

"My Lucky Day" Day 4

Objective	Materials	Pacing
Content Knowledge: Lucky Adventures Phonological Awareness: Review /h/ Phonics: /h/ Spelled Hh Spelling: /l/ Spelled Ll Comprehension Skill: Cause and Effect Conventions: Action Parts Writing: Extend the Content Knowledge Handwriting: Write L and l Vocabulary Skill: Words for Textures	TE pp. 178–189 Truckery Rhymes p. 5 My Skills Buddy pp. 34–35, 48 Reader's and Writer's Notebook pp. 263–264 Big Book "My Lucky Day" Get Set, Roll! Reader 20	Standards 1 day Blocks 1 hour

National Standards

CCSS Literature 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

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 . . .).

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.

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.

CCSS Foundational Skills 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words.

CCSS Foundational Skills 2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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.

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.

CCSS Literature 2. With prompting and support, retell familiar stories, including key details.

CCSS Literature 3. With prompting and support, identify characters, settings, and major events in a story.

<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"> - Amazing Words Routine <p>Phonological Awareness: Review /h/.</p> <p>Phonics: Review /h/ spelled Hh.</p> <p>Spelling: Spell words.</p> <ul style="list-style-type: none"> - Spell Words Routine <p>Get Set, Roll! Reader 20: Review high-frequency words: I, have, a, to, the, and is.</p> <ul style="list-style-type: none"> - Read decodable text: "Are You Like Gabriella?" <p>Small Group Time</p>	<p>Teacher's Edition p.178</p> <p>eText, Get Set, Roll!</p>	<p>20 minutes</p>
<i>Read and Comprehend</i>	<i>Targeted Resources</i>	<i>Duration</i>
<p>Text-Based Comprehension: Practice cause and effect.</p> <ul style="list-style-type: none"> - Review plot. <p>Big Book: Third Read - "My Lucky Day"</p> <ul style="list-style-type: none"> - Read for Understanding Routine: Develop Comprehension 	<p>Teacher's Edition p.184</p> <p>Reader's and Writer's Notebook Key</p>	<p>20 minutes</p>
<i>Language Arts</i>	<i>Targeted Resources</i>	<i>Duration</i>

Conventions: Identify and practice action parts. - Daily Fix-It Writing: Extend the Concept - Discuss lucky adventures. Daily Handwriting: Review uppercase L and lowercase l. Vocabulary: Practice using words for textures in sentences. Wrap Up Your Day	Teacher's Edition p.186 Daily Fix-It	20 minutes
Homework		My Notes