

Word Block

- **HF WORDS:** Review this week's HF Words
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- **SPELLING WORDS:**
 - RWN p. 405
 - Play spelling game on SB

Writing Block

- **COMPLETE** the DAILY FIX-It
- **MINI-LESSON:** LET'S WRITE IT!
 - ✓ Read over pages 210-211 with students so that they can see the "model" of a place scene. Then begin writing! Have students write their scene from yesterday's web.
 - ✓ Go over WRITER'S CHECKLIST!

Day 4

Reading Block

- **AMAZING WORDS:** Practice AWs **bitterly, weary**; share sentences that were created. Read for fluency.
- **Read Aloud Anthology** *Busy, Busy Moose (TE 212a)* - Listen to find out what keeps MOOSE busy?
- **Compare and Contrast:** Use page 212a to complete a comparison with moose and beaver.
- **MAIN SELECTION:**
 - ✓ Final Read *Where Are My Animal Friends?*; Read chorally then mumble style to yourself (focus on fluency)
 - ✓ Answer comprehension question in complete sentences (teacher-made WS) - **copy**
- **POETRY:** page 212-214 POEMS "This Tooth", "Tommy" and "Where Do Fish Go in Winter?" Read together and discuss. (**Print out "This Tooth" for poetry notebooks**)

Conventions:

- **RWN p.408** (give as an formative assessment) - do example on SB first

Phonics

- TM 212d Review contractions and r-controlled words - read each word before sorting them on SB
- **Let's Practice It 163-164**
- **DECODABLE READERS:** 212 e 18C *THE FUDGE CAKE*
- Using index cards have students find and write -dge, er, est words...use three different notecards for each word pattern.

Word Block

- **FLUENT READING:** TE 212g; **Smartboard** Sticker Challenge; practice reading sentences fluently TYPE on to SMART BOARD!
- **HF WORDS:** practice with Guess which word is missing (students hold white boards - turn one student around)
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- **SPELLING WORDS:**
- Cut out spelling word cards - one child reads a word while another one writes it, then switch roles
- **RWN p. 407**

Writing Block

- **COMPLETE DAILY FIX-IT**
- **MINI-LESSON:**
 - Go over revision strategy on TM 215C (rearranging sentences)
 - Display Writing Trans 18b
 - Continue writing and sharing!
 - Be sure to use RUBRIC

Day 5: Assessment Day

Reading Block

- **AMAZING WORDS:** Review Amazing Words one last time - ask questions under "Monitor Progress" on 216b
- **LEARNING BOARD:** Is there anything else we want to add to our map from the first day?
- **SE/TE** 216-217e Listening and Speaking: Vocabulary, Fluency. COPY for all students page 217e. Work with a partner to read and decode sentences. Highlight the word skills: -er,-est,-dge
- **COMPREHENSION REVIEW:** Drawing Conclusions 217b

Conventions: Contractions with Not

- TM 217g - review with sentences on SB
- [Let's Practice It 167](#)

Phonics/Letter Review

- **PHONEMIC AWARENESS:** Generate Rhyming Words...make the BARN DOOR paper with words and illustrations of 3 rhyming sets (each student will do this and then we will share them!
- Practice reading sentences for fluency on TM216c on SB

Writing Block

- **COMPLETE the DAILY FIX IT**
- Have students write a silly two-lined poem following the model on 217c
- **MINI-LESSON:**
 - ✓ TM 217h Proofreading Tips
 - ✓ Writing Trans. 18C
 - ✓ SHARE!

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 216d for words and sentences)

ASSESSMENT

- Weekly Tests 139-144
- Fresh Reads