

## Houghton Mifflin Harcourt- Module 4, Week 1

Weekly Standards	<i>L.1.1a L.1.1f L.1.2d L.1.2e L.1.5c RF.1.1a RF.1.2b RF.1.2c RF.1.3a RF.1.3b RF.1.3g RF.1.4a RI.1.1 RI.1.10 RI.1.3 RI.1.7 RI.1.8 RL.1.3 RL.1.7 SL.1.1a SL.1.1c SL.1.2 SL.1.4 W.1.2</i>				
Weekly Essential Questions	Why is it important to do my best and get along with others?				
I Can...	I can find the main topic and supporting details in a text. I can determine who is telling the story using details in the text, point of view. I can find the central idea of a text.				
ELA Vocabulary	Trail, still, visit, tip, safe				
W.O.W	Content and Substance, Organization and Knowledge, Production of Adverse Consequences, Clear and Compelling Product Standards				
		<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>
		<b>Build Knowledge &amp; Language</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>	<b>Foundational Skills</b>
		<b>Module Launch</b> pp. T22–T23	<b>Warm-Up Routines:</b> Changing Phonemes; Isolating Medial Phonemes; Blending Syllables <b>High-Frequency Words*</b> <b>Phonological Awareness:</b> Alliteration: Digraphs; Blend Phonemes <b>Phonics*:</b> Consonant Digraph <i>ch</i> <b>Lesson Slides:</b> Better Together: Week 1, Lesson 2	<b>Warm-Up Routines:</b> Blending Phonemes; Adding Phonemes; Isolating Phonemes <b>High-Frequency Words*</b> <b>Phonological Awareness:</b> Segment, Manipulate Phonemes <b>Fluency:</b> Intonation <b>Lesson Slides:</b> Better Together: Week 1, Lesson 3	<b>Warm-Up Routines:</b> Segmenting Syllables; Deleting Phonemes; Blending Phonemes <b>High-Frequency Words*</b> <b>Phonological Awareness:</b> Segment, Manipulate Phonemes <b>Phonics Review*:</b> Consonant Digraphs <i>ch sh</i> and Trigraph <i>shr</i> <b>Lesson Slides:</b> Better Together: Week 1, Lesson 4
		<b>Foundational Skills</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
		<b>Warm-Up Routines:</b> Isolating Initial Phonemes; Final Phonemes; Segmenting Phonemes <b>High-Frequency Words*</b> <b>Phonological Awareness:</b> Alliteration: Digraphs; Blend Phonemes <b>Phonics*:</b> Consonant Digraph <i>ch</i>	<b>Introduce Oral Vocabulary</b> pp. T40–T41	<b>Introduce Power Words</b> pp. T50–T51	<b>Review Power Words</b> p. T58  <b>Generative Vocabulary*</b> Compound Words p. T59
					<b>Vocabulary Strategy*</b> Context Clues pp. T66–T67

		<table><tr><th>Lesson 1</th><th>Lesson 2</th><th>Lesson 3</th><th>Lesson 4</th><th>Lesson 5</th></tr><tr><th>Reading</th><th>Reading</th><th>Reading</th><th>Reading</th><th>Reading</th></tr><tr><td><b>Ideas and Support*</b> pp. T32–T29 <i>Good Sports</i> myBook2 pp. 88–89</td><td><b>Topic and Central Idea</b> pp. T42–T43 <i>Baseball Hour</i> (Big Book)</td><td><b>Evaluate</b> pp. T52–T53 <i>Goal!</i> myBook2 pp. 90-105</td><td><b>Point of View*</b> pp. T60–T61 <i>Goal!</i> myBook2 pp. 90-105</td><td><b>Speaking and Listening/Give and Follow Instructions</b> pp. T68–T69 <i>Goal!</i> myBook2 pp. 90-105</td></tr><tr><th>Writing Workshop</th><th>Writing Workshop</th><th>Writing Workshop</th><th>Writing Workshop</th><th>Writing Workshop</th></tr><tr><td><b>Procedural Text</b> Introducing the Focal Text p. W50</td><td><b>Procedural Text</b> The Read p. W51</td><td><b>Procedural Text</b> Vocabulary p. W52</td><td><b>Procedural Text</b> Prewriting I: Finding a Topic p. W53</td><td><b>Procedural Text</b> Prewriting II: Developing a Topic p. W54</td></tr><tr><td><b>Grammar:</b> Prepositions and Prepositional Phrases* p. W331</td><td><b>Grammar:</b> Prepositions for Where* p. W332</td><td><b>Grammar:</b> Prepositions for When* p. W333</td><td><b>Grammar:</b> Review Statements p. W209</td><td><b>Grammar:</b> Using Prepositions and Prepositional Phrases p. W335</td></tr></table>					Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Reading	Reading	Reading	Reading	Reading	<b>Ideas and Support*</b> pp. T32–T29 <i>Good Sports</i> myBook2 pp. 88–89	<b>Topic and Central Idea</b> pp. T42–T43 <i>Baseball Hour</i> (Big Book)	<b>Evaluate</b> pp. T52–T53 <i>Goal!</i> myBook2 pp. 90-105	<b>Point of View*</b> pp. T60–T61 <i>Goal!</i> myBook2 pp. 90-105	<b>Speaking and Listening/Give and Follow Instructions</b> pp. T68–T69 <i>Goal!</i> myBook2 pp. 90-105	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	<b>Procedural Text</b> Introducing the Focal Text p. W50	<b>Procedural Text</b> The Read p. W51	<b>Procedural Text</b> Vocabulary p. W52	<b>Procedural Text</b> Prewriting I: Finding a Topic p. W53	<b>Procedural Text</b> Prewriting II: Developing a Topic p. W54	<b>Grammar:</b> Prepositions and Prepositional Phrases* p. W331	<b>Grammar:</b> Prepositions for Where* p. W332	<b>Grammar:</b> Prepositions for When* p. W333	<b>Grammar:</b> Review Statements p. W209	<b>Grammar:</b> Using Prepositions and Prepositional Phrases p. W335		
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<b>Phonics</b>	<b>Unit - L Blends</b> Sled, black, flash, cliff, glass, plot, sling, blank, flat, click, glum, plus The class has a plan to go to lunch.
<b>Language</b>	L.1.1.D.Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). <b>Sight Words:</b> about, out, play, were
<b>MPT Review</b>	Adjectives, Capitalization, Punctuation, Spelling, Conjunctions, Nouns (common, proper, possessive)

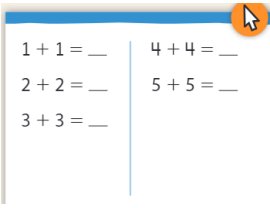
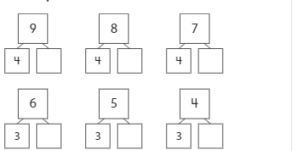
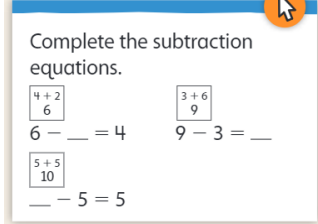
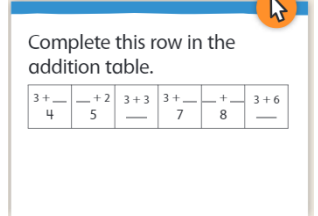
<b>Center Groups</b>	<b>Lions</b> (sped-low)- SA, NL, BC <b>Moonys</b> (mid-low)- TR, CT, KD, JH <b>Gators</b> (sped-mid-high)- SBu, JL, TC <b>Elephants</b> (high)- AS, DW, SB, RD <b>Paddys</b> (high high) - RG, CM, NJ  ***Welch is working with the center; teaching HOW and WHY we do the work.
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Centers	Phonics	Monday	Tuesday	Wednesday	Thursday
		<b>E&amp;G- Color by Blends</b> Students will use pictures to determine which blend and color accordingly, students will then spell pictures. <b>M&amp;L- L Blends</b>		<b>E-Missing Words and Sort</b> Students will decode L Blend words and determine which sentence they make the most sentence in. Then they will have to	<b>E- Real/Nonsense Flapjacks</b> Students will decode L Blend words and based on what they decode will sort them into real or nonsense words. They will then

		<b>Students will use pictures to sort L blend pictures into three different categories; some pictures will be given.</b>		determine which blend the picture belongs to. <b>G&amp;M&amp;L- Sorts</b> Students will decode various L Blend words and sort them into their appropriate categories.	have to use the word in a sentence. <b>G&amp;M&amp;L- Missing Word/Sort</b> Students will read sentences and decode L blend words to determine which word belongs and then sort the words into the appropriate L Blend category.
	<b>Language /Writing/ Math</b>	<b>Color By Code</b> E- Students add within 20 G- Students add within 10 M- Students add within 10 L- Students color based on this week's sight words and vocabulary words	<b>E&amp;G- Word Building</b> Students read, blend, manipulate, match, and sort various blended words. <b>M&amp;L- CL Book</b> Students read, blend, manipulate, match, and sort various words that use the CL sound.	<b>ALL- Fact Families and Ordinal Numbers</b> Students will use fact families to create addition and subtraction sentences. Students will then have to read instructions to determine the ordinal numbers.	
	<b>Reading</b>		<b>Sentence Scramble:</b> E-Students unscramble 3 sentences using the sounds /gl/. G- Students unscramble 3 sentences using the sounds /gl/. Students will be given the first word of the sentence. M- Students unscramble 3 CVC sentences. L- Students unscramble 1 sentence using CVC words		<b>Passages</b> <b>E-Haunted House</b> Students will read a short story and answer questions based on the passage. <b>G&amp;M-</b> Students will read decodable passages and then answer questions concerning that text. <b>L-</b> Students will read a simple CVC story and then place pictures in sequential order.

**Math: Lesson 10 Using Strategies for Addition and Subtraction**

<b>Weekly Standards</b>		1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.
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<b>Weekly Essential Question</b>	What strategies can I use to add and subtract within 10?				
<b>I Can...</b>	I can fluently add and subtract within 10. I can use strategies such as counting on, using the relationship between addition and subtraction, and using a known sum or difference to find an unknown sum or difference to add and subtract.				
<b>Math Vocabulary</b>	column, row, addend				
	<i>Monday</i> <u>Target Question: How can I add or subtract within 10?</u>	<i>Tuesday</i> <u>Target Question: How can I add or subtract within 10?</u>	<i>Wednesday</i> <u>Target Question: How can I add or subtract within 10?</u>	<i>Thursday</i> <u>Target Question: How can I add or subtract within 10?</u>	<i>Friday</i> <u>Target Question: How can I add or subtract within 10?</u>
<b>W.O.W</b>	Content and substance, Organization and Knowledge, Production of adverse consequences, Clear and Compelling Product Standards	Content and substance, Organization and Knowledge, Production of adverse consequences, Clear and Compelling Product Standards	Content and substance, Organization and Knowledge, Production of adverse consequences, Clear and Compelling Product Standards	Content and substance, Organization and Knowledge, Production of adverse consequences, Clear and Compelling Product Standards	Content and substance, Organization and Knowledge, Production of adverse consequences, Clear and Compelling Product Standards
<b>Anticipatory Set</b>	Count to 120: <a href="https://www.youtube.com/watch?v=KQJsv8Gv_YM">https://www.youtube.com/watch?v=KQJsv8Gv_YM</a>		Iready practice tutorial “using strategies to add and subtract”	Finish Iready practice tutorial	
<b>Guided Practice</b>	TTW prompt prior knowledge by showing Ready Math slide with daily math question: 	TTW prompt prior knowledge by showing Ready Math slide with daily math question: Complete the number bonds.  TTW model, write, and identify equations. TSW	TTW prompt prior knowledge by showing Ready Math slide with daily math question: 	TTW prompt prior knowledge by showing Ready Math slide with daily math question: 	<b>Assessment Review:</b> TSW practice solving equations.

	TTW have students apply familiar strategies for addition and subtraction to find a missing number from a set of clues provided by the teacher. Complete pages 205-206.	think about how they can use facts they know to solve problems. The purpose of this is for students to see how they can connect facts they know to other closely related facts. Complete pages 209-212.	TTW have students recognize and describe patterns in the addition table. The purpose is to build children's number sense with the connection between addends and a total. . Complete pages 215-218.	TTW have students practice finding sums and differences, continuing to use the addition table as a tool. Complete pg 221-22.																
Independent Practice	TSW complete Ready Math Practice Pages 207 and 208. TTW read aloud the question and students will solve.	TSW complete Ready Math Practice Pages 213 and 214 . TTW read aloud the question and students will solve.	TSW complete Ready Math Practice Pages 219 and 220. TTW read aloud the question and students will solve.	TSW complete Ready Math Practice Pages 222-223 . TTW read aloud the question and students will solve.																
Assessments	TTW observe students completing the independent pages. TTW remediate/ correct any misconceptions..	TTW observe students completing the independent pages. TTW remediate/ correct any misconceptions.	TTW observe students completing the independent pages. TTW remediate/ correct any misconceptions	TTW observe students completing the independent pages. TTW remediate/ correct any misconceptions	Friday daily grade. From Ready Math Toolbox															
Closure	EXIT TICKET:  I have 10 marbles. I have the same number of yellow marbles as red marbles. How many of each do I have? ___ ○ ___ = ___	EXIT TICKET:  Complete the subtraction equations. <table><tr><td><math>\begin{array}{r} 5 + 3 \\ 8 \end{array}</math></td><td><math>\begin{array}{r} 5 + 4 \\ 9 \end{array}</math></td></tr></table> $8 - 5 = \underline{\hspace{1cm}}$ $9 - \underline{\hspace{1cm}} = 4$ <table><tr><td><math>\begin{array}{r} 5 + 5 \\ 10 \end{array}</math></td></tr></table> $10 - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$	$\begin{array}{r} 5 + 3 \\ 8 \end{array}$	$\begin{array}{r} 5 + 4 \\ 9 \end{array}$	$\begin{array}{r} 5 + 5 \\ 10 \end{array}$	EXIT TICKET:  Complete the equations. <table><tr><td><math>\begin{array}{r} 3 + 3 \\ 6 \end{array}</math></td><td><math>\begin{array}{r} 3 + 4 \\ 7 \end{array}</math></td></tr><tr><td><math>\begin{array}{r} 4 + 3 \\ 7 \end{array}</math></td><td><math>\begin{array}{r} 4 + 4 \\ 8 \end{array}</math></td></tr></table> $6 - \underline{\hspace{1cm}} = 3$ $7 - \underline{\hspace{1cm}} = 4$ $7 - 3 = \underline{\hspace{1cm}}$ $8 - 4 = \underline{\hspace{1cm}}$	$\begin{array}{r} 3 + 3 \\ 6 \end{array}$	$\begin{array}{r} 3 + 4 \\ 7 \end{array}$	$\begin{array}{r} 4 + 3 \\ 7 \end{array}$	$\begin{array}{r} 4 + 4 \\ 8 \end{array}$	EXIT TICKET:  <table><tr><td><math>5 + \underline{\hspace{1cm}} = 6</math></td><td><math>\underline{\hspace{1cm}} - 3 = 4</math></td></tr><tr><td><math>\underline{\hspace{1cm}} = 3 + 4</math></td><td><math>10 - 4 = \underline{\hspace{1cm}}</math></td></tr><tr><td><math>\underline{\hspace{1cm}} = 5 + 3</math></td><td><math>10 - 3 = \underline{\hspace{1cm}}</math></td></tr><tr><td><math>9 - \underline{\hspace{1cm}} = 5</math></td><td><math>4 + \underline{\hspace{1cm}} = 10</math></td></tr></table>	$5 + \underline{\hspace{1cm}} = 6$	$\underline{\hspace{1cm}} - 3 = 4$	$\underline{\hspace{1cm}} = 3 + 4$	$10 - 4 = \underline{\hspace{1cm}}$	$\underline{\hspace{1cm}} = 5 + 3$	$10 - 3 = \underline{\hspace{1cm}}$	$9 - \underline{\hspace{1cm}} = 5$	$4 + \underline{\hspace{1cm}} = 10$	
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