

Reading Block

Week of November 9-13

Objectives:

- The student will review his/her spelling words through sorts.
- The student will review his/her spelling words through spelling them.
- The student will practice the short o vowel sound through a sort.
- The student will practice sentence order through using the sentence cubes and mixed up sentence sheets.
- The student will read a mini-book about symbols: American flag, Liberty Bell, Washington Monument, Statue of Liberty, and the Pledge of Allegiance.
- The student will identify the correct order for the life cycle of a frog.
- The student will listen, read, and sing “Hip Hop Hip.”
- The student will read “Tadpole to Frog” and discuss the text.
- The student will practice phonics skills for the unit.
- The student will read the setting leveled text: “Jack and Jill,” “In and Out.”
- The student will identify the author’s purpose of a book.
- The student will differentiate between the singular and plural of his/her spelling words by illustrating each.
- The student will review the stories that have been read thus far this year.’

SOL’s:

- 1.1 The student will continue to demonstrate growth in the use of oral language.
 - a) Listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate materials.
 - b) Tell and retell stories and events in logical order.
 - c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
 - d) Express ideas orally in complete sentences.
- 1.2 The student will continue to expand and use listening and speaking vocabularies.
 - a) Increase oral descriptive vocabulary.
 - b) Begin to ask for clarification and explanation of words and ideas.
 - c) Follow simple two-step oral directions.
 - d) Give simple two-step oral directions.
 - e) Use singular and plural nouns.
- 1.3 The student will adapt or change oral language to fit the situation.
 - a) Initiate conversation with peers and adults.
 - b) Follow rules for conversation.
 - c) Use appropriate voice level in small-group settings.
 - d) Ask and respond to questions in small-group settings.
- 1.5 The student will apply knowledge of how print is organized and read.
 - a) Read from left to right and from top to bottom.
 - b) Match spoken words with print.
 - c) Identify letters, words, and sentences.
- 1.6 The student will apply phonetic principles to read and spell.
 - a) Use beginning and ending consonants to decode and spell single-syllable words.
 - b) Use two-letter consonant blends to decode and spell single-syllable words.
 - c) Use beginning consonant digraphs to decode and spell single-syllable words.
 - d) Use short vowel sounds to decode and spell single-syllable words.
 - e) Blend beginning, middle, and ending sounds to recognize and read words.

- f) Use word patterns to decode unfamiliar words.
 - g) Use compound words.
 - h) Read and spell common, high-frequency sight words, including *the*, *said*, and *come*.
- 1.7 The student will use meaning clues and language structure to expand vocabulary when reading.
- a) Use titles and pictures.
 - b) Use knowledge of the story and topic to read words.
 - c) Use knowledge of sentence structure.
 - d) Reread and self-correct.
- 1.8 The student will read familiar stories, poems, and passages with fluency and expression.
- 1.9 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.
- a) Preview the selection.
 - b) Set a purpose for reading.
 - c) Relate previous experiences to what is read.
 - d) Make predictions about content.
 - e) Ask and answer who, what, when, where, why, and how questions about what is read.
 - f) Identify characters, setting, and important events.
 - g) Retell stories and events, using beginning, middle, and end.
 - h) Identify the topic or main idea.
- 1.11 The student will print legibly.
- a) Form letters.
 - b) Space words and sentences.
- 1.12 The student will write to communicate ideas.
- a) Generate ideas.
 - b) Focus on one topic.
 - c) Use descriptive words when writing about people, places, things, and events.
 - d) Use complete sentences in final copies.
 - e) Begin each sentence with a capital letter and use ending punctuation in final copies.
 - f) Use correct spelling for high-frequency sight words and phonetically regular words in final copies.
 - g) Share writing with others.
 - h) Use available technology.

Target Skills for the Week:

Reading: author's purpose

Phonics: short o, -s plurals

Oral Language: Musical elements in language

Writing: telling sentences

Notes for the Week

The spelling lists for each group are determined by "Words Their Way" curriculum used by the 1st grade. All four groups have the same base of words for the week with added words based on the results of the spelling inventory.

Whole Group:

Short Vowel Group:

Digraph Group:

Long Vowel Group:

Students are divided by purple and brown dots to visit the computer so half will visit on Monday and half will visit on Tuesday.

All work is turned in and checked for completion throughout the week. If a particular area needs to be addressed with certain students or the whole group, the schedule is rearranged to accommodate for this. The assessments given on Friday are graded formally.

Monday

Whole Group on the carpet

1. Introduce Kidspiration short 'o' sort on the computer
2. Read and sing "Hip Hop Hip" – have students identify rhyming words and short 'o' words
3. Review high frequency vocabulary words for the week: does, he, into, this, water
4. Introduce Centers for the week

Call by Spelling Groups

Center 1: Group 1 - short vowel sort
Group 2, 3 - digraph sort
Group 4 – long vowel sort

Brown Dots will visit the computer

Center 2: practice spelling words

Group 1 – beginning, middle, end sounds with letter cards
Group 2, 3, 4 – spell words with magnet letters

Seatwork: short 'o' worksheet - write the words to match the pictures, color, cut, glue down

Centers:

- Red Team – Patriotic Symbols: color, cut, glue and match the words to the pictures
- Blue Team – Patriotic Symbols: color, cut, glue and match the words to the pictures
- Green Team – sentence mix-up cubes: roll the dice and put the words in the right order then write down the sentence
- Yellow Team – United States of America book: color, cut, staple together; buddy read

Tuesday

Whole Group on the carpet

1. Review Kidspiration short 'o' sort on the computer
2. Read 'The Ponds Neighborhood' and discuss the author's purpose
3. Discuss the author's purpose of "Jog Frog Jog" (read for homework) – to entertain.

4. Introduce students to the text for the day “Tadpole to Frog” and discuss the author’s purpose of this text – to learn.
5. Web about frogs: What they look like and what they like to do.
6. Review centers for the week

Call by Reading Groups

- Center 1:
- Red Team – Phonic Story: “Tadpole to Frog”: picture walk, read, discuss
 - Blue Team – Phonic Story: “Tadpole to Frog”: picture walk, read, discuss
 - Green Team – Phonic Story: “Tadpole to Frog”: picture walk, read, discuss
 - Yellow Team – Phonic Story: “Tadpole to Frog”: picture walk, read, discuss
- with red team, have them listen to the story if necessary and then discuss
 - with blue and green team, choral reading or echo reading
 - with yellow team: have them read silently to self and then discuss

Purple dots will visit the computer

Center 2: phonics books – differentiated by group: reviewing short vowel sounds, rhyming words

Seatwork: Color, cut, and paste the life cycle of a frog

- Centers:
- Red Team – sentence mix-up cubes: roll the dice and put the words in the right order then write down the sentence
 - Blue Team – re-read the reading book stories
 - Green Team – United States of America book: color, cut, staple together; buddy read
 - Yellow Team – Patriotic Symbols: color, cut, glue and match the words to the pictures

Wednesday

No School

Thursday

Whole Group on the carpet

1. Introduce Kidspiration ‘Life cycle of a frog’ sequencing on the computer.
2. Introduce adding an –s to make a word plural with examples on chart paper for students to complete.
3. Model how to change a word from singular to plural.
4. Review high frequency vocabulary words for the week: does, he, into, this, water
5. Review centers for the week

Call by Reading Groups

→ Students will rotate on and off of the computer

Center 1: Leveled Readers

Red Team – “Jack and Jill”
Blue Team – “Jack and Jill”
Green Team – “In and Out”
Yellow Team – “In and Out”
→ discuss opposites

Center 2: Author’s Purpose leveled worksheets

Red Team - easy author’s purpose worksheet
Blue Team – on-level author’s purpose worksheet
Green Team – on-level author’s purpose worksheet
Yellow Team – Read “How a frog grows” and discuss the author’s purpose

Seatwork: Red, Blue, and Green team → illustrate plurals: adding –s to nouns and draw (i.e. dog vs. dogs)

Yellow → write about the life cycle of a frog

Centers:

Red Team – United States of America book: color, cut, staple together; buddy read

Blue Team – United States of America book: color, cut, staple together; buddy read

Green Team – Patriotic Symbols: color, cut, glue and match the words to the pictures

Yellow Team – work on frog folder: decorate

Friday

Assessment Day

Call by Spelling Groups for spelling test

Call by Spelling Groups for dictation test: incorporating spelling words into sentences

Call by Spelling Groups for vocabulary and comprehension test: worksheet from Scott Foresman text required to use

1. re-read “Tadpole to Frog” in a partner read
2. take the comprehension test: side 1 – vocabulary testing through multiple choice questions; side 2 – comprehension of “Tadpole to Frog” through multiple choice questions

Differentiation will occur in reading of story and test questions depending on needs of each student and his/her ability level