

# Phonics

(Things That Go, Unit 1: 1-5)

	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
<b>Objectives</b>	<p><b>Students</b> will associate the /j/ sound with j and _dge.  <b>Students</b> will distinguish initial and final sounds in single syllable words.</p>	<p><b>Students</b> will associate the /f/ sound with the letter f.  <b>Students</b> will distinguish initial and final sounds in words.  <b>Students</b> will read a decodable book.</p>	<p><b>Students</b> will associate the /e/ sound with the letter e.  <b>Students</b> will segment words into their components.  <b>Students</b> will read a decodable book.</p>	<p><b>Students</b> will review short vowel sounds.  <b>Students</b> will segment words into their components.  <b>Students</b> will read compound words.  <b>Students</b> will read a decodable book.</p>	<p><b>Students</b> will associate /ks/ with the letter x.  <b>Students</b> will read a decodable book.</p>
<b>Standards</b>	<p><b>R 1.3:</b> Identify letters, words and sentences.  <b>R1.4:</b> Distinguish initial, medial and final sounds in single-syllable words.  <b>R1.10:</b> Generate the sounds from all the letters and letter patterns and blend into recognizable words.  <b>Wr1.3</b> Print legibly and space letters, words and sentences.  <b>R1.11:</b> Read common, irregular sight words.</p>	<p><b>R 1.3:</b> Identify letters, words and sentences.  <b>R1.4:</b> Distinguish initial, medial and final sounds in single-syllable words.  <b>R1.10:</b> Generate the sounds from all the letters and letter patterns and blend into recognizable words.  <b>Wr1.3</b> Print legibly and space letters, words and sentences.  <b>R1.11:</b> Read common, irregular sight words</p>	<p><b>R 1.3:</b> Identify letters, words and sentences.  <b>R1.4:</b> Distinguish initial, medial and final sounds in single-syllable words.  <b>R1.10:</b> Generate the sounds from all the letters and letter patterns and blend into recognizable words.  <b>Wr1.3</b> Print legibly and space letters, words and sentences.  <b>R1.11:</b> Read common, irregular sight words</p>	<p><b>R 1.3:</b> Identify letters, words and sentences.  <b>R 1.10:</b> Generate the sounds from all the letters and letter patterns and blend into recognizable words.  <b>Wr 1.3</b> Print legibly and space letters, words and sentences.  <b>R 1.11:</b> Read common, irregular sight words.</p>	<p><b>R 1.3:</b> Identify letters, words and sentences.  <b>R 1.10:</b> Generate the sounds from all the letters and letter patterns and blend into recognizable words.  <b>Wr 1.3</b> Print legibly and space letters, words and sentences.  <b>R 1.11:</b> Read common, irregular sight words.</p>
<b>Activities</b>	<p>Introduce /j/ spelled J and _dge.            Students suggest words that begin and end with the /j/ sound. Write down words to emphasize spelling.            Blending            Phonics Skills pp.54-55.            Dictation/spelling            R: Jan and Jack            A Badge</p>	<p>Introduce /f/ spelled Ff.            Initial and final /f/            Blending            Phonics Skills 56-57            Dictation/spelling            “Brad’s Ram”            “Boris Doris, and Norm”</p>	<p>Introduce /e/ spelled Ee.            Initial and middle            Blending            Phonics Skills 58-59            Dictation/spelling            Jen’s Pen            Best Mom</p>	<p>Blending            Phonics Skills pp. 60-61            Dictation/Spelling            Jeff’s Job</p>	<p>Introduce /ks/ spelled x.            Blending            Dictation/Spelling            A Fox and His Box</p>

# Reading Comprehension

(Things That Go, Unit 3: 1--5)

	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
<b>Objectives</b>	Students will activate prior knowledge about transportation.	Students will share prior knowledge about types of transportation. Students will classify and categorize modes of transportation.	Students will share prior knowledge about types of transportation. Students will classify and categorize modes of transportation.	Students will share prior knowledge about types of transportation. Students will classify and categorize modes of transportation.	Students will share prior knowledge about types of transportation. Students will classify and categorize modes of transportation.
<b>Standards</b>	<p><b>Reading Comp. 2.6:</b> Relate prior knowledge to textual information.</p> <p><b>Reading Comp: 2.7</b> Retell the central ideas of simple expository or narrative passages.</p>	<p><b>Reading Comp. 2.6:</b> Relate prior knowledge to textual information.</p> <p><b>Reading Comp: 2.7</b> Retell the central ideas of simple expository or narrative passages.</p>	<p><b>Reading Comp. 2.6:</b> Relate prior knowledge to textual information.</p> <p><b>Reading Comp: 2.7</b> Retell the central ideas of simple expository or narrative passages.</p>	<p><b>Reading Comp. 2.6:</b> Relate prior knowledge to textual information.</p> <p><b>Reading Comp: 2.7</b> Retell the central ideas of simple expository or narrative passages.</p>	<p><b>Reading Comp. 2.6:</b> Relate prior knowledge to textual information.</p> <p><b>Reading Comp: 2.7</b> Retell the central ideas of simple expository or narrative passages.</p>
<b>Activities</b>	<p><i>On the Move</i> Review Unit</p>	<p><i>I Go with My Family</i> Activate Prior Knowledge Background Knowledge Browse Vocabulary: bicycle</p>	<p><i>I Go With My Family</i> Activate Prior Knowledge Background Knowledge Browse Vocabulary: trolley</p>	<p><i>" I Go With My Family"</i> Activate Prior Knowledge Background Knowledge Browse Vocabulary: wagon</p>	<p><i>" I Go With My Family"</i> Activate Prior Knowledge Background Knowledge Browse Vocabulary: ferry water</p>

# Language Arts

(Things That Go, Unit 3: 1--5)

	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
<b>Objectives</b>	<p><b>Students</b> will classify words into categories.</p> <p><b>Students</b> will understand how possessive nouns are formed and used.</p>	<p><b>Students</b> will classify words into categories.</p> <p><b>Students</b> will understand how possessive nouns are formed and used</p>	<p><b>Students</b> will classify words into categories.</p> <p><b>Students</b> will understand how possessive nouns are formed and used</p>	<p><b>Students</b> will classify words into categories.</p> <p><b>Students</b> will order events using words first, second, third, next, and last.</p>	<p><b>Students</b> will classify words into categories</p> <p><b>Students</b> identify lines in numbers.</p>
<b>Standards</b>	<p><b>Reading 1.17:</b> Classify grade-appropriate categories of words.</p> <p><b>Written and Oral Language Conventions 1.3</b> Identify and correctly use contractions and singular possessive pronouns.</p>	<p><b>Reading 1.17:</b> Classify grade-appropriate categories of words.</p> <p><b>Written and Oral Language Conventions 1.3</b> Identify and correctly use contractions and singular possessive pronouns.</p>	<p><b>Reading 1.17:</b> Classify grade-appropriate categories of words.</p> <p><b>Written and Oral Language Conventions 1.3</b> Identify and correctly use contractions and singular possessive pronouns.</p>	<p><b>Reading 1.17:</b> Classify grade-appropriate categories of words.</p>	<p><b>Reading 1.17:</b> Classify grade-appropriate categories of words.</p>
<b>Activities</b>	<p>Students will classify modes of transportation on whether they travel on water, land or air. Introduce possessive nouns p. 32-33</p>	<p>Students will name the different parts of a bicycle and how each of these parts help make the bicycle work.</p> <p>Review possessive nouns</p>	<p>Students will identify names for family members and sort them according to gender. . Review possessive nouns.</p>	<p>Students will classify fruit according to color.</p>	<p>Students categorize transportation words into categories wings, wheels, water, and tracks.</p>

# Phonics

(Things That Go: Unit 3: 6-10)

	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
<b>Objectives</b>	<p><b>Students</b> will associate the /z/ sound with the letter z and _s.</p> <p><b>Students</b> will segment single syllable words.</p> <p><b>Students</b> will read inflectional forms.</p>	<p><b>Students</b> will associate the /e/ sound with the spelling ea.</p> <p><b>Students</b> will blend two to four phonemes into recognizable words.</p> <p><b>Students</b> will segment words into their sounds.</p>	<p><b>Students</b> will associate the /sh/ sound with the letters sh.</p> <p><b>Students</b> will blend two to four phonemes into recognizable words.</p> <p><b>Students</b> will segment words into their sounds.</p>	<p><b>Students</b> will associate the /th/ sound with the spelling th.</p> <p><b>Students</b> will distinguish initial final sounds in words.</p> <p><b>Students</b> will blend two to four phonemes into words.</p> <p><b>Students</b> will segment single syllable words into their components.</p>	<p><b>Students</b> will review consonant digraphs /sh/ and /th/</p> <p><b>Students</b> will distinguish initial and final sounds in words.</p> <p><b>Students</b> will blend two to four phonemes into recognizable words.</p> <p><b>Students</b> will read inflectional endings.</p>
<b>Standards</b>	<p><b>Reading 1.3:</b> Identify letters, words and sentences.</p> <p><b>Reading 1.4:</b> Distinguish initial, medial and final sounds in single-syllable words.</p> <p><b>Reading 1.10:</b> Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p>	<p><b>Reading 1.3:</b> Identify letters, words and sentences.</p> <p><b>Reading 1.4:</b> Distinguish initial, medial and final sounds in single-syllable words.</p> <p><b>Reading 1.10:</b> Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p>	<p><b>Reading 1.3:</b> Identify letters, words and sentences.</p> <p><b>Reading 1.4:</b> Distinguish initial, medial and final sounds in single-syllable words.</p> <p><b>Reading 1.10:</b> Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p>	<p><b>Reading 1.3:</b> Identify letters, words and sentences.</p> <p><b>Reading 1.4:</b> Distinguish initial, medial and final sounds in single-syllable words.</p> <p><b>Reading 1.10:</b> Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p>	<p><b>Reading 1.3:</b> Identify letters, words and sentences.</p> <p><b>Reading 1.10:</b> Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p>
<b>Activities</b>	<p>Introduce /z/ spelled z _zz and s.</p> <p>Blending Dictation/Spelling “Zack the One Man Band” “Blizz Buzz” “Dogs and Cats”</p>	<p>Blending: review _zz, /u/ /o/</p> <p>Phonics Skills: pp.66-67 Dictation /spelling “Jen Dreamt” “Run and Pass”</p>	<p>Introduce /sh/ spelled sh.</p> <p>Blending Phonics Skills pp. 68-69 Dictation/ spelling “Trash”</p>	<p>Introduce /th/ spelled th.</p> <p>Initial and final /th/.</p> <p>Blending Phonics Skills pp. 70-71 Dictation/ Spelling “Seth’s Bath” “The Children Get A Rabbit”</p>	<p>Review /sh/ and /th/</p> <p>Blending Phonics Skills pp. 72-73 Dictation/Spelling Panda Band</p>

# Reading Comprehension

(Things that Go, Unit 3: 6-10)

	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
<b>Objectives</b>	<p><b>Students</b> will activate prior knowledge trains.</p> <p><b>Students</b> will clarify words and phrases of which they are unsure.</p> <p><b>Students</b> will use the comprehension strategy of classifying and categorizing.</p>	<p><b>Students</b> will retell song of the train .</p> <p><b>Students</b> will apply the classifying and categorizing comprehension skill to “Song of the Train”</p> <p><b>Students</b> will create similes to help them understand that choice of words help shape ideas, actions, and feelings.</p>	<p><b>Students</b> will share prior knowledge about transportation.</p> <p><b>Students</b> will ask questions about and summarize the selection.</p> <p><b>Students</b> will determine where a sentence begins and ends.</p>	<p><b>Students</b> will share prior knowledge about animals used for transportation.</p> <p><b>Students</b> will retell what they have learned.</p> <p><b>Students</b> will ask questions and summarize the selection.</p> <p><b>Students</b> will identify the exclamation point.</p>	<p><b>Students</b> will share prior knowledge about air travel.</p> <p><b>Students</b> will retell what they know.</p> <p><b>Students</b> will summarize “On the Go”</p>
<b>Standards</b>	<p><b>Reading Comp. 2.6:</b> Relate prior knowledge to textual information.</p> <p><b>Reading 1.17:</b> Classify grade-appropriate categories of words.</p>	<p><b>Reading Comp. 2.6:</b> Relate prior knowledge to textual information.</p> <p><b>Reading Comp: 2.7</b> Retell the central ideas of simple expository or narrative passages.</p>	<p><b>Reading Comp. 2.6:</b> Relate prior knowledge to textual information.</p> <p><b>Reading Comp: 2.7</b> Retell the central ideas of simple expository or narrative passages.</p> <p><b>Reading Comp 2.2:</b> Respond to who, what, when where, and how questions.</p>	<p><b>Reading Comp. 2.6:</b> Relate prior knowledge to textual information.</p> <p><b>Reading Comp: 2.7</b> Retell the central ideas of simple expository or narrative passages.</p> <p><b>Reading Comp 2.2:</b> Respond to who, what, when where, and how questions.</p>	<p><b>Reading Comp. 2.6:</b> Relate prior knowledge to textual information.</p> <p><b>Reading Comp: 2.7</b> Retell the central ideas of simple expository or narrative passages.</p> <p><b>Reading Comp 2.2:</b> Respond to who, what, when where, and how questions.</p>
<b>Activities</b>	<p><i>Song of the Train</i></p> <p>Activate prior knowledge</p> <p>Background information</p> <p>Browse</p> <p>Vocabulary: attack</p>	<p><i>Song of the Train</i></p> <p>Browse</p> <p>Set Purposes</p> <p>Figurative Language</p>	<p><i>On the Go</i></p> <p>Activate Prior Knowledge</p> <p>Background Information</p> <p>Browse</p> <p>Set Purposes</p> <p>Vocabulary: donkeys, camles</p>	<p>On the Go</p> <p>Activate Prior Knowledge</p> <p>Browse</p> <p>Set Purposes</p> <p>Vocabulary “oxen” “monorail”</p>	<p><i>On the Go</i></p> <p>Activate Prior Knowledge</p> <p>Browse</p> <p>Vocabulary: harbor cargo</p>

# Language Arts

(Things That Go: Unit 3: 6-10)

	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
<b>Objectives</b>	<p><b>Students</b> will classify words into categories.</p> <p><b>Students</b> will understand the difference between singular and plural nouns.</p>	<p><b>Students</b> will classify words into categories.</p> <p><b>Students</b> will understand the difference between singular and plural nouns.</p>	<p><b>Students</b> will classify words into categories.</p> <p><b>Students</b> will understand the difference between singular and plural nouns.</p>	<p><b>Students</b> will classify words into categories.</p> <p><b>Students</b> will develop skills for clear speech.</p>	<p><b>Students</b> will classify words into categories</p> <p><b>Students</b> identify lines in numbers.</p>
<b>Standards</b>	<p><b>Reading 1.17:</b> Classify grade-appropriate categories of words.</p> <p><b>Written and Oral Language Conventions 1.3</b> Identify and correctly use contractions and singular possessive pronouns.</p>	<p><b>Reading 1.17:</b> Classify grade-appropriate categories of words.</p> <p><b>Written and Oral Language Conventions 1.3</b> Identify and correctly use contractions and singular possessive pronouns.</p>	<p><b>Reading 1.17:</b> Classify grade-appropriate categories of words.</p> <p><b>Written and Oral Language Conventions 1.3</b> Identify and correctly use contractions and singular possessive pronouns.</p>	<p><b>Reading 1.17:</b> Classify grade-appropriate categories of words.</p>	<p><b>Reading 1.17:</b> Classify grade-appropriate categories of words.</p>
<b>Activities</b>	<p>Students will identify parts, kinds of trains, and the people.</p> <p>Review nouns. Have students identify singular and plural nouns. LAS p.36-37</p>	<p>Have students classify the people they see on a train by looking at "Song of the Train."</p> <p>Review singular and plural nouns.</p>	<p>Referring to the reading selection, students will identify animals that carry.</p> <p>Review singular and plural nouns.</p>	<p>Referring to the reading selection students will identify types of boats and how they are powered.</p>	<p>Students match vehicles with the surface they travel on.</p>

# Phonics

(Things That Go, Unit 3: 11-15)

	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
<b>Objectives</b>	<p><b>Students</b> will associate the /ch/ sound with the letters ch.</p> <p><b>Students</b> will distinguish initial and final sounds in single-syllable words.</p> <p><b>Students</b> will blend two to four phonemes into recognizable words.</p> <p><b>Students</b> will read inflectional ending s..</p>	<p><b>Students</b> will associate the vowel sound /ar/ with the letters ar.</p> <p><b>Students</b> will use knowledge of vowel digraphs and r-controlled vowels to read words.</p> <p><b>Students</b> will generate sounds from letter patterns.</p> <p><b>Students</b> will blend two to four phonemes into words.</p>	<p><b>Students</b> will review short-vowel sounds.</p> <p><b>Students</b> will distinguish long- and short-vowel sounds in single syllable words.</p> <p><b>Students</b> will blend two to four phonemes into recognizable words.</p> <p><b>Students</b> will read common sight words.</p>	<p><b>Students</b> will associate the /w/sound with the letter w.</p> <p><b>Students</b> will associate /hw/ with the letters wh.</p> <p><b>Students</b> will identify letters and words.</p> <p><b>Students</b> will blend two to four phonemes into words.</p>	<p><b>Students</b> will associate the /er/ sound with er, ir, and ur,</p> <p><b>Students</b> will read inflectional forms.</p> <p><b>Students</b> will match oral words to printed words.</p> <p><b>Students</b> will blend two to four phonemes into recognizable words.</p>
<b>Standards</b>	<p><b>Reading 1.3:</b> Identify letters, words and sentences.</p> <p><b>Reading 1.4:</b> Distinguish initial, medial and final sounds in single-syllable words.</p> <p><b>Reading 1.10:</b> Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p>	<p><b>Reading 1.3:</b> Identify letters, words and sentences.</p> <p><b>Reading 1.4:</b> Distinguish initial, medial and final sounds in single-syllable words.</p> <p><b>Reading 1.10:</b> Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p>	<p><b>Reading 1.3:</b> Identify letters, words and sentences.</p> <p><b>Reading 1.4:</b> Distinguish initial, medial and final sounds in single-syllable words.</p> <p><b>Reading 1.10:</b> Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p>	<p><b>Reading 1.3:</b> Identify letters, words and sentences.</p> <p><b>Reading 1.4:</b> Distinguish initial, medial and final sounds in single-syllable words.</p> <p><b>Reading 1.10:</b> Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p>	<p><b>Reading 1.3:</b> Identify letters, words and sentences.</p> <p><b>Reading 1.4:</b> Distinguish initial, medial and final sounds in single-syllable words.</p> <p><b>Reading 1.10:</b> Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p>
<b>Activities</b>	<p>Introduce /ch/ spelled ch, _tch initial and final /ch/ Blending Phonics Skills pp. 74-75 Dictation/spelling Chuck's Chest Patch Gets the Ball</p>	<p>Introduce /ar/ spelled ar identify words Blending Phonics Skills 76-77 Dictation/Spelling Grab a Star</p>	<p>Review short vowels Blending Phonics Skills pp.78-79. Dictation/Spelling A Lamb on a Limb</p>	<p>Introduce /w/spelled w_ Introduce /hw/ spelled wh_ Blending Phonics pp. 80-81 Dictation/Spelling Wendell's Pets The Whiz</p>	<p>Introduce /er/ spelled er, ir, ur Blending Phonics pp.82-83 Dictation/Spelling Garden Sisters Whir and Stir A Blur with Fur</p>

# Reading Comprehension

(Things That Go, Unit 3: 11-15)

	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
<b>Objectives</b>	<p><b>Students</b> will retell what the learned in “On the Go” be describing the setting”</p> <p><b>Students</b> will compare and contrast.</p> <p><b>Students</b> will identify ellipses</p>	<p><b>Students</b> will retell what they learned in “On the Go”</p> <p><b>Students</b> will compare and contrast modes of transportation.</p>	<p><b>Students</b> will activate prior knowledge about trucks.</p> <p><b>Students</b> will identify rhyming words and repetition in the poem.</p> <p><b>Students</b> will visualize what is happening.</p>	<p><b>Students</b> will compare and contrast the cargoes mentioned in the poem.</p> <p><b>Students</b> will identify accent marks.</p> <p><b>Students</b> will identify the differences between “trucks” and “On the Go”</p>	Unit Celebration
<b>Standards</b>	<p><b>Reading Comp. 2.6:</b> Relate prior knowledge to textual information.</p> <p><b>Reading 1.17:</b> Classify grade-appropriate categories of words.</p>	<p><b>Reading Comp. 2.6:</b> Relate prior knowledge to textual information.</p> <p><b>Reading Comp: 2.7</b> Retell the central ideas of simple expository or narrative passages.</p> <p><b>Reading 1.17:</b> Classify grade-appropriate categories of words.</p>	<p><b>Reading Comp. 2.6:</b> Relate prior knowledge to textual information.</p> <p><b>Reading Comp: 2.7</b> Retell the central ideas of simple expository or narrative passages.</p> <p><b>Reading 1.17:</b> Classify grade-appropriate categories of words.</p>	<p><b>Reading Comp. 2.6:</b> Relate prior knowledge to textual information.</p> <p><b>Reading Comp: 2.7</b> Retell the central ideas of simple expository or narrative passages.</p> <p><b>Reading 1.17:</b> Classify grade-appropriate categories of words.</p>	
<b>Activities</b>	<p><i>On The Go</i> Comparing Contrasting pp. 40-41</p>	<p><i>Students retell the reading selection and complete a three column chart where they compare different types of travel.</i></p>	<p><i>Trucks</i> Activate Prior Knowledge Browse Vocab: “Veracruz, Papantla Chiapas</p>	<p>“Trucks Activate Prior Knowledge Background Knowledge Browse</p>	”

# Language Arts

(Things That Go, Unit 3: 11-15)

	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
<b>Objectives</b>	<p><b>Students</b> will classify words into categories.  <b>Students</b> will understand the correct use of possessive, singular, and plural nouns.</p>	<p><b>Students</b> will classify words into categories.  <b>Students</b> will understand how possessive nouns are formed and used.</p>	<p><b>Students</b> will classify words into categories.  <b>Students</b> will understand how possessive nouns are formed and used</p>	<p><b>Students</b> will classify words into categories.  <b>Students</b> learn how using different words shapes how we think and react.</p>	<p><b>Students</b> will classify words into categories  <b>Students</b> identify lines in numbers.</p>
<b>Standards</b>	<p><b>Reading 1.17:</b> Classify grade-appropriate categories of words.</p> <p><b>Written and Oral Language Conventions 1.3</b> Identify and correctly use contractions and singular possessive pronouns.</p>	<p><b>Reading 1.17:</b> Classify grade-appropriate categories of words.</p> <p><b>Written and Oral Language Conventions 1.3</b> Identify and correctly use contractions and singular possessive pronouns.</p>	<p><b>Reading 1.17:</b> Classify grade-appropriate categories of words.</p> <p><b>Written and Oral Language Conventions 1.3</b> Identify and correctly use contractions and singular possessive pronouns.</p>	<p><b>Reading 1.17:</b> Classify grade-appropriate categories of words.</p>	<p><b>Reading 1.17:</b> Classify grade-appropriate categories of words.</p>
<b>Activities</b>	<p>Students suggest an action words for several words (ii.e. food . . eat)            Review possessive, singular and plural nouns. P. 42-43</p>	<p>.Students suggest action words associated with planes.            Review possessive, singular and plural nouns.</p>	<p>Students will suggest different modes of transportation action words and things associated with the words.            Review possessive, singular, and plural nouns</p>	<p>Students look at pictures in “On the Go” and identify Things and action words to go with those things.            Discuss how authors choose words to create a picture in the reader’s head.</p>	<p>Students pantomime activities and identify the thing and the action (i.e. singing a song).</p>

# Phonics

## (Our Neighborhood at Work Unit 4: 1-5)

	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
<b>Objectives</b>	<p><b>Students</b> will review short vowel sounds.</p> <p><b>Students</b> will distinguish initial sounds in single syllable words.</p> <p><b>Students</b> will distinguish final sounds in single-syllable words.</p>	<p><b>Students</b> will associate the /k/ sounds with the letter Kk.</p> <p><b>Students</b> will distinguish initial sounds in single-syllable words.</p>	<p><b>Students</b> will associate the /ng/ sound with the spelling ng.</p> <p><b>Students</b> will segment single-syllable words into their components.</p> <p><b>Students</b> will blend two to four phonemes into recognizable words.</p>	<p><b>Students</b> will associate the /kw/ sound with the spelling qu.</p> <p><b>Students</b> will segment single-syllable words into their components.</p>	<p><b>Students</b> will associate the /y/ sound with the letter y_.</p> <p><b>Students</b> will match oral words to printed words.</p>
<b>Standards</b>	<p><b>R 1.3:</b> Identify letters, words and sentences.</p> <p><b>R 1.4:</b> Distinguish initial, medial and final sounds in single-syllable words.</p> <p><b>R 1.8:</b> Blend two to four phonemes into recognizable words.</p> <p><b>R 1.9:</b> Segment single syllable words into their components.</p> <p><b>R 1.10:</b> Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p>	<p><b>R 1.3:</b> Identify letters, words and sentences.</p> <p><b>R 1.4:</b> Distinguish initial, medial and final sounds in single-syllable words.</p> <p><b>R 1.8:</b> Blend two to four phonemes into recognizable words.</p> <p><b>R 1.9:</b> Segment single syllable words into their components.</p> <p><b>R 1.10:</b> Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p>	<p><b>R 1.3:</b> Identify letters, words and sentences.</p> <p><b>R 1.4:</b> Distinguish initial, medial and final sounds in single-syllable words.</p> <p><b>R 1.8:</b> Blend two to four phonemes into recognizable words.</p> <p><b>R 1.9:</b> Segment single syllable words into their components.</p> <p><b>R 1.10:</b> Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p>	<p><b>R 1.3:</b> Identify letters, words and sentences.</p> <p><b>R 1.4:</b> Distinguish initial, medial and final sounds in single-syllable words.</p> <p><b>R 1.8:</b> Blend two to four phonemes into recognizable words.</p> <p><b>R 1.9:</b> Segment single syllable words into their components.</p> <p><b>R 1.10:</b> Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p>	<p><b>R 1.3:</b> Identify letters, words and sentences.</p> <p><b>R 1.4:</b> Distinguish initial, medial and final sounds in single-syllable words.</p> <p><b>R 1.8:</b> Blend two to four phonemes into recognizable words.</p> <p><b>R 1.9:</b> Segment single syllable words into their components.</p> <p><b>R 1.10:</b> Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p>
<b>Activities</b>	<p>Short vowel review. Blending. Phonics Skills pp. 84-85. Dictation/Spelling “Chip and Scat” “Little Pat” “Just a Nickel”</p>	<p>Introduce /k/ spelled k. Blending Phonics Skills pp.86-87 Word building game Kim’s Trip</p>	<p>Introduce /ng/ spelled ng. Blending Phonics Skills 88-89 Dictation/Spelling “Hank the Crank”</p>	<p>Introduce /kw/ spelled qu. Bleding Phonics Skills pp. 90-91 Word Building Game “Quinn’s Pond”</p>	<p>Introduce /y/ spelled y. Blending Phonics Skills pp. 92-93 “The Stand”</p>

# Reading Comprehension

## (Our Neighborhood at Work Unit 4: 1-5)

	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
<b>Objectives</b>	<p><b>Students</b> will activate prior knowledge about occupations.  <b>Students</b> will be introduced to the unit theme.</p>	<p><b>Students</b> will activate prior knowledge about jobs people do.  <b>Students</b> will clarify unknown words and predict what will happen in the text.  <b>Students</b> will classify and categorize occupations.</p>	<p><b>Students</b> will activate prior knowledge about jobs people do.  <b>Students</b> will clarify unknown words and predict what will happen in the text.  <b>Students</b> will classify and categorize occupations.</p>	<p><b>Students</b> will activate prior knowledge about jobs people do.  <b>Students</b> will clarify unknown words and predict what will happen in the text.  <b>Students</b> will classify and categorize occupations.</p>	<p><b>Students</b> will activate prior knowledge about jobs people do.  <b>Students</b> will clarify unknown words and predict what will happen in the text.  <b>Students</b> will classify and categorize occupations.</p>
<b>Standards</b>	<p><b>Reading Comp. 2.6:</b> Relate prior knowledge to textual information.</p>	<p><b>Reading Comp 2.5:</b> Confirm predictions about what will happen next in a text by identifying key words.  <b>Reading 2.4:</b> Use context to resolve ambiguities about word and sentence meanings.  <b>Reading Comp. 2.6:</b> Relate prior knowledge to textual information.</p>	<p><b>Reading Comp 2.5:</b> Confirm predictions about what will happen next in a text by identifying key words.  <b>Reading 2.4:</b> Use context to resolve ambiguities about word and sentence meanings.  <b>Reading Comp. 2.6:</b> Relate prior knowledge to textual information.</p>	<p><b>Reading Comp 2.5:</b> Confirm predictions about what will happen next in a text by identifying key words.  <b>Reading 2.4:</b> Use context to resolve ambiguities about word and sentence meanings.  <b>Reading Comp. 2.6:</b> Relate prior knowledge to textual information.</p>	<p><b>Reading Comp 2.5:</b> Confirm predictions about what will happen next in a text by identifying key words.  <b>Reading 2.4:</b> Use context to resolve ambiguities about word and sentence meanings.  <b>Reading Comp. 2.6:</b> Relate prior knowledge to textual information.</p>
<b>Activities</b>	<p>Wake up City!</p>	<p><i>Guess Who?</i>            Activate Prior Knowledge            Background Knowledge            Browse            Vocabulary: duckie</p>	<p><i>Guess Who?</i>            Activate Prior Knowledge            Background Knowledge            Browse            Vocabulary: statue            artist juggler</p>	<p><i>Guess Who?</i>            Activate Prior Knowledge            Background Knowledge            Browse            Vocabulary: veterinarian</p>	<p><i>Guess Who?</i>            Activate Prior Knowledge            Background Knowledge            Browse            Vocabulary: pitcher,            police officer</p>

# Language Arts

## (Our Neighborhood at Work Unit 4: 1-5)

	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
<b>Objectives</b>	<p><b>Students</b> will classify words.</p> <p><b>Students</b> will understand the correct use of capitalization for months and days of the week.</p>	<p><b>Students</b> will classify words.</p> <p><b>Students</b> will understand the correct use of capitalization for months and days of the week.</p>	<p><b>Students</b> will classify words.</p> <p><b>Students</b> will understand the correct use of capitalization for months and days of the week.</p>	<p><b>Students</b> will classify words.</p> <p><b>Students</b> will develop an understanding that pictures provide us with information.</p>	<p><b>Students</b> will classify words.</p> <p><b>Students</b> will correctly form the letter “Mm.”</p>
<b>Standards</b>	<p><b>Reading 1.17:</b> Classify grade-appropriate categories of words. .</p> <p><b>Written and Oral Language Conventions 1.6</b> Use knowledge of the basic rules of punctuations and capitalization in writing.</p>	<p><b>Reading 1.17:</b> Classify grade-appropriate categories of words. .</p> <p><b>Written and Oral Language Conventions 1.6</b> Use knowledge of the basic rules of punctuations and capitalization in writing.</p>	<p><b>Reading 1.17:</b> Classify grade-appropriate categories of words. .</p> <p><b>Written and Oral Language Conventions 1.6</b> Use knowledge of the basic rules of punctuations and capitalization in writing.</p>	<p><b>Reading 1.17:</b> Classify grade-appropriate categories of words.</p>	<p><b>Reading 1.17:</b> Classify grade-appropriate categories of words.</p> <p><b>Writing 1.3:</b> Print legibly and space letters, words, and sentences appropriately.</p>
<b>Activities</b>	<p>Students make a list of the people and animals found in <i>Wake up City!</i></p> <p>LAS p.46-47</p>	<p>Students will list tools that different workers use. .</p> <p>Review rules for capitalization.</p>	<p>Students will list tools that different workers use.</p> <p>Review rules for capitalization.</p>	<p>Students will classify buildings according to whether they are places where they live, work or shop.</p>	<p>Students will classify workers according to whether their occupations occur outside, whether they perform or fix.</p>

# Phonics

## (Our Neighborhood at Work Unit 4: 6-10)

	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
<b>Objectives</b>	Students will review the /y/ sound with the letter y Students will segment single syllable words into their components. Students will read, create and state a series of rhyming words, including consonant blends.	Students will associate long a with spellings a and a_e. Students will contrast short /a/ and the long A spellings patterns. Students will segment single-syllable words into their components.	Students will associate the /s/ sound with the spellings ce and ci_. students will blend two to four phonemes into recognizable words. Students will read aloud with fluency in a manner that sounds like natural speech..	Students will review sounds and spellings in this unit. Students will distinguish initial, medial, and multisyllabic words. Students will blend two to four phonemes into recognizable words. Students will read compound words..	Students will associate /i/ with the spellings l and i_e. Students will distinguish long and short vowel sounds in orally stated single syllable words. Students will read compound words. .
<b>Standards</b>	<b>R 1.3:</b> Identify letters, words and sentences. <b>R1.4:</b> Distinguish initial, medial and final sounds in single-syllable words. <b>R 1.10:</b> Generate the sounds from all the letters and letter patterns and blend into recognizable words. <b>W 1.3</b> Print legibly and space letters, words and sentences. <b>R1.11:</b> Read common, irregular sight words.	<b>R 1.3:</b> Identify letters, words and sentences. <b>R1.4:</b> Distinguish initial, medial and final sounds in single-syllable words. <b>R 1.10:</b> Generate the sounds from all the letters and letter patterns and blend into recognizable words. <b>W 1.3</b> Print legibly and space letters, words and sentences. <b>R1.11:</b> Read common, irregular sight words.	<b>R 1.3:</b> Identify letters, words and sentences. <b>R1.4:</b> Distinguish initial, medial and final sounds in single-syllable words. <b>R 1.10:</b> Generate the sounds from all the letters and letter patterns and blend into recognizable words. <b>W 1.3</b> Print legibly and space letters, words and sentences. <b>R1.11:</b> Read common, irregular sight words.	<b>R 1.3:</b> Identify letters, words and sentences. <b>R1.4:</b> Distinguish initial, medial and final sounds in single-syllable words. <b>R 1.10:</b> Generate the sounds from all the letters and letter patterns and blend into recognizable words. <b>W 1.3</b> Print legibly and space letters, words and sentences. <b>R1.11:</b> Read common, irregular sight words.	<b>R 1.3:</b> Identify letters, words and sentences. <b>R1.4:</b> Distinguish initial, medial and final sounds in single-syllable words. <b>R 1.10:</b> Generate the sounds from all the letters and letter patterns and blend into recognizable words. <b>W 1.3</b> Print legibly and space letters, words and sentences. <b>R1.11:</b> Read common, irregular sight words.
<b>Activities</b>	Review /y/ spelled y_ Blending Phonics Skills pp. 94-95 Dictation/Spelling The King of Purple	Introduce long A spelled a and a_e. Initial and medial blending Phonics Skills pp. 96-97 Dictation/Spelling Mason's Big Hat Gull and Crane	Introduce /s/ spelled ce and ci. Blending Phonics Skills pg. 98-99. Dictation/Spelling Lance's Dragon A Stencil and a Pencil	Blending Phonics Skills 100-101 Dictation/Spelling	Long l spelled l and i_e Blending Phonics Skills pp. 102-103. Dictation/Spelling The Pilot ; Spice Cake

# Reading Comprehension

(Our Neighborhood at Work Unit 4: 6-10)

	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
<b>Objectives</b>	Students will activate prior knowledge about fire fighters. Students will visualize events in the story. Students will summarize what Firefighters is about.	Students will activate prior knowledge about fire fighters. Students will visualize events in the story. Students will summarize what Firefighters is about. Students will identify time words.	Students will activate prior knowledge about fire fighters. Students will visualize events in the story. Students will summarize what Firefighters is about. Students will identify time words.	Students will activate prior knowledge about fire fighters. Students will visualize events in the story. Students will summarize what Firefighters is about. Students will identify parentheses in the text.	Students will identify the main idea and details of "Firefighters." Students will identify capital letters that begin sentences in the text.
<b>Standards</b>	Reading Comp. 2.6: Relate prior knowledge to textual information. Reading Comp: 2.7 Retell the central ideas of simple expository or narrative passages.	Reading Comp. 2.6: Relate prior knowledge to textual information. Reading Comp: 2.7 Retell the central ideas of simple expository or narrative passages.	Reading Comp. 2.6: Relate prior knowledge to textual information. Reading Comp: 2.7 Retell the central ideas of simple expository or narrative passages.	Reading Comp. 2.6: Relate prior knowledge to textual information. Reading Comp: 2.7 Retell the central ideas of simple expository or narrative passages.	Reading Comp: 2.7 Retell the central ideas of simple expository or narrative passages
<b>Activities</b>	<i>Firefighters</i> Activate Prior Knowledge Background Knowledge Browse Vocabulary: firefighters	<i>Firefighters</i> Activate Prior Knowledge Background Knowledge Browse Vocabulary: bay	<i>Firefighters</i> Activate Prior Knowledge Background Knowledge Browse Vocabulary: walkie-talkies	<i>Firefighters</i> Activate Prior Knowledge Background Knowledge Browse Vocabulary: fire hydrant	<i>Further discuss main ideas and details by revisting Firefighters and iother reading selections.</i>

# Language Arts

## (Our Neighborhood at Work Unit 4: 6-10)

	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
<b>Objectives</b>	<p>Students will be introduced to compound words.</p> <p>Students will use correct punctuation for declarative, interrogative and exclamatory sentences.</p>	<p>Students will be introduced to compound words.</p> <p>Students will use correct punctuation for declarative, interrogative and exclamatory sentences.</p>	<p>Students will be introduced to compound words.</p> <p>Students will use correct punctuation for declarative, interrogative and exclamatory sentences.</p>	<p>Students will be introduced to compound words.</p> <p>Students will develop rules of conversation through making introductions.</p>	<p>Students will be introduced to compound words</p> <p>Students practice writing the letter Pp..</p>
<b>Standards</b>	<p>Reading 1.13 Read compound words and contractions.</p> <p>Written and Oral Language Conventions 1.6 Use knowledge of the basic rules of punctuations and capitalization in writing.</p>	<p>Reading 1.13 Read compound words and contractions.</p> <p>Written and Oral Language Conventions 1.6 Use knowledge of the basic rules of punctuations and capitalization in writing.</p>	<p>Reading 1.13 Read compound words and contractions.</p> <p>Written and Oral Language Conventions 1.6 Use knowledge of the basic rules of punctuations and capitalization in writing</p>	<p>Reading 1.13 Read compound words and contractions.</p>	<p>Reading 1.13 Read compound words and contractions.</p>
<b>Activities</b>	<p>Students introduced to compound words.</p> <p>Students review punctuation rules.</p> <p>LAS p. 52-53</p>	<p>Students introduced to compound words.</p> <p>Students review punctuation rules.</p>	<p>Students introduced to compound words.</p> <p>Students review punctuation rules.</p>	<p>Students introduced to compound words.</p>	<p>Students practice compound words.</p>

# Phonics

## (Our Neighborhood at Work Unit 4: 11-15)

	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
<b>Objectives</b>	<p><b>Students</b> will associate the long O sound with the spelling o_e.</p> <p><b>Students</b> will distinguish long and short vowel sounds in orally stated single syllable words.</p> <p><b>Students</b> will blend phonemes into recognizable words.</p>	<p><b>Students</b> will review long vowel sounds.</p> <p><b>Students</b> will distinguish medial sounds in single-syllable words.</p> <p><b>Students</b> will generate sounds from letter patterns.</p> <p><b>Students</b> will blend two to four phonemes</p>	<p><b>Students</b> will review long vowel sounds.</p> <p><b>Students</b> will distinguish medial sounds in single-syllable words.</p> <p><b>Students</b> will generate sounds from letter patterns.</p> <p><b>Students</b> will blend two to four phonemes</p>	<p><b>Students</b> will associate the /v/ sound with the letter Vv.</p> <p><b>Students</b> will blend words syllable to syllable into recognizable words.</p>	<p><b>Students</b> will associate the long U sound spelled u and u_e.</p> <p><b>Students</b> will blend two to four phonemes into recognizable words .</p>
<b>Standards</b>	<p><b>R 1.3:</b> Identify letters, words and sentences.</p> <p><b>R 1.4:</b> Distinguish initial, medial and final sounds in single-syllable words.</p> <p><b>R 1.5:</b> Distinguish long and short vowel sounds.</p> <p><b>R 1.8:</b> Blend two to four phonemes into recognizable words.</p> <p><b>R 1.9:</b> Segment single syllable words into their components.</p> <p><b>R 1.10:</b> Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p>	<p><b>R 1.3:</b> Identify letters, words and sentences.</p> <p><b>R 1.4:</b> Distinguish initial, medial and final sounds in single-syllable words.</p> <p><b>R 1.5:</b> Distinguish long and short vowel sounds.</p> <p><b>R 1.8:</b> Blend two to four phonemes into recognizable words.</p> <p><b>R 1.9:</b> Segment single syllable words into their components.</p> <p><b>R 1.10:</b> Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p>	<p><b>R 1.3:</b> Identify letters, words and sentences.</p> <p><b>R 1.4:</b> Distinguish initial, medial and final sounds in single-syllable words.</p> <p><b>R 1.5:</b> Distinguish long and short vowel sounds.</p> <p><b>R 1.8:</b> Blend two to four phonemes into recognizable words.</p> <p><b>R 1.9:</b> Segment single syllable words into their components.</p> <p><b>R 1.10:</b> Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p>	<p><b>R 1.3:</b> Identify letters, words and sentences.</p> <p><b>R 1.4:</b> Distinguish initial, medial and final sounds in single-syllable words.</p> <p><b>R 1.5:</b> Distinguish long and short vowel sounds.</p> <p><b>R 1.8:</b> Blend two to four phonemes into recognizable words.</p> <p><b>R 1.9:</b> Segment single syllable words into their components.</p> <p><b>R 1.10:</b> Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p>	<p><b>R 1.3:</b> Identify letters, words and sentences.</p> <p><b>R 1.4:</b> Distinguish initial, medial and final sounds in single-syllable words.</p> <p><b>R 1.5:</b> Distinguish long and short vowel sounds.</p> <p><b>R 1.8:</b> Blend two to four phonemes into recognizable words.</p> <p><b>R 1.9:</b> Segment single syllable words into their components.</p> <p><b>R 1.10:</b> Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p>
<b>Activities</b>	<p>Introduce long O o_e</p> <p>Blending</p> <p>Phonics Skills pp.104-105</p> <p>Dictation/Spelling</p> <p>“Bo and Mo”</p> <p>“The Cold Troll”</p>	<p>Review long vowels</p> <p>Blending</p> <p>Phonics Skills 106-107</p> <p>Dictation/Spelling</p> <p>“Rose Takes a Hike”</p>	<p>Review: Long vowels</p> <p>Blending</p> <p>Phonics Skills pp.108-109.</p> <p>Dictation/Spelling”</p>	<p>Introduce /v/ spelled Vv.</p> <p>Blending</p> <p>Phonics Skills pp. 110-111.</p> <p>Dictation/Spelling</p> <p>“At the Vet”</p>	<p>Introduce u_e</p> <p>Blending</p> <p>Phonics Skills p.112-113</p> <p>Dictation/Spelling</p> <p>“Music” “Muse the Mule”</p>

# Reading Comprehension

(Our Neighborhood at Work Unit 4: 11-15)

	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
<b>Objectives</b>	<p><b>Students</b> will activate prior knowledge about occupations.</p> <p><b>Students</b> will ask questions about the story selection.</p> <p><b>Students</b> will clarify word meaning.</p>	<p><b>Students</b> will retell Worksong.</p> <p><b>Students</b> will make connections.</p> <p><b>Students</b> will clarify and words or ideas they don't understand.</p>	<p><b>Students</b> will retell Worksong.</p> <p><b>Students</b> will make connections.</p> <p><b>Students</b> will clarify and words or ideas they don't understand..</p>	<p><b>Students</b> will draw conclusions about the text as they listen to it.</p>	<p><b>Celebrate Unit</b></p>
<b>Standards</b>	<p><b>Reading Comp. 2.6:</b> Relate prior knowledge to textual information.</p> <p><b>Reading 2.4:</b> Use context to resolve ambiguities about word and sentence meanings.</p> <p><b>Reading 2.2:</b> Respond to <i>who, what, when, where,</i> and <i>how</i> questions.</p>	<p><b>Reading 2.7:</b> Retell the central ideas of simple expository or narrative passages.</p> <p><b>Reading 2.4:</b> Use context to resolve ambiguities about word and sentence meanings.</p> <p><b>Reading Comp. 2.6:</b> Relate prior knowledge to textual information.</p>	<p><b>Reading 2.7:</b> Retell the central ideas of simple expository or narrative passages.</p> <p><b>Reading 2.4:</b> Use context to resolve ambiguities about word and sentence meanings.</p> <p><b>Reading Comp. 2.6:</b> Relate prior knowledge to textual information.</p>	<p><b>Reading Comp. 2.6:</b> Relate prior knowledge to textual information.</p>	
<b>Activities</b>	<p><i>Worksong</i>  <i>Prior Knowledge</i>            Browse            Vocabulary: keening</p>	<p><i>Worksong</i>            Activate Prior Knowledge            Background Knowledge            Browse            Vocabulary: steel, bold</p>	<p><i>Worksong</i>            Activate Prior Knowledge            Background Knowledge            Browse            Vocabulary: errands</p>	<p>Using a graphic organizer guide students to draw conclusions about the reading selection.</p>	

# Language Arts

## (Our Neighborhood at Work Unit 4: 11-15)

	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
<b>Objectives</b>	<p><b>Students</b> will generate lists of rhyming words. .</p> <p><b>Students</b> will review end punctuation and capitalization.</p>	<p><b>Students</b> will generate lists of rhyming words. .</p> <p><b>Students</b> will review end punctuation and capitalization.</p>	<p><b>Students</b> will generate lists of rhyming words. .</p> <p><b>Students</b> will review end punctuation and capitalization</p>	<p><b>Students</b> will generate lists of rhyming words. .</p> <p><b>Students</b> will share personal experiences with classmates to sharpen presentation skills.</p>	<p><b>Students</b> will generate lists of rhyming words.</p> <p><b>Students</b> will correctly form the letter “Tt.”</p>
<b>Standards</b>	<p><b>Reading 1.6</b> Create and state a series of rhyming words, including consonant blends.</p> <p><b>Written and Oral Language Conventions 1.6</b> Use knowledge of the basic rules of punctuations and capitalization in writing.</p>	<p><b>Reading 1.6</b> Create and state a series of rhyming words, including consonant blends.</p> <p><b>Written and Oral Language Conventions 1.6</b> Use knowledge of the basic rules of punctuations and capitalization in writing.</p>	<p><b>Reading 1.6</b> Create and state a series of rhyming words, including consonant blends.</p> <p><b>Written and Oral Language Conventions 1.6</b> Use knowledge of the basic rules of punctuations and capitalization in writing..</p>	<p><b>Reading 1.6</b> Create and state a series of rhyming words, including consonant blends.</p>	<p><b>Reading 1.17:</b> Classify grade-appropriate categories of words.</p> <p><b>Writing 1.3:</b> Print legibly and space letters, words, and sentences appropriately.</p>
<b>Activities</b>	<p>Using words from “Worksong” students will identify and generate rhyming words.</p> <p>LAS p.56-57</p>	<p>Using words from “Worksong” students will identify and generate rhyming words.</p> <p>Review</p>	<p>Using words from “Worksong” students will identify and generate rhyming words.</p> <p>Review</p>	<p>Using words from “Worksong” students will identify and generate rhyming words.</p>	<p>Students will classify workers according to whether their occupations occur outside, whether they perform or fix.</p>

