

*Anything underlined is a link to a web page

Week at a Glance Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Language Arts</u>	Lesson 1 Student book pages 10-11 to memorize/practice these words daily. Curly, straight, floppy, weighted, collars, drooled, stood, row				
<p><u>Reading/Phonics</u></p> <p>Sequence of Events</p> <p>Short vowels a, i and CVC syllable pattern</p>	<p>Teacher Edition- Pg 187- Sequence of Events</p> <p>Read Aloud Passage The Perfect Pet (TE pg 378).. While reading the passage out loud to your student pause and ask the questions from TE pg 187.</p> <p>Readers Notebook pg 1</p>	<p>Teacher Edition- Pg 186- Sequence of Events</p> <p>Student Book page 12 Target Skill: Sequence of Events</p> <p>Student Book page 13 Preview the topic: Animal Traits. Read and talk about page 13 with your student.</p> <p>Student Book pages 15-25 Read the Anchor Text Henry and Mudge out loud to your student</p> <p>ESSENTIAL QUESTION What is a perfect pet like? Reading Notebook pgs 9</p>	<p>Student Re-Reads Henry and Mudge independently- Student Book pgs 15-25</p> <p>Student Book pages 26-28 discuss Sequence of Events and the essential questions. Make a chart to show the events and details of the story.</p> <p>Reading Notebook pgs 3</p>	<p>Teacher Edition- Pg 187- Informational Text</p> <p>Read All in the Family pg 30-33 (student book) use the questions from the TE as you read.</p> <p>Readers Notebooks pgs 7</p>	<p>Optional re-read of Henry and Mudge or All in the Family.</p> <p>Readers Notebooks pgs 8</p>
<p><u>Vocab</u></p>	<p>Vocabulary- Introduce Target Vocabulary Teacher Edition pg 116</p>	<p>Vocabulary- Relating Words Questions Teacher Edition pg 116</p>	<p>Vocabulary- Suffix-y Teacher Edition pg 117</p>	<p>Vocabulary- Riddles Teacher Edition pg 116</p>	<p>Vocabulary- Vocabulary Web Teacher Edition pg 116</p>
<p><u>Grammar/ Writing</u></p> <p>Subjects and Predicates</p>	<p>Student Book pages 34-35 Subject and Predicates Reader's Notebook page 2,5</p>	<p>Subject and Predicates Reader's Notebook page 11</p>	<p>Narrative Writing Reader's Notebook page 6</p> <p>Sentences That Tell a True Story Teacher Edition page 270 Minilesson 1 Choosing One Important Event</p>	<p>Spiral Review Reader's Notebook page 14</p> <p>Teacher Edition page 270 Minilesson 2 Drafting Sentences for a True Story Writing Handbook pages 14-15</p>	<p>Student Book pages 36-37 Narrative Writing</p> <p>Zaner Blosler page 13</p>

Handwriting	Zaner Bloser page 10	Zaner Bloser page 11		Zaner Bloser page 12	
Spelling	Spelling- Teacher Edition page 56 Day 1-Model the Sort using the Word Cards for Lesson 1 Reader's Notebook pg 4	Spelling- Teacher Edition page 56 Day 2- Repeat Sort using the Word Cards for Lesson 1 Reader's Notebook pg 10 4	Spelling- Teacher Edition pg 57 Day 3- Blind Writing Sort Use the Word Study Notebook created in Week 1; Reader's Notebook pg 12	Spelling- Teacher Edition pg 57 Day 4- Speed Sort Using the Word Cards and Word Study Notebook and/or complete one or both Reader's Notebook pg 13	Spelling- Teacher Edition pg 57 Assess

***Spelling Words** sad, dig, jam, glad, list, win,flat, if, fix, rip, kit, mask (words with short a, o)

Decodable Reader Reading Practice	Read: We Camp pages 1-8 Review Short Vowels a, i and High-Frequency Words Use Sound/Spelling Cards apple and igloo to review the vowel sounds. Tell children that they will be reading a story that includes the High-Frequency Words around, be, five, help, next, or, pull, take, until, and walked.	Re read We Camp as much as possible	Read: The Picnic Ants 9-16 Have children read the title, browse beginning pages, and discuss what they think the story is about. Ask children what they notice about the kinds of things the ants bring to the picnic. Tell children that they are going to read a story about ants that like picnics.	Re read The Picnic Ants as much as possible Review the High-Frequency Words around, be, five, help, next, or, pull, take, until, and walked. Tell children that the story they will read has many of this week's High-Frequency Words as well as words with short vowels a and i and other CVC words .	Have the student independently read both stories.
Math Addition Concepts	Make a 10 Lesson 4 pgs. 29-32	Add Three Numbers Lesson 5 pgs. 35-38	Problem-Solving Strategy Lesson 6 pgs. 41-44	Count Back to Subtract Lesson 7 pgs. 49-52	Subtract All and Subtract Zero Lesson 8 pgs. 55-58
Science Physical Science-What Are Things Made Of?	Physical Science Week 1 Read all or part of the articles for the week: "What are Things Made of" "Different Forms of Matter"	Physical Science Week 1 Read all or part of the articles for the week: "Solid" "Liquid"	Physical Science Week 1 Read all or part of the articles for the week: "Gas" "Look and Learn"	Physical Science Week 1 Read all or part of the articles for the week: "Do and Learn" "Matching Game"	Physical Science Week 1- Test

Social Studies

Being
Responsible

Quarter 1 Week 2 Day 1

Teach WtK vocabulary

Read-Being Responsible newspaper pgs. 1 & 2 or online articles 1-3

Discuss "Focus Question, Lesson Tasks, Teacher Questions" in lesson plan

Day 2

Review WtK vocabulary

Read newspaper pg. 3 or finish online articles and discuss using questions from lesson plan

Complete newspaper pg. 4, online game/questions or worksheet from Teacher Resource

Day 3

Review concepts from Day 2

Re-read sections if needed

Complete newspaper pg. 4, online game/questions or worksheet from Teacher Resource

Day 4

Review all WtK vocab and weekly concepts for mastery

Complete newspaper pg. 4, online game/questions or worksheet from Teacher Resource for mastery

Day 5

Complete Weekly Assessment worksheet from Teacher Resource or online

ANSWER KEY located at end of each Quarter