

Houghton Mifflin Harcourt- Module 4, Week 2



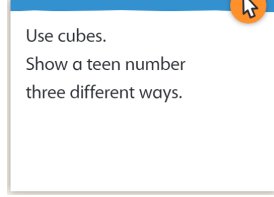
Weekly Standards	L.1.1a L.1.1f L.1.2d L.1.2d L.1.2e L.1.5c RF.1.1a RF.1.2b RF.1.2c RF.1.3a RF.1.3b RF.1.3g RF.1.4a RI.1.1 RI.1.10 RI.1.3 RI.1.7 RI.1.8 RL.1.3 RL.1.7 SL.1.1a SL.1.1c SL.1.2 SL.1.4 W.1.2					
Weekly Essential Questions	Why is it important to do my best and get along with others?					
I Can...	I can retell a story using story elements; beginning, middle, and end. I can determine who the characters are and how they feel based on details from the story. I can identify the topic and central idea of a text.					
ELA Vocabulary	Allow, act, many, create, follow					
W.O.W	Content and Substance, Organization and Knowledge, Production of Adverse Consequences, Clear and Compelling Product Standards					
		Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
		Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
		Warm-Up Routines: Isolating Initial Phonemes; Final Phonemes; Segmenting Phonemes High-Frequency Words* Phonological Awareness: Blend Phonemes Phonics*: Consonant Digraphs th, wh; Trigraph tch Spelling*: Consonant Digraphs th, wh. Handwriting: Lowercase k, v, w	Warm-Up Routines: Changing Phonemes; Deleting Phonemes; Blending Syllables High-Frequency Words* Phonological Awareness: Blend Phonemes Phonics*: Consonant Digraphs th, wh; Trigraph -tch	Warm-Up Routines: Segmenting Syllables; Deleting Syllables; Blending Phonemes High-Frequency Words* Phonological Awareness: Segment, Count, Manipulate Phonemes Fluency: Accuracy and Self-Correction Phonics: Inflections -s, -es	Warm-Up Routines: Blending Phonemes; Isolating Phonemes; Deleting Phonemes High-Frequency Words* Phonological Awareness: Segment, Count, Manipulate Phonemes Phonics Review*: Consonant Digraphs th, wh and Trigraph -tch; Inflections -s, -es	Warm-Up Routines: Blending Syllables; Isolating Phonemes; Deleting Phonemes High-Frequency Words* Phonological Awareness: Teacher’s Choice Spelling*: Consonant Digraphs th, wh.
		Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
		Introduce Oral Vocabulary pp. T86–T87	Introduce Power Words pp. T96–T97	Review Power Words pp. T106–T107	Generative Vocabulary* Compound Words pp. T114–T115	Review Power Words pp. T122–T123
		Reading	Reading	Reading	Reading	Reading
		Topic and Central Idea pp. T88–T89 Pelé, King of Soccer (Read Aloud Book)	Synthesize pp. T98–T99 Get Up and Go! myBook2 pp. 108–119	Text Features* pp. T108–T109 Get Up and Go! myBook2 pp. 108–119	Retell pp. T116–T117 Brontorina myBook2 pp. 122–153	Characters* pp. T124–T125 Brontorina myBook2 pp. 122–155
		Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
		Procedural Text* Drafting I: Elements of a Procedural Text p. W55	Procedural Text Drafting II: Choosing the Right Words p. W56	Procedural Text Drafting III: Adding Art p. W57	Procedural Text Revising I: Time Order Words p. W58	Procedural Text Revising II: Grouping p. W59
		Grammar: Proper Nouns and Capitalization* p. W256	Grammar: Names for People, Animals, Places, and Things* p. W257	Grammar: Titles for People* p. W258	Grammar: Review Exclamations p. W234	Grammar: Connect to Writing: Using Proper Nouns p. W260

Phonics	Unit - R Blends bring, crank, drag, truck, frog, grab, drink, grill, brush, press Will you bring me that drink?
Language	L.1.1.h-Use determiners (e.g., articles, demonstratives). Sight Words: By, come, my, some
MPT Review	Adjectives, Capitalization, Punctuation, Spelling, Conjunctions, Nouns (common, proper, possessive)

Center Groups	Lions (sped-low)- SA, NL, BC Moonys (mid-low)- TR, CT, KD, JH Gators (sped-mid-high)- SBu, JL, TC Elephants (high)- AS, DW, SB, RD Paddys (high high) - RG, CM, NJ ***Welch is working with the center; teaching HOW and WHY we do the work.				
Centers	Phonics	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>
		**ALL- Students will use pictures to determine the correct beginning r blend. Students will then read various sentences, identify the r blends, and then find the picture that correlates.		E-Pronoun Replacement Students will read sentence and then determine which pronoun can replace the noun. G&M&L- Pronoun/Noun Sort Students will determine if a word is a pronoun or a noun and then write 3 sentences using either a pronoun or a noun.	E- GR/TR Sort/ Blends Students will decode words and sort them into gr/tr. Students will then use pictures to determine which blend is used. G&M&L- Words & Sort Students will read words and find pictures that match and then decode and sort words into dr or fr sound.
	Language/ Writing/ Math	Color By Code 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	E- I can Read/Secret Students will read words and match them to their picture. Students will then decode various r blend words and find the "secret word" G&M&L- Missing/ Sentences Students will read sentences and then identify the missing r	ALL- Subtraction Students will determine whether a number sentence is true or false. *Higher ability students will then correct the problem; showing how they can make the sentence correct.	

			blend word that correctly finishes the sentence. They will then read sentences and find the picture.		
	Reading		Sentence Scramble: E- Students unscramble 3 sentences using the sounds /dr/. G- Students unscramble 3 sentences using the sounds /dr/. Students will be given the first word of the sentence and phonetic clues. M- Students unscramble 3 CVC sentences. L- Students unscramble 1 sentence using CVC words		Passages E-The Daring Climb Students will read a short story and answer questions based on the passage. G&M- Students will read decodable passages and then answer questions concerning that text. L- Students will read a simple CVC story and then place pictures in sequential order.

Math: Lesson 11 Understanding Teen Numbers

Weekly Standards	1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.			
Weekly Essential Question	What is a teen number?			
I Can...	I can recognize that 10 ones and 1 ten represent the same quantity. I can understand that numbers between 10 and 20 are composed of 1 ten and some ones. I can model teen numbers.			
Math Vocabulary	ones, teen numbers, tens			
	<i>Tuesday</i> <u>Target Question: How can I make a teen number?</u>	<i>Wednesday</i> <u>Target Question: How can I make a teen number?</u>	<i>Thursday</i> <u>Target Question: How can I make a teen number?</u>	<i>Friday</i> <u>Target Question: How can I make a teen number?</u>
W.O.W	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
Anticipatory Set		Iready practice tutorial “identify teen numbers”	Finish Iready practice tutorial “build teen numbers”	
Guided Practice	<p>TTW prompt prior knowledge by showing Ready Math slide with daily math question:</p>  <p>TTW model, write, and identify equations. TSW ove from counting teen numbers with fingers to modeling teen numbers with connecting cubes. Then children use models of teen numbers to write them as 10 and some ones. Complete pages 245-246.</p>	<p>TTW prompt prior knowledge by showing Ready Math slide with daily math question:</p>  <p>TTW have students continue to compose teen numbers by showing a group of ten cubes and then some more cubes. The examples encourage children to eventually see a group of 10 ones as 1 ten. Complete pages 249-250.</p>	<p>TTW prompt prior knowledge by showing Ready Math slide with daily math question:</p>  <p>TTW have students extend their understanding of teen numbers as a ten and some ones by composing and decomposing teen numbers using different models. Complete pg 253-254.</p>	<p>Assessment Review: TSW practice solving equations.</p>

Independent Practice	TSW complete Ready Math Practice Pages 247 and 248 . TTW read aloud the question and students will solve.	TSW complete Ready Math Practice Pages 251 and 252. TTW read aloud the question and students will solve.	TSW complete Math Practice Page.. 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	Friday daily grade. From Ready Math Toolbox
Closure	<p>EXIT TICKET:</p> <p>10 and ___ ones is ___.</p>	<p>EXIT TICKET:</p> <p>1 ten and ___ ones is ___.</p>	<p>EXIT TICKET:</p> <p>Draw to show 17 as 1 ten and some ones.</p>	