

"My Lucky Day" Day 1

Objective	Materials	Pacing
Content Knowledge: Lucky Adventures Phonological Awareness: Initial // Phonics: // Spelled LI Comprehension Skill: Cause and Effect Conventions: Action Parts Writing: Wonderful, Marvelous Me! Handwriting: Write L and I Listening and Speaking: Compare and Contrast	TE pp. 112–127 Truckery Rhymes p. 5 My Skills Buddy pp. 32–35 Reader's and Writer's Notebook pp. 1, 253–256	Standards 1 day Blocks 1 hour

National Standards

<p>CCSS Speaking/Listening 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>CCSS Speaking/Listening 1.a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>CCSS Speaking/Listening 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>CCSS Speaking/Listening 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>CCSS Writing 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p> <p>CCSS Writing 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>CCSS Writing 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>CCSS Foundational Skills 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words.</p> <p>CCSS Foundational Skills 2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>CCSS Foundational Skills 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p>

CCSS Foundational Skills 3.c. Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).

CCSS Foundational Skills 3.d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

CCSS Informational Text 1. With prompting and support, ask and answer questions about key details in a text.

CCSS Informational Text 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

CCSS Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS Language 1.f. Produce and expand complete sentences in shared language activities.

CCSS Literature 1. With prompting and support, ask and answer questions about key details in a text.

<i>Get Ready to Read</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Content Knowledge: Discuss the Question of the Week: What is a lucky adventure?</p> <p>Oral Vocabulary: Talk with Me/Sing with Me</p> <ul style="list-style-type: none"> - Introduce Amazing Words <p>Phonological Awareness: Learn about initial //.</p> <p>Phonics: Recognize uppercase L and lowercase l.</p> <ul style="list-style-type: none"> - Associate the sound // with the spelling l. <p>Blend Words: Blend and read words with //.</p> <p>High-Frequency Words: Learn high-frequency words.</p> <ul style="list-style-type: none"> - Nondecodable Words Routine <p>Decodable Story 20 "Lad and Me": Read high-frequency words: is, my, little, do, you, like, l, are, that, a, the, we.</p> <ul style="list-style-type: none"> - Reading Decodable Books Routine <p>Small Group Time</p>	<p>Teacher's Edition p.112</p> <p>Video, Concept Talk Video</p> <p>Song, Sing with Me</p> <p>Reader's and Writer's Notebook Key</p>	<p>30 minutes</p>
<i>Read and Comprehend</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Text-Based Comprehension: Identify and describe cause and effect.</p> <p>Read Aloud: Read "Lucky Ducky" TE p. 123.</p>	<p>Teacher's Edition p.122</p> <p>Animation, Envision It! Animation</p>	<p>10 minutes</p>

Language Arts	Targeted Resources	Duration
Conventions: Identify and use action parts. - Daily Fix-It Writing: Write or dictate a sentence about feelings. Daily Handwriting: Review uppercase L and lowercase l. Listening and Speaking: Practice comparing and contrasting. - Face the speaker when listening. - Take turns speaking aloud. Wrap Up Your Day	Teacher's Edition p.124 Daily Fix-It	20 minutes
Homework		My Notes