

|  | Monday  | Tuesday   | Wednesday  | Thursday   | Friday  |
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| <p><b>Objectives:</b><br/> <b>PBL: Make a KWL chart to discuss how to attract butterflies to Maryvale</b></p> <p><b>ACOS #10</b><br/>                     Describe uses of recycled materials.</p> <p><b>4<sup>th</sup> qtr Writing focus:</b><br/> <i>Opinion, Informative/ Explanatory, Narrative</i><br/>                     (3 writings needed)</p> | <p><b>RL.1.5</b> provide examples from a text that show why the text has a certain classification</p> <p><b>RL.1.7</b> use illustrations and details in a story to describe its characters, setting, or events</p> <p><b>RL.1.9</b> compare and contrast the adventures and experiences of characters in stories</p> <p><b>RF.1.3g</b> recognize and read HFW. ( <b>thing, think, after</b>)</p> <p><b>RF.1.2b</b> orally blend with (ow, ou) as in cow</p> | <p><b>RL.1.5</b> provide examples from a text that show why the text has a certain classification</p> <p><b>RL.1.7</b> use illustrations and details in a story to describe its characters, setting, or events</p> <p><b>RL.1.9</b> compare and contrast the adventures and experiences of characters in stories</p> <p><b>RF.1.3g</b> recognize and read HFW<br/> <b>(thing, think after)</b></p> <p><b>RF.1.2b</b> orally blend with (ow, ou) as in cow</p> <p style="text-align: center;"><b>ADMINISTER CFA WEEK 3</b></p> | <p><b>RI.1.1</b> ask and answer questions about key details in a text</p> <p><b>RI.1.8</b> identify the reasons an author gives to support points in a text</p> <p><b>RF.1.3g</b> recognize and read high-frequency words<br/> <b>(thing, think, after)</b></p> <p><b>RF.1.2d</b> segment spoken single-syllable words into their complete sequence of phonemes (ow, ou/ cow)</p> <p><b>RF.1.3f</b> read words with inflectional endings (-er, -est)</p> <p><b>RF.1.4a</b> read on-level text with purpose and understanding</p> | <p><b>FIELD TRIP</b></p>                                     | <p><b>RI.1.1</b> ask and answer questions about key details in a text</p> <p><b>RI.1.2</b> identify the main topic and retell key details</p> <p><b>RF.1.3g</b> recognize and read high-frequency words<br/> <b>(thing, think, after)</b></p> <p><b>RF.1.2d</b> segment spoken single-syllable words into their complete sequence of phonemes (ow, ou/cow)</p> <p><b>RF.1.3f</b> read words with inflectional endings (-er, -est)</p> <p><b>RF.1.4a</b> read on-level text with purpose and understanding</p> |
| <p><b>Essential Question:</b></p>  | How can I show why a text has a certain classification?   | How can I compare and contrast characters and their adventures?   | How can I ask questions about key details?   | How does the author support points in the text?              | How does the author support points in the text?   |
| <p><b>Materials</b><br/>                     Reading Street (RS)<br/> <b>Alphablocks</b><br/>                     youtube video</p>  | Sondag Systems<br>RS &SS Decodables<br>Fry Phrases<br>HFW pp  | Sondag Systems<br>RS &SS Decodables<br>Fry Phrases<br>HFW pp  | Sondag Systems<br>RS &SS Decodables<br>Fry Phrases<br>HFW pp   | Sondag Systems<br>RS &SS Decodables<br>Fry Phrases<br>HFW pp | Sondag Systems<br>RS &SS Decodables<br>Fry Phrases<br>HFW pp  |

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| <b>Phonics</b><br><b>Lesson &amp; page</b><br><b>**LEVEL 17</b><br><b>Pr, gr blends</b>  | Sonday System 1<br>Learning Plan Book<br>pgs.101-104<br>Word Book pgs. 43   | Sonday System 1<br>Learning Plan Book<br>pgs. 101-104<br>Word Book pg 43  | Sonday System 1 Learning<br>Plan Book pgs.<br>101-104<br>Word book pg.44  | Sonday System 1 Learning<br>Plan Book<br><i>Pgs. 101-104</i><br>Word Book pg. 45  | Sonday System 1 Learning<br>Plan Book pg. 101-104<br>Word Book 44,45  |
| Whole<br>Group:<br>Read Aloud:<br>Vocabulary:  | Big Universe titles   | Big Universe titles   | (Big Universe Titles)   | (Big Universe Titles)   | AR Class Book Reader's<br>Choice  |
| <b>Differentiated</b><br><b>Small Group:</b><br><b>BL- Below</b><br><b>Level</b><br><br><b>OL- On Level</b><br><br><b>AL – Above</b><br><b>Level</b> | <b>*BL- Below Level</b><br>SI Decodable Reader<br><b>*OL- On Level</b><br>Decodable Reader<br><b>Leveled Reader</b><br><b>*AL – Above Level</b><br>Decodable Reader                           | <b>*BL- Below Level</b><br>SI Decodable Reader<br><b>*OL- On Level</b><br>Decodable Reader<br><b>Leveled Reader</b><br><b>*AL – Above Level</b><br>Decodable Reader                           | <b>*BL- Below Level</b><br>Decodable Reader<br><b>*OL- On Level</b><br>Decodable Reader<br><b>Leveled Reader</b><br><b>*AL – Above Level</b><br>Decodable Reader<br><b>Leveled Reader</b>     | <b>*BL- Below Level</b><br>Decodable Reader<br><b>*OL- On Level</b><br>Decodable Reader<br><b>Leveled Reader</b><br><b>*AL – Above Level</b><br>Decodable Reader<br><b>Leveled Reader</b>     | <b>*BL- Below Level</b><br>Decodable Reader<br><b>*OL- On Level</b><br>Decodable Reader<br><b>Leveled Reader</b><br><b>*AL – Above Level</b><br>Decodable Reader<br><b>Leveled Reader</b> |
| <b>L. Arts</b><br><b>skill/obj:</b><br><br><br><br><br><br><br><br><br><b>Writing:</b><br><b>6 Traits</b><br><i>UNIT 7 wk 3</i>                      | <b>L.1.1i</b> use frequently<br>occurring prepositions<br><b>L.1.2e</b> spell untaught<br>words phonetically<br><b>L.1.4a</b> use sentence<br>level context as a clue<br><br>6T: pgs. 276-277 | <b>L.1.1i</b> use frequently<br>occurring prepositions<br><b>L.1.2e</b> spell untaught<br>words phonetically<br><b>L.1.4a</b> use sentence level<br>context as a clue<br><br>6T: pgs. 278-279 | <b>L.1.1i</b> use frequently<br>occurring prepositions<br><b>L.1.2e</b> spell untaught words<br>phonetically<br><b>L.1.4a</b> use sentence level<br>context as a clue<br><br>6T: pgs. 280-281 | <b>L.1.1i</b> use frequently<br>occurring prepositions<br><b>L.1.2e</b> spell untaught<br>words phonetically<br><b>L.1.4a</b> use sentence level<br>context as a clue<br><br>6T: pgs. 282-283 | <b>L.1.1i</b> use frequently<br>occurring prepositions<br><b>L.1.2e</b> spell untaught words<br>phonetically<br><b>L.1.4a</b> use sentence level<br>context as a clue<br><br>6T: pgs. 284 |
| <b>Evaluation/<br/>Exit slip</b>   | Teacher Ob.   | Teacher Ob.   | Teacher ob.   | Teacher Ob.   | <b>Assessment</b>   |
| <b>Homework:</b>   | Reading comp.   |   |   |   | Homework assignments<br>are due.  |