Weekly Overview

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| Jamie Nikodym | | Journey’s Reading Curriculum 1st Grade Teachers Edition Unit 6 | | |
| **Day** | **Whole Group**  **45 minutes**  **(Basal Pgs. T110-T111)** | **Small group/ literacy centers**  **45 minutes**  **(Basal Pgs. T106-T107)** | | **Supplies** |
| Monday  Goal: Students will listen for and respond to intonation and pitch. Students will correctly add –er and –est to base words with y and I | Word Play Warm Up- Riddles  Bell Ringer/Help us get settled activity  Read Aloud the Shoemaker and the Elves (Students Respond to Teachers Intonation)- Model    First Read of Text- Comprehension Questions while reading  Introduce Vocab-  Remind students of vocab word anchor charts | Teacher meeting activity: Using –er and –est (changing y to I)  Vocabulary reader (Differentiate by Group and Small Groups)  Word Sort with Spelling Words  Partner Comprehension and Fluency | |  |
| Tuesday  Goal: Find Author’s Purpose in Reading and Use Context Clues to decode words. | Word Play Warm Up- How do They Go Together?  Bell Ringer/Help us get settled activity  Re-Read Text- Author’s Purpose and Using Context  Graphic Organizer filled out while you read.  Vocab Strengthening-  Weekly Vocab practice students have practice completing feel comfortable with, and have anchor charts for and can do with simple instructions | Teacher meeting activity: Using Context Clues to Decode Words  Write About Reading – Write about Author’s Purpose in a book you read. -Write “Writing” so students know where to turn in  Pg. T145  Vocabulary Practice- Word Jar  Pg. T139 | |  |
| Wednesday  Goal: Correctly Use words with Syllable –le and read The Fox and reading with proper intonation. | Word Play Warm Up- What Does it Mean?  Bell Ringer/Help us get settled activity  Warm up word play always happens on carpets students sit “On their pocket” on their own square  Kinds of Sentences- Compound Sentences  Vocab Strengthening-  Weekly Vocab practice students have practice completing and feel comfortable and can do with simple instructions | Teacher meeting activity: Syllable –le- The Fox and the Grapes  Pgs. T150-T152  Word- O Vocabulary and High Frequency Word Bingo  Pg. T149  Intonation Practice with Partner using Anchor Text or Leveled Reader  Use numbered Elbow Partners  Independent Reading for Understanding- Review strategies for how to choose a book you can read | |  |
| Thursday  Goal: Classify and Categorize Emotion Words | Warm Up Wordplay- The Never-Ending Story  Three-Headed Man (each student says one word to make a story until they use a vocab word.)  Review Inflections  -er and –est  Syllable –le  Decodable Reader *Jingle, Jangle, and Jiggle*  Brain Break  Segmenting Syllables Practice  Vocab Strengthening | Teacher meeting activity: Classify and Categorize Emotion Words  Reader’s Theatre with Text Connections (Literature Circle Jobs)  Spiral Review- Pronouns I and Me  Pg. T168 | |  |
| Friday: Assess Goals from this Week | Warm Up Word Play- Word Categories  Four Square Maps of Vocabulary Words  Brain Break  Spelling Test  Weekly informal assessment | Review Games  Chose Pieces for portfolios  Students to check with: | |  |
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Day to Day Plan – Tuesday Large Group Lesson

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| Lesson: Author’s Purpose and Context while Re-Reading Anchor Text *What Can You Do?*  T142-T-143 | |
| Supplies: Document Camera, one copy of graphic organizer (student page 70) per student, *What Can You Do?* Text. | |
| Date: | Objective: Understand the Author’s Purpose |
| Goal: Students will be able to tell the purpose the Author had in writing an information text by using a Graphic Organizer. |
| Instruction time 90 minutes: | Whole Group Instruction  30 minutes |
| I do: Use document camera to display graphic organizer from student page 70 up on the board. (Basal Pg. T143) Talk about Author’s always having a purpose when they write a story. An author’s purpose is the reason an author writes a story. Sometimes it is to make us laugh, sometimes to persuade us to do something, sometimes to give us information. Think aloud about how yesterday we found our text was non-fiction and informational so it would make sense that the author’s purpose was to inform. |
| We do:  Hand out graphic organizer similar to the one on Student page 70.  Re-read the story *What Can You Do?* Stop at the stopping points in the text to talk about details in the story that will show us what the author’s purpose is. Have students check with elbow partners about what they are writing in their graphic organizer and pick pairs to share out with the class. Add this graphic organizer to our folder of anchor charts. |
| You do: During small group time today, one of the centers will be a writing prompt about what the purpose the author had for writing one of your favorite books. Students will be required to create and turn in a graphic organizer the same or similar to the one we did as a class to show how they found author’s purpose and use this as the brainstorm for their writing. |

Small Group Lesson- Thursday

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| Lesson: Classify and Categorize Emotion Words Pgs. T166-T167 | |
| Supplies: 20 notecard with words printed 10 emotion words 10 non-emotion words, blank notecards, blank paper, whiteboard, markers, | |
| Date: | Objective: Sort words into categories to gain a sense of concepts the categories represent. (pg. T166)  Identify words and phrases that suggest feeling or appeal to senses (pg. T166) |
| Goal: The students will be able to separate emotion words from non-emotion words and place them in the correct category. |
|  | Small Group Instruction-15 minutes |
| I do: Write the words categorize and classify on a small board. Define these terms and explain that we are going to use them today to help us comprehend our text. Write the sentence “We’re happy when we do something well, whatever that might be.” From our anchor text. Think aloud to decide what word in the sentence describes an emotion. Happy. Talk about other words that could go in the same category as happy such as glad. \*differentiate words used here by groups ability level\* Explain the need to understand what category of emotion words on in our story so we know what the author is telling us the character is thinking or feeling. |
| We do:  Have note cards with words on them. Some words will be emotion words while others will not be. Students will first work together to classify (sort out) which words are emotion words. I will guide this as necessary. Guide students to look at the emotion words they have sorted out and create three different categories that those words can fit under. Write these categories on a sheet of paper and have students work together to organize them in the correct category. \*More or less teacher support given as necessary for student’s abilities\* |
| You do: Give students a section of the anchor text. *What Can You Do?* And have them find words or phrases that show emotion. Have them write these words or phrases down and sort them under one of the categories we created, or create a new category if needed. |