

Phonemic Awareness

(Let's Read, Unit 1: 1-5)

	M	T	W	Th	F
Objectives	<p>Students will blend words orally.</p> <p>Students will segment words into syllables.</p>	<p>Students will associate sounds with their letters.</p> <p>Students will segment words into syllables.</p> <p>Students will identify rimes, or endings of words.</p>	<p>Students will orally blend initial consonant sounds.</p> <p>Students will distinguish long words from short words.</p> <p>Students will segment words into onsets and rimes.</p>	<p>Students will blend initial consonant sounds.</p> <p>Students will segment words into onsets and rhymes.</p>	<p>Students will blend initial consonant sounds.</p> <p>Students will supply initial consonant sounds to complete words.</p>
Standards	<p>LS 2.1: Recite poems, rhymes, songs, and stories.</p> <p>R 1.8: Blend two to four phonemes into recognizable words.</p>	<p>R 1.8: Blend two to four phonemes into recognizable words.</p> <p>R 1.9: Segment single syllable words into their components.</p>	<p>R 1.8: Blend two to four phonemes into recognizable words.</p> <p>R 1.9: Segment single syllable words into their components.</p>	<p>R 1.8: Blend two to four phonemes into recognizable words.</p> <p>R 1.9: Segment single syllable words into their components</p>	<p>R 1.8: Blend two to four phonemes into recognizable words.</p> <p>R 1.9: Segment single syllable words into their components</p>
Activities	<p>Warm-up: Rhyme "Michael Murphy" students identify name on name necklace.</p> <p>Oral blending: Students blend syllables "ap . . . ple" What's the word? Teach students signal for responding orally.</p> <p>Students clap syllables in their name.</p>	<p>Play "I Spy" with the letter "Bb" students identify words that begin with /b/.</p> <p>Oral blending: Students blend syllables "ap . . . ple" What's the word?</p> <p>Students clap out the syllables in words.</p> <p>Students segment words into onsets and rimes. "sigh" "igh"</p>	<p>Play "I Spy" with the letter "Aa" and "Cc."</p> <p>Oral blending: Students blend initial consonants /t/ . . rampoline Students clap out the syllables in written words and understand that longer words have more syllables.</p> <p>Students segment words into onsets and rimes. "sigh" "igh"</p>	<p>Warm-up: "I Spy" "Ff and "Gg" and syllable blending.</p> <p>Oral blending: Students blend initial consonants /t/ . . rampoline.</p> <p>Students segment words into onsets and rimes. "sigh" "igh"</p>	<p>Warm Up: "I Spy 'Hh' and "Jj"; Syllable blending.</p> <p>Oral blending: Students blend initial consonants /t/ . . rampoline.</p> <p>Initial consonant restoration: students help restore initial sounds in words. "Susan" "usan" what did the puppet forget? /s/.</p>

Phonics

(Let's Read, Unit 1: 1--5)

	M	T	W	Th	F
Objectives	<p>Students will write the letters "Aa" and "Bb." Students will associate sounds with letters. Students will identify vowels as special letters in the alphabet (every word contains at least one vowel).</p>	<p>Students will write the letters "Cc" and "Dd." Students will associate sounds with letters.</p>	<p>Students will write the letters "Ee," "Ff" and "Gg" Students will associate sounds with letters. Students will read a pre-decodable book.</p>	<p>Students will write the letters "Hh," "Ii," and "Jj." Students will associate sounds with letters.</p>	<p>Students will write the letters "Kk," "Ll," and "Mm." Students will associate sounds with letters. Students will read a pre-decodable book.</p>
Standards	<p>R 1.3: Identify letters, words and sentences. R1.5: Distinguish long and short vowel sounds in orally stated single syllable words. R 1.10: Generate the sounds from all the letters and letter patterns. Wr 1.3 Print legibly and space letters, words and sentences.</p>	<p>R 1.3: Identify letters, words and sentences. R 1.10: Generate the sounds from all the letters and letter patterns Wr 1.3 Print legibly and space letters, words and sentences.</p>	<p>R1.3: Identify letters, words and sentences. R 1.10: Generate the sounds from all the letters and letter patterns Wr 1.3 Print legibly and space letters, words and sentences. R1.11: Read common, irregular sight words. R 1.5: Distinguish long and short vowel sounds in orally stated single syllable words</p>	<p>R 1.3: Identify letters, words and sentences. R1.10: Generate the sounds from all the letters and letter patterns Wr 1.3 Print legibly and space letters, words and sentences. R 1.5: Distinguish long and short vowel sounds in orally stated single syllable words</p>	<p>R1.3: Identify letters, words and sentences. R1.10: Generate the sounds from all the letters and letter patterns Wr 1.3 Print legibly and space letters, words and sentences.</p>
Activities	<p>Review alphabet song. Discuss consonants and vowels. Demonstrate how to write "Aa" and "Bb" (Phonics Skills p. 2). Students identify long "Aa" in words orally. Students make a list of words that begin with /b/.</p>	<p>Students write letters "Cc" and "Dd," (Phonics p. 3). Students identify words that begin with /c/ and /d/.</p>	<p>Students write letters "Ee," "Ff," and "Gg" (Phonics p. 4). Students identify words with long Aa and long Ee. Students identify words that begin with /f/ and /g/. Read "The Table."</p>	<p>Demonstrate how every word has a vowel and every syllable has a vowel. Write "Hh, Ii and Jj." (Phonics p. 5). Students identify words that begin with "Hh" and "Jj." Students identify words with long Ee and long Ii. Vowel Chant.</p>	<p>Students write letters "Kk, Ll and Mm" (phonics p. 6). Students identify words that begin with /k/ /l/, and /m/. Read "The Egg."</p>

Reading Comprehension

(Let's Read, Unit 1: 1--5)

	M	T	W	Th	F
Objectives	<p>Students will discuss "Wolf" to develop comprehension.</p> <p>Students will browse unit stories to set reading goals.</p>	<p>Students will discuss rhyme.</p> <p>Students will learn about the parts of a book.</p> <p>Students will using the comprehension strategy of visualization.</p>	<p>Students will use the Table of Contents.</p> <p>Students will practice identifying "the" and "on."</p> <p>Students will use the comprehension strategy Asking Questions.</p>	<p>Students will demonstrate that written words are made up of letters.</p> <p>Students will ask and answer questions about the poem.</p> <p>Students will demonstrate knowledge of spacing between words.</p>	<p>Students will identify left and right directionality.</p> <p>Students will use the comprehension strategy of Asking Questions.</p>
Standards	<p>RComp. 2.6: Relate prior knowledge to textual information.</p> <p>NarAn 3.2: Describe the roles of authors and illustrators,</p> <p>LS 2.2: Retell stories using basic story grammar and relating the sequence of story events.</p>	<p>R Comp. 2.6: Relate prior knowledge to textual information.</p> <p>NarAn3.2: Describe the roles of authors and illustrators,</p>	<p>NarAn3.2: Describe the roles of authors and illustrators,</p> <p>RComp 2.2: Respond to who what when, where and how questions.</p>	<p>NarAn3.2: Describe the roles of authors and illustrators,</p> <p>RComp 2.2: Respond to who what when, where and how questions.</p>	<p>NarAn3.2: Describe the roles of authors and illustrators,</p> <p>RComp 2.2: Respond to who what when, where and how questions.</p>
Activities	<p>Introduce students to unit theme "Let's Read."</p> <p>Read "Wolf." Ask students to describe a wolf . . . what does a wolf eat? What does a wolf like?</p>	<p>Purple Cow</p> <p>BB:What does a cow look like?</p> <p>BR: tab of cont, author, illustrator, poem-rhyming words;</p> <p>V: purple- use word in a sentence.</p> <p>SK: visualization</p> <p>Discuss Selection</p> <p>LR: Students identify letters in the selection</p> <p>WrN: describe an animal that is a strange color.</p>	<p>"Las Hormiguitas"</p> <p>BB: What does the title mean? What do you know about ants.</p> <p>BR: look at picture, what are the ants doing?</p> <p>V: spin</p> <p>SK: Asking questions</p> <p>LR:</p> <p>WrN: Draw a picture of the ant. Write what you think the ants are doing.</p> <p>Con: Graphing names by number of syllables.</p>	<p>"If I Were a Mouse."</p> <p>BB: What do you know about mice?</p> <p>BR: "</p> <p>V: house, grass</p> <p>Sk: visualizing</p> <p>LR: word/letter differentiation</p> <p>Wrn: What would you do if you were a mouse?</p> <p>P/BA: word boundaries</p>	<p>"Hey Diddle Diddle"</p> <p>BB: How high do you think a cow could jump?</p> <p>BR</p> <p>V: fiddle</p> <p>Sk: asking questions</p> <p>LR: l, m</p> <p>P/BA: print directionality</p> <p>WrN: Make a rhyme..</p> <p>The____jumped over the ____.</p> <p>Con: alphabet counting – what letter is in the middle.</p>

Language Arts

(Let's Read, Unit 1: 1--5)

	M	T	W	Th	F
Objectives	<p>Using words from “Wolf” students will classify animals.</p> <p>Students will understand that names and the pronoun “I” begin with a capital letter.</p>	<p>Students will classify color words.</p> <p>Students will understand that names and the pronoun “I” begin with a capital letter.</p>	<p>Using words from “Las Hormiguitas” students will classify animals.</p> <p>Students will understand that names and the pronoun “I” begin with a capital letter.</p>	<p>Using words from “If I were a Mouse” students will classify animal words.</p> <p>Students will understand the importance of listening skills in school.</p>	<p>Using words from reading selections students will classify animal words.</p> <p>Students will understand that letters are made up of different types of lines.</p>
Standards	<p>R1.17: Classify grade appropriate categories of words.</p> <p>WOLC 1.7 Capitalize the first word of a sentence and the pronoun I.</p>	<p>R1.17: Classify grade appropriate categories of words.</p> <p>WOLC 1.7 Capitalize the first word of a sentence and the pronoun I.</p>	<p>R1.17: Classify grade appropriate categories of words.</p> <p>WOLC 1.7 Capitalize the first word of a sentence and the pronoun I.</p>	<p>R1.17: Classify grade appropriate categories of words.</p>	<p>R1.17: Classify grade appropriate categories of words.</p> <p>Wr 1.3 Print legibly and space letters, words and sentences.</p>
Activities	<p>Have students make a list of animals using the book as a prompt. Students group characteristics of animals “# of legs, where they live, physical” Review upper/lower case. Students identify upper case letter at the beginning of their name. Pronoun “I” is also capitalized (LAS p.2-3).</p>	<p>Students make a list of color words. Discuss what colors are most like purple (violet, red, blue) and most unlike purple (green, yellow).</p> <p>Students identify capital letters in the name of the author and illustrator of “Purple Cow.” They also identify the pronoun “I” in the poem.</p>	<p>Describe categories birds, insects, reptiles, amphibians, and mammals . . . include examples. Have students suggests other examples. Describe characteristics and why they belong to a category.</p> <p>Have students write first and last name and recognize that last names begin with an upper case letter.</p>	<p>Order animals by size, number of legs,</p> <p>Discuss importance of listening skills in school. If I saw a good listener what would I see? Hear?</p>	<p>Play word association game with vocabulary from reading selection.</p>

Phonemic Awareness

(Let's Read, Unit 1: 6-10)

	M	T	W	Th	F
Objectives	<p>Students will attend to initial sounds of words through oral blending and segmentation.</p>	<p>Students will orally blend final consonant sounds.</p> <p>Students will attend to phonemes through segmenting sounds.</p>	<p>Students will orally blend final consonant sounds.</p> <p>Students will attend to phonemes through segmenting sounds</p>	<p>Students will manipulate vowel sounds to change words.</p> <p>Students will attend to consonant sounds.</p>	<p>Students will blend sounds orally to form words.</p>
Standards	<p>R 1.8: Blend two to four phonemes into recognizable words.</p> <p>R1.9: Segment single syllable words into their components</p>	<p>R 1.8: Blend two to four phonemes into recognizable words.</p> <p>R1.9: Segment single syllable words into their components.</p>	<p>R 1.8: Blend two to four phonemes into recognizable words.</p> <p>R1.9: Segment single syllable words into their components.</p>	<p>R 1.5 Distinguish long and short vowel sounds in orally stated single syllable words.</p> <p>R 1.9: Segment single syllable words into their components</p>	<p>R 1.7: Add, delete or change target sound to change words.</p> <p>R1.9: Segment single syllable words into their components</p>
Activities	<p>Warm-up: "I Spy" LI and Mm.;" comparing word length.</p> <p>Oral blending: Students blend initial consonants to word parts (/p/ . . aper).</p> <p>Students isolate and identify initial letter sounds. "face" /f/.</p>	<p>Play "I Spy" with /n/ and /p/.</p> <p>Oral blending: final consonants (sumperma . /n/)</p> <p>Students isolate and identify initial letter sounds "face" /f/</p> <p>Sing "Down by the Bay" rhyming song.</p>	<p>Warm-up: "I Spy"; initial consonant blending.</p> <p>Oral blending: final consonants (sumperma . /n/)</p> <p>Students isolate and identify initial letter sounds "face" /f/</p> <p>Students identify missing final cosnants. ("soup" . . "sou" /p/).</p>	<p>Warm-up: "I spy" /t/ and /v/.</p> <p>"Down By the Bay" rhyming word song.</p> <p>Long Vowels: Review long vowels with song "Applies and Bananas."</p> <p>Students isolate and identify initial letter sounds "face" /f/</p>	<p>Warm Up: "Apples and Bananas" Song</p> <p>Oral blending: Demonstrate and have students practice changing initial sounds in words to make new words ("dinosaur" . . "minosaur")</p> <p>Students isolate and identify final letter sounds "soap" /p/</p>

Phonics

(Let's Read, Unit 1: 6-10)

	M	T	W	Th	F
Objectives	<p>Students will write the letters “Nn, Oo, Pp.”</p> <p>Students will associate sounds with letters.</p>	<p>Students will write the letters “Qq, Rr, and Ss.”</p> <p>Students will associate sounds with letters.</p> <p>Students will read a pre-decodable book</p>	<p>Students will write the letters “Tt, Uu, and Vv”.</p> <p>Students will associate sounds with letters.</p>	<p>Students will write the letters “Ww, Xx, Yy, and Zz.”</p> <p>Students will associate sounds with letters.</p> <p>Students will read a pre-decodable book.</p>	<p>Students will review all letters of the alphabet.</p> <p>Students will associate sounds with letters.</p>
Standards	<p>R 1.3: Identify letters, words and sentences.</p> <p>R1.5: Distinguish long and short vowel sounds in orally stated single syllable words.</p> <p>R1.10: Generate the sounds from all the letters and letter patterns.</p> <p>Wr1.3 Print legibly and space letters, words and sentences.</p>	<p>R 1.3: Identify letters, words and sentences.</p> <p>R1.10: Generate the sounds from all the letters and letter patterns</p> <p>Wr 1.3 Print legibly and space letters, words and sentences.</p> <p>R1.11: Read common, irregular sight words.</p>	<p>R 1.3: Identify letters, words and sentences.</p> <p>R1.5: Distinguish long and short vowel sounds in orally stated single syllable words.</p> <p>R1.10: Generate the sounds from all the letters and letter patterns.</p> <p>Wr1.3 Print legibly and space letters, words and sentences.</p>	<p>R 1.3: Identify letters, words and sentences.</p> <p>R1.10: Generate the sounds from all the letters and letter patterns</p> <p>Wr 1.3 Print legibly and space letters, words and sentences.</p> <p>R1.11: Read common, irregular sight words.</p>	<p>R 1.3: Identify letters, words and sentences.</p> <p>R1.10: Generate the sounds from all the letters and letter patterns</p> <p>Wr 1.3 Print legibly and space letters, words and sentences.</p>
Activities	<p>Students write “Nn, Oo, Pp” (Phonics 7).</p> <p>Identify long A and long O in words.</p> <p>Identify words beginning with /n/ and /p/.</p>	<p>Students write letters “Qq Rr and Ss,” (Phonics p. 8).</p> <p>Students identify words that begin with /kw/, /r/ and /s/.</p> <p>Read “The Baby.”</p>	<p>Students write letters “Tt, Uu, and Vv” (Phonics p. 9).</p> <p>Students identify words with long li and long Uu.</p> <p>Students identify words that begin with /t/ and /v/.</p>	<p>Write “Ww, Xx, Yy, Zz.” (Phonics p. 10-11).</p> <p>Students identify words that begin with “Ww, Xx, Yy, Zz.”</p> <p>“The Baby” (continued).</p>	<p>Review (Phonics 12-13).</p>

Reading Comprehension

(Let's Read, Unit 1: 6-10)

	M	T	W	Th	F
Objectives	<p>Students will retell the poem “There once was a Fish.”</p> <p>Students will use the comprehension strategy of monitoring and clarifying.</p>	<p>Students will listen and respond to “Rain.”</p> <p>Students will use the reading comprehension strategy of Visualization.</p>	<p>Students will recognize words that rhyme.</p> <p>Students will discuss how words and pictures go together.</p>	<p>Students will use the comprehension strategy of monitoring and clarifying.</p>	<p>Students will substitute target sounds to create new words.</p> <p>Students will discuss specific details about visualizing.</p>
Standards	<p>RComp. 2.6: Relate prior knowledge to textual information.</p> <p>NarAna 3.2: Describe the roles of authors and illustrators,</p> <p>L S 2.2: Retell stories using basic story grammar and relating the. sequence of story events.</p>	<p>RComp. 2.6: Relate prior knowledge to textual information.</p> <p>NarAna 3.2: Describe the roles of authors and illustrators,</p>	<p>NarAna 3.2: Describe the roles of authors and illustrators,</p> <p>RComp. 2.6: Relate prior knowledge to textual information.</p> <p>RComp2.2: Respond to who what when, where and how questions.</p>	<p>NarAnal 3.2: Describe the roles of authors and illustrators,</p> <p>RComp2.2: Respond to who what when, where and how questions.</p>	<p>Nar Ana 3.2: Describe the roles of authors and illustrators,</p> <p>RComp 2.2: Respond to who what when, where and how questions.</p>
Activities	<p>“There Once Was a Fish.” Activate prior knowledge. Browse. Vocabulary: line (discuss multiple meanings). Identify words in sentence</p>	<p>“Rain” Activate prior knowledge. Browse Vocabulary: umbrellas.</p>	<p>“Rhyme Stew” Activate prior knowledge. Browse. Vocabulary: spice, munch</p>	<p>“Rags” Activate prior knowledge. Browse. Vocabulary: rags</p>	<p>“Twinkle” Activate prior knowledge. Browse Set purposes. Vocabulary: twinkle Make new words using words in the poem.</p>

Language Arts

(Let's Read, Unit 1: 6-10)

	M	T	W	Th	F
Objectives	<p>Using the poem "There Once Was a Fish," students will create rhyming words.</p> <p>Students will capitalize the names of places.</p>	<p>Using the poem , "Rain." students will create rhyming words.</p> <p>Students will capitalize the names of places.</p>	<p>Using the poem , "Rhyme Stew." students will create rhyming words.</p> <p>Students will capitalize the names of places, the days of the week, and the months of the year..</p>	<p>Using the poem , "Rags." students will create rhyming words.</p> <p>Students will understand how to use an inside and an outside voice.</p>	<p>Using the poem , "Twinkle, Twinkle Firefly." students will create rhyming words.</p> <p>Students will identify lines in letters.</p>
Standards	<p>R 1.6: Create and state a series of rhyming words, including consonant blends. .</p> <p>WOLC 1.7 Capitalize the first word of a sentence and the pronoun I.</p>	<p>R 1.6: Create and state a series of rhyming words, including consonant blends. .</p> <p>WOLC 1.7 Capitalize the first word of a sentence and the pronoun I.</p>	<p>R 1.6: Create and state a series of rhyming words, including consonant blends. .</p> <p>WOLC 1.7 Capitalize the first word of a sentence and the pronoun I.</p>	<p>R 1.6: Create and state a series of rhyming words, including consonant blends. .</p> <p>WOLC 1.7 Capitalize the first word of a sentence and the pronoun I.</p>	<p>R 1.6: Create and state a series of rhyming words, including consonant blends. .</p> <p>WOLC 1.7 Capitalize the first word of a sentence and the pronoun I.</p>
Activities	<p>Students make rhyming words using story selection. Demonstrate how to use a dictionary to find the meaning of a word.</p> <p>Students identify the names of cities and states as starting with a capital letter. (Comp. and LAS p. 6-7).</p>	<p>Students make rhyming words using story selection. Discuss asking a friend as a way to discover word meaning. Students identify the names of cities and states as starting with a capital letter. Students identify names of countries begin with a capital letter.</p>	<p>Students make rhyming words using story selection. Discuss asking a friend as a way to discover word meaning.</p> <p>Students identify the names of places (street, days of the month, days of the week).</p>	<p>Students make rhyming words using story selection.</p> <p>Demonstrate making a mnemonic to remember word meaning.</p>	<p>Students make rhyming words using story selection.</p> <p>Review strategies for finding word meaning.</p>

Phonemic Awareness

(Let's Read, Unit 1: 11-15)

	M	T	W	Th	F
Objectives	<p>Students will blend sounds orally to form words.</p> <p>Students will attend to the final sounds in words.</p>	<p>Students will orally blend final consonant sounds.</p> <p>Students will attend to phonemes through segmenting sounds.</p>	<p>Students will orally blend final consonant sounds.</p> <p>Students will attend to phonemes through segmenting sounds.</p>	<p>Students will attend to initial consonant sounds.</p> <p>Students will attend to the final sounds in words.</p>	<p>Students will blend sounds orally to form words.</p> <p>Students will segment final consonant sounds.</p>
Standards	<p>R 1.4: Distinguish initial, medial, and final sounds in single syllable words.</p> <p>R1.7: Add, delete or change target sounds to change words (change cow to how; pan to an).</p>	<p>R 1.4: Distinguish initial, medial, and final sounds in single syllable words.</p> <p>R1.7: Add, delete or change target sounds to change words (change cow to how; pan to an).</p>	<p>R 1.4: Distinguish initial, medial, and final sounds in single syllable words.</p> <p>R1.7: Add, delete or change target sounds to change words (change cow to how; pan to an).</p>	<p>R 1.4: Distinguish initial, medial, and final sounds in single syllable words.</p>	<p>R 1.4: Distinguish initial, medial, and final sounds in single syllable words.</p> <p>R1.8: Blend phonemes into words.</p> <p>R1.9: Segment single syllable words into their components</p>
Activities	<p>Warm-up: Apples and Bananas; Consonant Riddle Game (What starts with /p/ and rhymes with cat?)</p> <p>Students change initial consonant sounds in words (take away the /h/ in hamburger and replace with a /p/. What is the word?)</p> <p>Students identify the final phoneme in words (beach /ch).</p>	<p>Warm-up: Create alliterative sentences by replacing initial consonant sounds (Tom tickled ten turtles becomes Som sickled sen surtles).</p> <p>Students change initial consonant sounds in words</p> <p>Students identify the final phoneme in words (beach /ch).</p>	<p>Warm-up: Initial consonant blending.</p> <p>Alliterative word game:</p> <p>Students change initial consonant sounds in words</p> <p>Students identify the final phoneme in words (beach /ch).</p>	<p>Warm-up: Consonant Riddle Game/ Short-Vowel song game.</p> <p>Students listen and identify words that begin with /s/ and /m/.</p> <p>Students identify the final phoneme in words (beach /ch).</p>	<p>Warm Up: Final consonant riddle game (What starts like tape but ends with a /k/?)</p> <p>Oral blending: /m/ /e/ /n/ What's the word? Men</p> <p>Restoring final consonants: seed "see" What sound was omitted?</p>

	M	T	W	Th	F
Objectives	<p>Students will associate the /s/ sound with the letter Ss.</p>	<p>Students will associate the /m/ sound with the letter m in words. Students will read a pre-decodable book.</p>	<p>Students will associate the /a/ sound with the letter a in words. Students will blend sounds to read words. Students will read a decodable book.</p>	<p>Students will associate the /t/ sound with the letter Tt in words. Students will blend sounds to read words. Students will read a decodable book.</p>	<p>Students will associate the /h/ sound with the letter Hh in words. Students will blend sounds to read words. Students will read a decodable book.</p>
Standards	<p>R1.3: Identify letters, words and sentences. R 1.10: Generate the sounds from all the letters and letter patterns. Wr 1.3 Print legibly and space letters, words and sentences.</p>	<p>R1.3: Identify letters, words and sentences. R 1.10: Generate the sounds from all the letters and letter patterns. Wr 1.3 Print legibly and space letters, words and sentences. R 1.11: Read common, irregular sight words.</p>	<p>R1.3: Identify letters, words and sentences. R 1.10: Generate the sounds from all the letters and letter patterns. Wr 1.3 Print legibly and space letters, words and sentences. R 1.5: Distinguish long and short vowel sounds in orally stated single syllable words</p>	<p>R1.3: Identify letters, words and sentences. R 1.10: Generate the sounds from all the letters and letter patterns. Wr 1.3 Print legibly and space letters, words and sentences. R1.11: Read common, irregular sight words.</p>	<p>R1.3: Identify letters, words and sentences. R 1.10: Generate the sounds from all the letters and letter patterns. Wr 1.3 Print legibly and space letters, words and sentences. R1.11: Read common, irregular sight words.</p>
Activities	<p>Introduce sound/spelling card Ss. Students identify initial and final /s/ sound. Workbook p. 14-15</p>	<p>Introduce sound/spelling card Mm. Students identify initial and final Mm. Workbook p. 16-17. "Mom and I"</p>	<p>Introduce sound/spelling card Aa. Students listen and identify words that begin with a short /a/ and long A. Short vowel song. pp. 18-19. Blending; decodable book "Sam, Sam, Sam"</p>	<p>Introduce sound/spelling card Tt. Students identify initial and final /t/. Blending; phonics skills pp. 20-21. Word building game. Book "Matt and Sam"</p>	<p>Introduce Hh. Students identify beginning sound. Blending. Phonics Skills p. 22-23. Word building game. Book: "A Hat".</p>

Reading Comprehension

(Let's Read, Unit 1: 11-15)

	M	T	W	Th	F
Objectives	<p>Students will share prior knowledge about folktales.</p> <p>Students will make predictions.</p> <p>Students will discuss reality and fantasy.</p>	<p>Students will retell events from the story.</p> <p>Students will discuss whether or not this story could really happen.</p>	<p>Students will use the comprehension strategy of predicting and the comprehension skill of comparing and contrasting.</p>	<p>Students will use the comprehension strategy of predicting and the comprehension skill of comparing and contrasting.</p>	<p>Students will talk about the parts of a poem.</p> <p>Students will use the comprehension skill of asking questions.</p>
Standards	<p>RComp. 2.6: Relate prior knowledge to textual information.</p> <p>NarAna 3.2: Describe the roles of authors and illustrators,</p> <p>LS2.2: Retell stories using basic story grammar and relating the sequence of story events.</p> <p>RComp 2.5: Confirm predictions about what will happen by identifying key words.</p>	<p>RComp. 2.6: Relate prior knowledge to textual information.</p> <p>NarAna 3.2: Describe the roles of authors and illustrators,</p> <p>LS2.2: Retell stories using basic story grammar and relating the sequence of story events.</p> <p>RComp 2.5: Confirm predictions about what will happen by identifying key words..</p>	<p>RComp. 2.6: Relate prior knowledge to textual information.</p> <p>NarAna 3.2: Describe the roles of authors and illustrators,</p> <p>LS2.2: Retell stories using basic story grammar and relating the sequence of story events.</p> <p>RComp 2.5: Confirm predictions about what will happen by identifying key words..</p>	<p>RComp. 2.6: Relate prior knowledge to textual information.</p> <p>NarAna 3.2: Describe the roles of authors and illustrators,</p> <p>LS2.2: Retell stories using basic story grammar and relating the sequence of story events.</p> <p>RComp 2.5: Confirm predictions about what will happen by identifying key words..</p>	<p>NarAna 3.2: Describe the roles of authors and illustrators,</p>
Activities	<p>“The Chase”</p> <p>Prior Knowledge</p> <p>Browse</p> <p>Vocabulary: “Coyote”</p> <p>“Rabbit”</p> <p>Comprehension Skill: Monitoring and Clarifying.</p>	<p>“The Chase”</p> <p>Prior Knowledge</p> <p>Browse</p> <p>Vocabulary “escaped”</p> <p>“late”</p> <p>Comprehension Skill: Visualizing.</p>	<p>“Mrs. Goose’s Baby”</p> <p>Prior Knowledge</p> <p>Browse</p> <p>Vocabulary: pecking</p>	<p>“Mrs. Goose’s Baby”</p> <p>Prior Knowledge</p> <p>Browse</p> <p>Vocabulary: “Shore” and “smooth”</p> <p>LAS 14-15 Practice</p> <p>Comparing and Contrasting.</p>	<p>“Babybuggy”</p> <p>Prior Knowledge</p> <p>Browse</p> <p>Vocabulary: made up silly words . . . discuss how this contributes to the enjoyment of the poem. .</p>

Language Arts

(Let's Read, Unit 1: 11-15)

	M	T	W	Th	F
Objectives	<p>Students will use context clues to discover word meaning.</p> <p>Students will understand that sentences begin with a capital letter and end with a period.</p>	<p>Students will use context clues to discover word meaning.</p> <p>Students will understand that sentences begin with a capital letter and end with a period.</p>	<p>Students will use context clues to discover word meaning.</p> <p>Students will understand that sentences begin with a capital letter and end with a period</p>	<p>Students will use context clues to discover word meaning..</p> <p>Students will learn about informal and formal language.</p>	<p>Students will use context clues to discover word meaning..</p> <p>Students will identify lines in letters.</p>
Standards	<p>R2.4: Use Context Clues to resolve ambiguity about word and sentence meaning. WOLC 1.7 Capitalize the first word of a sentence and the pronoun I.</p>	<p>R2.4: Use Context Clues to resolve ambiguity about word and sentence meaning. WOLC 1.7 Capitalize the first word of a sentence and the pronoun I.</p>	<p>R2.4: Use Context Clues to resolve ambiguity about word and sentence meaning. WOLC 1.7 Capitalize the first word of a sentence and the pronoun I.</p>	<p>R2.4: Use Context Clues to resolve ambiguity about word and sentence meaning.</p>	<p>R1.6: Create and state a series of rhyming words, including consonant blends. . WOLC 1.7 Capitalize the first word of a sentence and the pronoun I.</p>
Activities	<p>Explain how to use context clues using the story selection.</p> <p>Capital Letters LAS p. 10-11</p>	<p>Explain how to use context clues using the story selection.</p> <p>Capital Letters</p>	<p>Explain how to use context clues using the story selection.</p> <p>Capital Letters</p>	<p>Explain how to use context clues using the story selection.</p>	<p>Explain how to use context clues using the story selection.</p>

Phonemic Awareness

(Animals, Unit 2: 1-5)

	M	T	W	Th	F
Objectives	<p>Students will distinguish initial sounds in single and multi-syllabic words.</p> <p>Students will distinguish final sounds in single and multi-syllabic words.</p>	<p>Students will distinguish initial sounds in single and multi-syllabic words</p> <p>Students will change target sounds to change words.</p>	<p>Students will distinguish initial sounds in single and multi-syllabic words</p> <p>Students will change target sounds to change words.</p>	<p>Students will distinguish initial and final sounds in single and multi-syllabic words.</p> <p>Students will change target sounds to change words.</p>	<p>Students will distinguish initial sounds in single-syllable words.</p> <p>Students will substitute final consonant sounds to create new words</p>
Standards	<p>R 1.4: Distinguish initial, medial, and final sounds in single syllable words.</p> <p>R 1.7: Add, delete or change target sounds to change words (change cow to how; pan to an).</p> <p>R 1.8: Blend phonemes into words.</p> <p>R1.9: Segment single syllable words into their components</p>	<p>R 1.4: Distinguish initial, medial, and final sounds in single syllable words.</p> <p>R 1.7: Add, delete or change target sounds to change words (change cow to how; pan to an).</p> <p>R 1.8: Blend phonemes into words.</p>	<p>R 1.4: Distinguish initial, medial, and final sounds in single syllable words.</p> <p>R 1.7: Add, delete or change target sounds to change words (change cow to how; pan to an).</p> <p>R 1.8: Blend phonemes into words</p>	<p>R 1.4: Distinguish initial, medial, and final sounds in single syllable words.</p> <p>R 1.7: Add, delete or change target sounds to change words (change cow to how; pan to an).</p> <p>R 1.8: Blend phonemes into words</p>	<p>R 1.4: Distinguish initial, medial, and final sounds in single syllable words.</p> <p>R 1.7: Add, delete or change target sounds to change words (change cow to how; pan to an).</p> <p>R 1.8: Blend phonemes into words</p>
Activities	<p>Warm-up: Willaby, Wallaby Woo (phoneme replacement game. Final consonant sound riddles . . starts like trail ends with a /d/. Initial consonant riddle . . starts with /m/ and rhymes with sat. Oral blending Identify missing end sound.</p>	<p>Warm-up: Willaby Wallaby Woo; Oral blending end sounds.</p> <p>Initial consonant riddle . . starts with /m/ and rhymes with sat.</p> <p>Blending initial consonant sounds orally /s/ . . . py spy</p>	<p>Warm-up: Down By The Bay Song. Consonant Riddle Game “Begins with /p/ and rhymes with seek.</p> <p>Blending initial consonant sounds orally /s/ . . . py spy Phoneme blending story Identifying final consonant sounds maze /z/.</p>	<p>Warm-up: Down By The Bay Song. Consonant Riddle Game Blending initial consonant sounds orally /s/ . . . py spy Students identify initial sound. oral blending Identify final consonants</p>	<p>Warm Up: “Sing Your Way To . . . Alphabet song. Sound Spelling Chain Students substitute final consonant sounds in words (superma/n/ . . superma/d/). Initial consonant blends . . key /s/ /s/ key ski phoneme blending identifying final sounds</p>

Phonics

(Animals, Unit 2: 1-5)

	M	T	W	Th	F
Objectives	<p>Students will associate the /p/ sound with the letter Pp.</p> <p>Students will develop fluency by reading a decodable book.</p>	<p>Students will associate the /i/ sound with the letter li in words. Students will blend sounds to read words</p> <p>Students will read a pre-decodable book.</p>	<p>Students will associate the /n/ sound with the letter Nn in words.</p> <p>Students will blend sounds to read words. Students will read a decodable book.</p>	<p>Students will associate the /l/ sound with the letter Ll in words.</p> <p>Students will blend sounds to read words. Students will read a decodable book.</p>	<p>Students will review /a/, /h/, /i/, /l/, /m/, /n/, /p/, /s/, /t/ and vowels /a/ and /i/.</p> <p>Students will blend sounds to read words. Students will read a decodable book.</p>
Standards	<p>R1.3: Identify letters, words and sentences.</p> <p>R1.10: Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p> <p>Wr 1.3 Print legibly and space letters, words and sentences.</p> <p>R1.11: Read common, irregular sight words.</p>	<p>R1.3: Identify letters, words and sentences.</p> <p>R1.10: Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p> <p>Wr 1.3 Print legibly and space letters, words and sentences.</p> <p>R1.11: Read common, irregular sight words..</p>	<p>R1.3: Identify letters, words and sentences.</p> <p>R1.10: Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p> <p>Wr 1.3 Print legibly and space letters, words and sentences.</p> <p>R1.11: Read common, irregular sight words.</p>	<p>R1.3: Identify letters, words and sentences.</p> <p>R1.10: Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p> <p>Wr 1.3 Print legibly and space letters, words and sentences.</p> <p>R1.11: Read common, irregular sight words.</p>	<p>R1.3: Identify letters, words and sentences.</p> <p>R1.10: Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p> <p>Wr 1.3 Print legibly and space letters, words and sentences.</p> <p>R1.11: Read common, irregular sight words.</p>
Activities	<p>Introduce /p/ spelled p</p> <p>Identify initial /p/ and final /p/.</p> <p>Blending</p> <p>Phonics Skills pp.24-25</p> <p>Dictation and Word Building Game.</p> <p>Read "The Map"</p>	<p>Introduce sound/spelling card li</p> <p>Students distinguish between short /i/ and long li.</p> <p>Short Vowel Song</p> <p>Blending</p> <p>Phonics Skills pp 26-27</p> <p>Dictation/Word Building Game.</p> <p>Read "Hip"</p>	<p>Introduce sound/spelling card Nn. Students identify initial and final Nn.</p> <p>Blending</p> <p>Phonics Skills pp. 28-29.</p> <p>"Snap the Ant"</p>	<p>Introduce sound/spelling card Ll. Identify initial and final Ll.</p> <p>Blending</p> <p>Phonics pp.30-331</p> <p>Word Building/ Dictation</p> <p>"Lil's Hat"</p> <p>"A Mill on a Hill"</p>	<p>Using letter cards students identify initial sounds in words.</p> <p>Using letter cards children identify medial vowels.</p> <p>Blending</p> <p>Phonics pp. 32-33</p> <p>Dictation</p> <p>Nan's Family</p>

Reading Comprehension

(Animals, Unit 2: 1-5)

	M	T	W	Th	F
Objectives	Students will listen and respond to the story <i>A Time for Playing</i> .	Students will practice asking questions and discuss purposes for reading. Students will use the comprehension strategy of asking questions and skill of comparing and contrasting .	Students will practice asking questions and discuss purposes for reading. Students will use the comprehension strategy of asking questions and skill of comparing and contrasting ..	Students will practice asking questions and discuss purposes for reading. Students will use the comprehension strategy of asking questions and skill of comparing and contrasting ..	Students will practice asking questions and discuss purposes for reading. Students will use the comprehension strategy of asking questions and skill of comparing and contrasting ..
Standards	Reading Comp. 2.6: Relate prior knowledge to textual information.	Reading Comp. 2.6: Relate prior knowledge to textual information. Narrative Analysis 3.2: Describe the roles of authors and illustrators, Reading Comprehension 2.2: Respond to who what when, where and how questions.	. Reading Comp. 2.6: Relate prior knowledge to textual information. Narrative Analysis 3.2: Describe the roles of authors and illustrators, Reading Comprehension 2.2: Respond to who what when, where and how questions.	. Reading Comp. 2.6: Relate prior knowledge to textual information. Narrative Analysis 3.2: Describe the roles of authors and illustrators, Reading Comprehension 2.2: Respond to who what when, where and how questions.	. Reading Comp. 2.6: Relate prior knowledge to textual information. Narrative Analysis 3.2: Describe the roles of authors and illustrators, Reading Comprehension 2.2: Respond to who what when, where and how questions.
Activities	<i>A Time For Playing</i> Activate prior Knowledge <i>Introduce Unit</i>	“Racoons” Activate Prior Knowledge Background Information Browse Vocabulary “cubs” “food”	“Baby Animals” Activate Prior Knowledge Background Infor. Browse Vocabulary: “animals” “parents”	Baby Animals” Activate Prior Knowledge Background Infor. Browse Vocabulary: “Hatches”	Baby Animals” Activate Prior Knowledge Background Infor. Browse Vocabulary: “Hatches

Language Arts

(Animals, Unit 2: 1-5)

	M	T	W	Th	F
Objectives	<p>Students will classify words into categories.</p> <p>Students will identify words that describe (adjectives).</p>	<p>Students will classify words into categories.</p> <p>Students will identify words that describe (adjectives).</p>	<p>Students will classify words into categories.</p> <p>Students will identify words that describe (adjectives).</p>	<p>Students will classify words into categories.</p> <p>Students will understand main ideas in pictures from “Baby Animals” and use descriptive words to describe content.</p>	<p>Students will classify words into categories.</p> <p>Students will identify lines in letters.</p>
Standards	<p>R 1.17: Classify grade-appropriate categories of words.</p> <p>LS 1.5: Use descriptive words when speaking about people, places, things and events.</p>	<p>R 1.17: Classify grade-appropriate categories of words.</p> <p>LS 1.5: Use descriptive words when speaking about people, places, things and events.</p>	<p>R 1.17: Classify grade-appropriate categories of words.</p> <p>LS 1.5: Use descriptive words when speaking about people, places, things and events.</p>	<p>R 1.17: Classify grade-appropriate categories of words.</p> <p>LS 1.5: Use descriptive words when speaking about people, places, things and events.</p>	<p>R 1.17: Classify grade-appropriate categories of words.</p>
Activities	<p>Write a list of animals and compare and contrast the animals.</p> <p>Introduce descriptive words. Comp. and LAS p. 16-17</p>	<p>Write a list of the names of baby animals. Compare and contrast.</p> <p>Reread Mrs. Goose’s baby and identify adjectives.</p>	<p>Write a list of animals and their homes. Group animals according to where they live.</p> <p>Make a list of words that could be used to describe people.</p>	<p>Have students make a list of special features of animals (i.e. a bird has wings).</p> <p>Have students examine pictures and see how the pictures are related to the story.</p>	<p>Students will sort animals by whether they live on water or land.</p>

Phonemic Awareness

(Animals, Unit 2: 6-10)

	M	T	W	Th	F
Objectives	<p>Students will build initial consonant blends by distinguishing initial sounds in single-syllable words.</p> <p>Students will count the number of syllables and vowels in their classmates names.</p>	<p>Students will identify the number of syllables in words.</p> <p>Students will distinguish the sounds in initial blends.</p>	<p>Students will add and delete target sounds to change words.</p> <p>Students will blend two to four phonemes into recognizable words.</p>	<p>Students will add and delete target sounds to change words.</p> <p>Students will blend two to four phonemes into recognizable words.</p>	<p>Students will distinguish initial sounds in single-syllable words.</p> <p>Students will substitute final consonant sounds to create new words</p>
Standards	<p>R 1.4: Distinguish initial, medial, and final sounds in single syllable words.</p> <p>R1.7: Add, delete or change target sounds to change words (change cow to how; pan to an).</p> <p>R 1.8: Blend phonemes into words.</p> <p>Reading 1.9: Segment single syllable words into their components</p>	<p>R 1.4: Distinguish initial, medial, and final sounds in single syllable words.</p> <p>R1.7: Add, delete or change target sounds to change words (change cow to how; pan to an).</p> <p>R 1.8: Blend phonemes into words.</p> <p>Reading 1.9: Segment single syllable words into their components</p>	<p>R 1.4: Distinguish initial, medial, and final sounds in single syllable words.</p> <p>R1.7: Add, delete or change target sounds to change words (change cow to how; pan to an).</p> <p>R 1.8: Blend phonemes into words.</p> <p>Reading 1.9: Segment single syllable words into their components</p>	<p>R 1.4: Distinguish initial, medial, and final sounds in single syllable words.</p> <p>R1.7: Add, delete or change target sounds to change words (change cow to how; pan to an).</p> <p>R 1.8: Blend phonemes into words.</p> <p>Reading 1.9: Segment single syllable words into their components</p>	<p>R 1.4: Distinguish initial, medial, and final sounds in single syllable words.</p> <p>R1.7: Add, delete or change target sounds to change words (change cow to how; pan to an).</p> <p>R 1.8: Blend phonemes into words.</p> <p>Reading 1.9: Segment single syllable words into their components</p>
Activities	<p>Warm-up: Sound/Spelling Chain "If this spells an then how would you spell in . . .?"</p> <p>Final Consonant substitution.</p> <p>Clap syllables in names</p> <p>Show students how to blend multi-syllabic words.</p>	<p>Warm-up: Sound spelling chain</p> <p>Sound Substitution "Tom tickled turtles "Mom mickled murtles"</p> <p>Counting syllables and vowels.</p> <p>Final consonant substitution.</p> <p>Phoneme blending</p> <p>Consonant blends deleting initial sound sty becomes tie</p>	<p>Warm-up: Sound Spelling chain</p> <p>Down by the Bay-rhyming</p> <p>Final consonant substitution</p> <p>Building initial consonant blends rye /f/ fry</p> <p>phoneme blending</p> <p>Deleting initial sound in blends sty becomes tie.</p>	<p>Warm-up: Sound/spelling chain. Counting syllables and vowels</p> <p>Vowel review</p> <p>Final consonant substitution</p> <p>Phoneme review</p> <p>Initial consonant blends snow becomes no</p>	<p>Warm Up: Sound/Spelling Chain</p> <p>Add a Sound . . start with han and add /d/ hand</p> <p>Final consonant substitution</p> <p>Initial consonant blends snow becomes no</p>

Phonics

(Animals, Unit 2: 6-10)

	M	T	W	Th	F
Objective	<p>Students will associate the /d/ sound with the letter “Dd.”</p> <p>Students will read a decodable book.</p>	<p>Students will associate the vowel sound /o/ with the letter Oo.</p> <p>Students will read a decodable book.</p>	<p>Students will associate the /b/ sound with the letter Bb in words.</p> <p>Students will read a decodable book.</p>	<p>Students will associate the /k/ sound with the letter Cc.</p> <p>Students will read a decodable book.</p>	<p>Students will review short-vowel sounds in orally stated single syllable words.</p> <p>Students will read a decodable book.</p>
Standards	<p>R 1.3: Identify letters, words and sentences.</p> <p>R1.10: Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p> <p>Wr 1.3 Print legibly and space letters, words and sentences.</p> <p>R1.11: Read common, irregular sight words.</p>	<p>R 1.3: Identify letters, words and sentences.</p> <p>R1.10: Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p> <p>Wr 1.3 Print legibly and space letters, words and sentences.</p> <p>R1.11: Read common, irregular sight words.</p>	<p>R 1.3: Identify letters, words and sentences.</p> <p>R1.10: Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p> <p>Wr 1.3 Print legibly and space letters, words and sentences.</p> <p>R1.11: Read common, irregular sight words.</p>	<p>R 1.3: Identify letters, words and sentences.</p> <p>R1.10: Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p> <p>Wr 1.3 Print legibly and space letters, words and sentences.</p> <p>R1.11: Read common, irregular sight words.</p>	<p>R 1.3: Identify letters, words and sentences.</p> <p>R1.10: Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p> <p>Wr 1.3 Print legibly and space letters, words and sentences.</p> <p>R1.11: Read common, irregular sight words.</p>
Activities	<p>Introduce /d/ Identify initial and final /d/ Blending Phonics Skills pp. 34-35 Dictation and Word Building Game. Read “Dan Spins”</p>	<p>Introduce /o/ distinguish short /o/ from long Oo. Short vowel Song Blending Phonics Skills pp. 36-37 Dictation/ word building Read: “The Spot”</p>	<p>Introduce /b/ Identify initial and final /b/ Blending Phonics Skills: pp.38-39. ” Dictation/Word building Read “Bob at Bat”</p>	<p>Introduce /k/ Identify initial /k/ blending Phonics Skills pp. 40-41 Dictation/word building Read: “The Cab”</p>	<p>Short vowel song Listen for /a/, /i/, /o/ Blending Phonics Skills pp. 42-43 Dictation/Word Building Read: Sis the Cat</p>

Reading Comprehension

(Animals, Unit 2: 6-10)

	M	T	W	Th	F
Objectives	<p>Students will use the comprehension strategies of Monitoring and Clarifying and Summarizing.</p> <p>Students will use the comprehension skill of main idea and details.</p>	<p>Students will use the comprehension strategies of Monitoring and Clarifying and Summarizing.</p> <p>Students will use the comprehension skill of main idea and details.</p>	<p>Students will use the comprehension strategies of Monitoring and Clarifying and Summarizing.</p> <p>Students will use the comprehension skill of main idea and details..</p>	<p>Students will share prior knowledge about mice.</p> <p>Students will identify the main idea and details in the poem.</p>	<p>Students will share prior knowledge about spiders.</p> <p>Students will identify the main ideas and details in the selection.</p>
Standard	<p>RComp. 2.6: Relate prior knowledge to textual information.</p>	<p>RComp. 2.6: Relate prior knowledge to textual information.</p>	<p>RComp. 2.6: Relate prior knowledge to textual information.</p>	<p>RComp. 2.6: Relate prior knowledge to textual information.</p>	<p>RComp. 2.6: Relate prior knowledge to textual information.</p>
Activities	<p><i>Munch Crunch: The Foods Animals Eat</i> Activate prior knowledge Background knowledge Browse Vocabulary: "Crunch"</p>	<p><i>Munch Crunch: The Foods Animals Eat</i> Activate Prior Knowledge Background Knowledge Browse Vocabulary: gobble</p>	<p><i>Munch Crunch: The Foods Animals Eat</i> Vocabulary: crunch gobble Comprehension and LAS pp. 22-23</p>	<p><i>Mice</i> Vocabulary: "Nibble"</p>	<p><i>Spiders</i> Vocabulary: buzzes threads background information browse</p>

Language Arts

(Animals, Unit 2: 6-10)

	M	T	W	Th	F
Objectives	<p>Students will identify words that have opposite or nearly opposite meanings.</p> <p>Students will identify types of sentences (!, ? .)</p>	<p>Students will identify words that have opposite or nearly opposite meanings.</p> <p>Students will identify types of sentences (!, ? .)</p>	<p>Students will identify words that have opposite or nearly opposite meanings.</p> <p>Students will identify types of sentences</p>	<p>Students will identify words that have opposite or nearly opposite meanings.</p>	<p>Students will identify words that have opposite or nearly opposite meanings.</p> <p>Students will identify lines in letters.</p>
Standards	<p>WOLC 1.4 Distinguish between declarative, exclamatory, and interrogative sentences.</p> <p>LS 1.5: Use descriptive words when speaking about people, places, things and events.</p>	<p>WOLC 1.4 Distinguish between declarative, exclamatory, and interrogative sentences.</p> <p>LS 1.5: Use descriptive words when speaking about people, places, things and events.</p>	<p>WOLC 1.4 Distinguish between declarative, exclamatory, and interrogative sentences.</p> <p>LS 1.5: Use descriptive words when speaking about people, places, things and events.</p>	<p>LS 1.5: Use descriptive words when speaking about people, places, things and events.</p> <p>LS1.2: Ask questions for clarification and understanding.</p>	<p>LS 1.5: Use descriptive words when speaking about people, places, things and events.</p>
Activities	<p>Using words from Crunch Munch, students identify antonyms.</p> <p>Introduce declarative, interrogative, and exclamatory sentences. LAS (p. 20-21).</p>	<p>Using words from Crunch Munch, students identify antonyms.</p> <p>Introduce declarative, interrogative, and exclamatory sentences.</p>	<p>Students practice using antonyms by asking a students to pantomime antonyms (i.e. sit /stand).</p> <p>Review three types of sentences.</p>	<p>Using words from "Mice" students identify opposite words.</p> <p>Discuss the importance of asking questions.</p> <p>Review Question Words.</p>	<p>Teach children how by adding the prefix –un you can make words that mean the opposite.</p> <p>happy becomes unhappy</p>

Phonemic Awareness

(Animals, Unit 2: 11-15)

	M	T	W	Th	F
Objectives	<p>Students will distinguish initial sounds in single-syllable words.</p> <p>Students will blend two to four phonemes into recognizable words.</p>	<p>Students will distinguish initial sounds in single-syllable words.</p> <p>Students will substitute final consonant sounds to change words.</p>	<p>Students will distinguish initial and final sounds in either single-syllable or multi-syllabic words.</p> <p>Students will distinguish between long and short vowels.</p> <p>Students will change target sounds.</p>	<p>Students will distinguish initial and final sounds in either single-syllable or multi-syllabic words.</p> <p>Students will distinguish between long and short vowels.</p> <p>Students will change target sounds.</p>	<p>Students will review consonant sounds and spellings.</p>
Standards	<p>R 1.4: Distinguish initial, medial, and final sounds in single syllable words.</p> <p>R1.8: Blend phonemes into words.</p> <p>Reading 1.9: Segment single syllable words into their components</p>	<p>R 1.4: Distinguish initial, medial, and final sounds in single syllable words.</p> <p>R 1.7: Add, delete or change target sounds to change words (change cow to how; pan to an).</p> <p>R1.8: Blend phonemes into words.</p> <p>R1.9: Segment single syllable words into their components</p>	<p>R 1.4: Distinguish initial, medial, and final sounds in single syllable words.</p> <p>R 1.7: Add, delete or change target sounds to change words (change cow to how; pan to an).</p> <p>R1.8: Blend phonemes into words.</p> <p>R1.9: Segment single syllable words into their components</p>	<p>R 1.4: Distinguish initial, medial, and final sounds in single syllable words.</p> <p>R 1.7: Add, delete or change target sounds to change words (change cow to how; pan to an).</p> <p>R1.8: Blend phonemes into words.</p> <p>R1.9: Segment single syllable words into their components</p>	<p>R 1.4: Distinguish initial, medial, and final sounds in single syllable words.</p> <p>R 1.7: Add, delete or change target sounds to change words (change cow to how; pan to an).</p> <p>R1.8: Blend phonemes into words.</p>
Activities	<p>Warm-up: Sound/Spelling Chain Counting Syllables and Vowels</p> <p>Blending phonemes /s/ e/ see Initial Consonant Blends: stow becomes toe</p>	<p>Warm-up: Counting syllables and vowels</p> <p>final constitution substitution: shoe box becomes shoe bo/p/</p> <p>Blending phonemes</p> <p>Initial Consonant blends spin becomes pin</p>	<p>Warm-up: Initial Sound Review. Initial consonant substitution</p> <p>Blending phonemes /i/ /z/ is Initial consonant blends fry /f/</p>	<p>Warm-up: Sound/spelling chain. Vowel review</p> <p>Internal Consonant Substitution superman becomes super/d/an</p> <p>Blending Phonemes</p> <p>Initial consonant blends slam /s/</p>	<p>Warm-up: Sound/spelling chain. Vowel review</p> <p>Internal Consonant Substitution superman becomes super/d/an</p> <p>Blending Phonemes</p> <p>Initial consonant blends slam /s/</p>

Phonics

(Animals, Unit 2: 11-15)

	M	T	W	Th	F
Objectives	<p>Students will associate the final /k/ sound with the letters ck.</p> <p>Students will blend sounds to read words.</p> <p>Students will read a decodable book. .</p>	<p>Students associate /r/ with the letter r.</p> <p>Students will read a decodable book.</p>	<p>Students will associate the /u/ sound with the letter u.</p> <p>Students will read a decodable book.</p>	<p>Students will associate the /g/ sound with the letter g.</p> <p>Students will read a decodable book.</p>	<p>Students will blend and read words.</p> <p>Students will read a decodable book.</p>
Standards	<p>R1.3: Identify letters, words and sentences.</p> <p>R1.10: Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p> <p>Wr 1.3 Print legibly and space letters, words and sentences.</p> <p>R1.11: Read common, irregular sight words.</p>	<p>R1.3: Identify letters, words and sentences.</p> <p>R1.10: Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p> <p>Wr 1.3 Print legibly and space letters, words and sentences.</p> <p>R1.11: Read common, irregular sight words.</p>	<p>R1.3: Identify letters, words and sentences.</p> <p>R1.10: Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p> <p>Wr 1.3 Print legibly and space letters, words and sentences.</p> <p>R1.11: Read common, irregular sight words.</p>	<p>R1.3: Identify letters, words and sentences.</p> <p>R1.10: Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p> <p>Wr 1.3 Print legibly and space letters, words and sentences.</p> <p>R1.11: Read common, irregular sight words.</p>	<p>R1.3: Identify letters, words and sentences.</p> <p>R1.10: Generate the sounds from all the letters and letter patterns and blend into recognizable words.</p> <p>Wr 1.3 Print legibly and space letters, words and sentences.</p> <p>R1.11: Read common, irregular sight words.</p>
Activities	<p>Introduce /c/ spelled ck</p> <p>Final /k/</p> <p>Blending</p> <p>Phonics Skills pp. 44-45</p> <p>Dictation/ Word Building</p> <p>Reading "Picnic"</p>	<p>Introduce /r/ spelled r</p> <p>Initial /r/ .</p> <p>Blending</p> <p>Phonics Skills pp. 46-47.</p> <p>Dictation/Wordbuilding</p> <p>Reading : Nat's Nap</p>	<p>Introduce /u/ spelled Uu.</p> <p>Identify short and long u.</p> <p>Short vowel song</p> <p>Blending</p> <p>pp. 48-49</p> <p>Dictation/ word building</p> <p>Reading : Ron on the run</p>	<p>Introduce /g/</p> <p>Identify initial and final sound.</p> <p>Blending</p> <p>Phonics Skills pp50-51</p> <p>Word building/dictation</p> <p>Reading: The Bug"</p>	<p>Listening for /a/ /i/ /u//</p> <p>Blending</p> <p>Phonics Skills pp. 52-53</p> <p>Dictation/ Word Building</p> <p>"Sinbad the Pig"</p>

Reading Comprehension

(Animals, Unit 2: 11-15)

	M	T	W	Th	F
Objectives	<p>Students will retell what they've learned in "Spiders." Students will identify the main idea and the details.</p>	<p>Students will share prior knowledge about crabs. Students will use the comprehension strategies of asking questions and summarizing. Students will use the comprehension skill of drawing conclusions.</p>	<p>Students will share prior knowledge about crabs. Students will use the comprehension strategies of asking questions and summarizing. Students will use the comprehension skill of drawing conclusions</p>	<p>Students will share prior knowledge about crabs. Students will use the comprehension strategies of asking questions and summarizing. Students will use the comprehension skill of drawing conclusions.</p>	Unit Wrap Up.
Standards	<p>RComp. 2.6: Relate prior knowledge to textual information. RComp:2.7 Retell the central ideas of simple expository or narrative passages.</p>	<p>RComp. 2.6: Relate prior knowledge to textual information. RComp:2.7 Retell the central ideas of simple expository or narrative passages.</p>	<p>RComp. 2.6: Relate prior knowledge to textual information. RComp:2.7 Retell the central ideas of simple expository or narrative passages.</p>	<p>RComp. 2.6: Relate prior knowledge to textual information. RComp:2.7 Retell the central ideas of simple expository or narrative passages.</p>	.
Activities	<p><i>Spiders</i> Browse Background Information Vocabulary: "Tube"</p>	<p><i>The Hermit Crab</i> Activate Prior Knowledge Background Knowledge Browse Vocabulary: hermit odd</p>	<p><i>The Hermit Crab</i> Activate Prior Knowledge Background Knowledge Browse Vocabulary: empty</p>	<p>" <i>The Hermit Crab</i> Comp and LAS pp. 30-31.</p>	

Language Arts

(Animals, Unit 2: 11-15)

	M	T	W	Th	F
Objectives	<p>Students will classify words into categories.</p> <p>Students will review adjectives.</p>	<p>Students will identify words that have opposite or nearly opposite meanings.</p> <p>Students will identify types of sentences (!, ? .)</p>	<p>Students will identify words that have opposite or nearly opposite meanings.</p> <p>Students will identify types of sentences</p>	<p>Students will classify words into categories.</p> <p>Students will present information to the class.</p>	<p>Students will classify words into categories</p> <p>Students identify lines in letters.</p>
Standards	<p>R 1.17: Classify grade-appropriate categories of words.</p> <p>LS 1.5: Use descriptive words when speaking about people, places, things and events.</p>	<p>WOLC 1.4 Distinguish between declarative, exclamatory, and interrogative sentences.</p> <p>LS 1.5: Use descriptive words when speaking about people, places, things and events.</p>	<p>WOLC 1.4 Distinguish between declarative, exclamatory, and interrogative sentences.</p> <p>LS 1.5: Use descriptive words when speaking about people, places, things and events.</p>	<p>WOLC 1.4 Distinguish between declarative, exclamatory, and interrogative sentences.</p> <p>LS 1.5: Use descriptive words when speaking about people, places, things and events.</p> <p>R 1.17: Classify grade-appropriate categories of words.</p>	<p>LS 1.5: Use descriptive words when speaking about people, places, things and events.</p> <p>R 1.17: Classify grade-appropriate categories of words.</p>
Activities	<p>Using reading selection students will categorize animals and animal food.</p> <p>Review adjectives.</p> <p>LAS pp. 26-27</p>	<p>Using <i>The Hermit Crab</i>, have students identify antonyms.</p> <p>Review declarative, interrogative, and exclamatory sentences.</p>	<p>Students practice using antonyms through the reading selection.</p> <p>Review three types of sentences.</p>	<p>Students classify animals and their coverings.</p>	<p>Review words that students have learned in unit.</p>

