

"The Big Circle" Day 1

Pacing	Materials	Objective
<p>Standards 1 day Blocks 2 hours</p>	<p>TE pp. 104j-109f SE pp. 104-109, EI 3 Sing with Me Big Book Reader's and Writer's Notebook, pp. 265-268 Decodable Practice Reader 10A</p>	<p>Content Knowledge: Animal Communities Listening Comprehension: Sequence Phonemic Awareness: Segment and Blend Phonemes Phonics and Spelling: Inflected Ending -s Fluency: Oral Rereading Conventions: Declarative Sentences Writing: Personal Narrative</p>
National Standards		
<p>CCSS Literature 1. Ask and answer questions about key details in a text. CCSS Literature 3. Describe characters, settings, and major events in a story, using key details. CCSS Foundational Skills 3.c. Know final -e and common vowel team conventions for representing long vowel sounds. CCSS Writing 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. CCSS Language 1.b. Use common, proper, and possessive nouns. CCSS Language 2.a. Capitalize dates and names of people.</p>		
Duration	Targeted Resources	Get Ready to Read

Language Arts	Targeted Resources	Duration
<p>Content Knowledge: Discuss the Question of the Week: How do animal communities work together to survive? Oral Vocabulary: Sing with Me/Amazing Words Routine Phonic Awareness: Distinguish between long o and short o vowel sounds. Phonics: Associate the vowel sound long o with the spelling o_e. Read: Blend and read words with the long o vowel sound spelled o_e. Phonics Practice: Read Decodable Practice Reader 10A. - Apply knowledge of sound-spellings to decode unknown words when reading. Fluency Practice: Practice fluency with oral rereading. - Oral Rereading Routine Spelling Pretest: Words with Long o Small Group Time</p>	<p>Teachers Edition p.104 Animation, Envision It! Animation Teachers Edition p.109 Animation, Envision It! Animation</p>	<p>30 minutes</p>
Read and Comprehend	Targeted Resources	Duration
<p>Content Knowledge: Discuss the Question of the Week: How do animal communities work together to survive? Oral Vocabulary: Sing with Me/Amazing Words Routine Phonic Awareness: Distinguish between long o and short o vowel sounds. Phonics: Associate the vowel sound long o with the spelling o_e. Read: Blend and read words with the long o vowel sound spelled o_e. Phonics Practice: Read Decodable Practice Reader 10A. - Apply knowledge of sound-spellings to decode unknown words when reading. Fluency Practice: Practice fluency with oral rereading. - Oral Rereading Routine Spelling Pretest: Words with Long o Small Group Time</p>	<p>Teachers Edition p.104 Video, Concept Talk Video Song, Sing with Me Activity, Sound-Spelling Chart eText, Decodable eBook Reader's and Writer's Notebook Key</p>	<p>60 minutes</p>

My Notes		Homework
30 minutes	Teacher's Edition p. 109c Daily Fix-It	Conventions: Identify proper nouns. Writing: Understand and recognize the features of a poem. - Mini-Lesson: Read Like a Writer - Daily Fix-It - Develop an understanding of the organization of a poem. Research and Inquiry: Identify a topic connected to this week's concept. - Narrow the focus of the topic by formulating inquiry questions related to the topic. Wrap Up Your Day

"The Big Circle" Day 2

Pacing	Materials	Objective
<p>Standards 1 day</p> <p>Blocks 2 hours</p>	<p>TE pp. 110a-127 SE pp. 110-127, EI 10 Big Book "A Frog in the Bog" Reader's and Writer's Notebook, pp. 269-273 Decodable Practice Reader 10B</p>	<p>Content Knowledge: Animal Communities Comprehension Skill: Sequence Comprehension Strategy: Inferring Phonemic Awareness: Segment and Blend Phonemes Phonics and Spelling: Long o_e; Contractions Fluency: Paired Reading Conventions: Proper Nouns: Days, Months, Holidays Writing: Poem</p>
National Standards		
<p>CCSS Literature 1. Ask and answer questions about key details in a text.</p> <p>CCSS Literature 3. Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS Writing 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>CCSS Language 1.b. Use common, proper, and possessive nouns.</p> <p>CCSS Language 2.a. Capitalize dates and names of people.</p>		
Duration	Targeted Resources	Get Ready to Read

Duration	Targeted Resources	Read and Comprehend
60 minutes	Teacher's Edition p.110a Activity, Sound-Spelling Chart eText, Decodable eBook Readers and Writers Notebook Key	Content Knowledge: Discuss the Question of the Week: How do animal communities work together to survive? Oral Vocabulary: Sing with Me/Amazing Words Routine Phonemic Awareness: Segment and blend phonemes. Phonics: Identify the two words that make up a contraction. Blending Strategy Routine Read: Blend and read contractions. Phonics Practice: Read Decodable Practice Reader 10B. - Apply knowledge of sound-spellings to decode unknown words when reading. Fluency Practice: Practice fluency with oral rereading. - Paired Reading Routine Phonics: Apply knowledge of letter-sound correspondences to decode words in context and in isolation. Spelling: Spell words with long o.

Language Arts		Targeted Resources	Duration
<p>High-Frequency Words Routine Selection Vocabulary Vocabulary: Sort words. Text-Based Comprehension - Preview and predict. -Read for Understanding Routine: Access Text and Close Reading Main Selection—First Read: "The Big Circle" pp. 112–127 Comprehension Skill: Sequence Comprehension Strategy: Inferring Text-Based Comprehension: Check Understanding Small Group Time Literary Text: Identify features of fiction.</p>		<p>Teacher's Edition p. 111 Student Edition p. 112 Activity, Vocabulary Activity Activity, Journal: Word Bank eText, Main Selection eText</p>	<p>30 minutes</p>
Homework		My Notes	
<p>Conventions: Use nouns correctly. - Daily Fix-It Writing: Recognize features of a poem. - Generate poem ideas. - Mini-Lesson: Organization Handwriting: Write with consistent letter slant. Research and Inquiry: Research Skill: Periodical/Newsletter - Understand how to read a periodical. Wrap Up Your Day</p>		<p>Teacher's Edition p. 127b Daily Fix-It</p>	<p>30 minutes</p>

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<p>Standards 1 day</p> <p>Blocks 2 hours</p>	<p>TE pp. 110a–127 SE pp. 110–127, EI 10 Big Book "A Frog in the Bog" Reader's and Writer's Notebook, pp. 269–273 Decodable Practice Reader 10B</p>	<p>Content Knowledge: Animal Communities Comprehension Skill: Sequence Comprehension Strategy: Inferring Phonemic Awareness: Segment and Blend Phonemes Phonics and Spelling: Long o_e; Contractions Fluency: Paired Reading Conventions: Proper Nouns: Days, Months, Holidays Writing: Poem</p>
National Standards		
<p>CCSS Literature 1. Ask and answer questions about key details in a text.</p> <p>CCSS Literature 3. Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS Writing 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>CCSS Language 1.b. Use common, proper, and possessive nouns.</p> <p>CCSS Language 2.a. Capitalize dates and names of people.</p>		
Duration	Targeted Resources	Get Ready to Read

Duration	Targeted Resources	Read and Comprehend
60 minutes	Teacher's Edition p.110a Activity, Sound-Spelling Chart eText, Decodable eBook Readers and Writer's Notebook Key	Content Knowledge: Discuss the Question of the Week: How do animal communities work together to survive? Oral Vocabulary: Sing with Me/Amazing Words Routine Phonemic Awareness: Segment and blend phonemes. Phonics: Identify the two words that make up a contraction. Blending Strategy Routine Read: Blend and read contractions. Phonics Practice: Read Decodable Practice Reader 10B. - Apply knowledge of sound-spellings to decode unknown words when reading. Fluency Practice: Practice fluency with oral rereading. - Paired Reading Routine Phonics: Apply knowledge of letter-sound correspondences to decode words in context and in isolation. Spelling: Spell words with long o.

Language Arts		Targeted Resources		Duration	
<p>High-Frequency Words Routine Selection Vocabulary Vocabulary: Sort words. Text-Based Comprehension - Preview and predict. -Read for Understanding Routine: Access Text and Close Reading Main Selection—First Read: "The Big Circle" pp. 112–127 Comprehension Skill: Sequence Comprehension Strategy: Inferring Text-Based Comprehension: Check Understanding Small Group Time Literary Text: Identify features of fiction.</p>		<p>Teacher's Edition p. 111 Student Edition p. 112 Activity, Vocabulary Activity Activity, Journal: Word Bank eText, Main Selection eText</p>		<p>30 minutes</p>	
<p>Conventions: Use nouns correctly. - Daily Fix-It Writing: Recognize features of a poem. - Generate poem ideas. - Mini-Lesson: Organization Handwriting: Write with consistent letter slant. Research and Inquiry: Research Skill: Periodical/Newsletter - Understand how to read a periodical. Wrap Up Your Day</p>		<p>Teacher's Edition p. 127b Daily Fix-It</p>		<p>30 minutes</p>	
Homework		My Notes			

"The Big Circle" Day 3

Pacing	Materials	Objective
<p>Standards 1 day</p> <p>Blocks 2 hours</p>	<p>TE pp. 128a-131c SE pp. 128-131 Big Book "A Frog in the Bog" Reader's and Writer's Notebook, pp. 274-278</p>	<p>Content Knowledge: Animal Communities Comprehension: Review Cause and Effect Phonological Awareness: Create Words Phonics and Spelling: Long o: o_e; Contractions Fluency: Accuracy and Rate Conventions: Proper Nouns: Days, Months, Holidays Writing: Poem Listening and Speaking: Informal Conversations</p>
National Standards		
<p>CCSS Literature 1. Ask and answer questions about key details in a text. CCSS Literature 3. Describe characters, settings, and major events in a story, using key details. CCSS Speaking/Listening 1. Participate in collaborative conversations about grade 1 topics and texts with peers and adults in small and larger groups. CCSS Speaking/Listening 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). CCSS Speaking/Listening 1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words. CCSS Foundational Skills 3.c. Know final -e and common vowel team conventions for representing long vowel sounds. CCSS Writing 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. CCSS Language 1.b. Use common, proper, and possessive nouns. CCSS Language 2.a. Capitalize dates and names of people.</p>		
Duration	Targeted Resources	Get Ready to Read

Duration	Targeted Resources	Language Arts
15 minutes	Teacher's Edition p.128g Student Edition p.112 eText, Main Selection eText	High-Frequency and Selection Vocabulary Check High-Frequency Words Text-Based Comprehension: Check Understanding - Read for Understanding Routine: Access Text and Close Reading Main Selection—Second Read: "The Big Circle" pp. 112–127 - Comprehension Skill: Review cause and effect. - Comprehension Skill: Review Genre - Fiction Retelling: Pairs of students retell the story to one another. Think Critically: Sequence events in a story. - Infer information from a story. - Write clear, coherent sentences. Fluency: Read aloud fluently with accuracy and at an appropriate rate. - Choral Reading Routine
Duration	Targeted Resources	Read and Comprehend
60 minutes	Teacher's Edition p.128a Reader's and Writer's Notebook Key	Content Knowledge: Discuss the Question of the Week: How do animal communities work together to survive? Oral Vocabulary: Sing with Me/Amazing Words Routine Phonological Awareness: Name words with the same beginning sound. Phonics: Build words with long o spelled o_e. Fluency: Read words that end in the inflected ending -s. Blend and Read: Blend and read contractions and words with long o spelled o_e. - Decode words in context and in isolation. Spelling: Spell words with long o. Small Group Time

Homework		My Notes
	<p>Conventions: Understand proper nouns in the context of reading and writing.</p> <ul style="list-style-type: none"> - Daily Fix-It Let's Write It!: Write a draft of a poem. Writing: Poem - Writing Trait: Lines of Verse - Mini-Lesson: Lines of Verse - Quick Write for Fluency Routine Listening and Speaking: Speak effectively in informal conversations. - Listen politely to speakers. Research and Inquiry: Apply information to an inquiry. Wrap Up Your Day 	
45 minutes	<p>Teachers' Edition p.130a Animation, Grammar Jammer Daily Fix-It</p>	

"The Big Circle" Day 4

Objective	Materials	Pacing
<p>Content Knowledge: Animal Communities Comprehension: Inferring Phonological Awareness: Distinguish Long o Phonics and Spelling: Long o: o_e; Contractions Fluency: Accuracy and Rate Conventions: Proper Nouns: Days, Months, Holidays Writing: Poem</p>	<p>TE pp. 132a-135e SE pp. 132-135 Read Aloud Anthology Reader's and Writer's Notebook, pp. 279-280 Decodable Practice Reader 10C</p>	<p>Standards 1 day Blocks 2 hours</p>
National Standards		
<p>CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words. CCSS Foundational Skills 3.c. Know final -e and common vowel team conventions for representing long vowel sounds. CCSS Writing 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. CCSS Language 1.b. Use common, proper, and possessive nouns. CCSS Language 2.a. Capitalize dates and names of people.</p>		
Get Ready to Read	Targeted Resources	Duration

Duration	Targeted Resources	Read and Comprehend
<p>60 minutes</p>	<p>Teacher's Edition p. 132a eText, eReader eText, Decodable eBook Reader's and Writer's Notebook Key</p>	<p>Content Knowledge: Discuss the Question of the Week: How do animal communities help each other to survive? Oral Vocabulary: Sing with Me/Amazing Words Routine Phonemic Awareness: Distinguish long o in initial, medial, and final positions. Phonics: Review reading and identify words with short i spelled i, long i spelled i_e, and consonant digraphs wh, ch, tch. Phonics Practice: Read Decodable Practice Reader 10C. - Apply knowledge of sound-spellings to decode unknown words when reading. - Review High-Frequency Words - Decode and read words in context and isolation. Fluency: Practice fluency with oral rereading. - Oral Rereading Routine Fluent Word Reading: Review reading words fluently in context and in isolation. Spelling Partner Review: Spell words with long o. Small Group Time</p>

Homework		My Notes
<p>Science in Reading: Preview and predict. - Relate prior knowledge to new text. Paired Selection: Read "We Are Safe Together" pp. 132-135. - Access Text - Let's Think About Genre - Reading and Writing Across Texts Guide Comprehension: Identify important ideas. - Determine author's purpose. - Make inferences about text details. Fluency: Read aloud fluently with accuracy and at an appropriate rate. - Paired Reading Routine - Check words correct per minute.</p>	<p>Conventions: Identify and use proper nouns. Writing: Revise a draft. - Mini-Lesson: Revising Strategy: Deleting a Word - Peer conferencing - Daily Fix-It Research and Inquiry: Review answers to inquiry questions. Wrap Up Your Day</p>	<p>Teacher's Edition p.132! Student Edition p.132 eText, Paired Selection eText</p>
Language Arts		Targeted Resources
<p>Teacher's Edition p.132! Student Edition p.132 eText, Paired Selection eText</p>	<p>Teacher's Edition p.135b Daily Fix-It</p>	<p>30 minutes</p>
Duration		

"The Big Circle" Day 5

Pacing	Materials	Objective
<p>Standards 1 day Blocks 2 hours</p>	<p>TE pp. 136a-137i SE pp. 1136-137 Read Aloud Anthology Weekly Test pp. 91-96 Fresh Reads pp. 91-96</p>	<p>Content Knowledge: Animal Communities Comprehension Skill: Sequence Phonemic Awareness: Distinguish Between Long o and /o/ Phonics and Spelling: Review Long o: o_e; Contractions Listening and Speaking: Informal Conversations Fluency: Accuracy and Rate Conventions: Proper Nouns Writing: Poem</p>
National Standards		
<p>CCSS Literature 1. Ask and answer questions about key details in a text. CCSS Literature 3. Describe characters, settings, and major events in a story, using key details. CCSS Speaking/Listening 1. Participate in collaborative conversations about grade 1 topics and texts with peers and adults in small and larger groups. CCSS Speaking/Listening 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). CCSS Speaking/Listening 1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words. CCSS Foundational Skills 3.c. Know final -e and common vowel team conventions for representing long vowel sounds. CCSS Writing 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. CCSS Language 1.b. Use common, proper, and possessive nouns. CCSS Language 2.a. Capitalize dates and names of people.</p>		
Duration	Targeted Resources	Get Ready to Read

<p>30 minutes</p>	<p>Activity, Story Sort Daily Fix-It</p>	<p>Conventions: Identify proper nouns. - Daily Fix-It Writing: Edit a draft for spelling, punctuation, and capitalization. - Mini-Lesson: Proofread for Proper Nouns - Create and present a final draft. - Quick Write for Fluency Routine Research and Inquiry: Present results of inquiry project. Wrap Up Your Week!</p>
<p>Duration</p>	<p>Targeted Resources</p>	<p>Language Arts</p>
<p>30 minutes</p>		<p>Small Group Time Listening and Speaking: Participate in informal conversations. - Use good speaking and listening behaviors. Vocabulary: Sort words. Fluency: Read aloud fluently with accuracy. Text-Based Comprehension: Identify sequence in a story. Vocabulary: Review high-frequency and story words. Literary Nonfiction: Review difference between a fiction and nonfiction. Assessment: Monitor Progress Routines</p>
<p>Duration</p>	<p>Targeted Resources</p>	<p>Read and Comprehend</p>
<p>30 minutes</p>	<p>Teacher's Edition p.136a</p>	<p>Content Knowledge: Discuss the Question of the Week: How do animal communities work together to survive? Oral Vocabulary: Connect to Amazing Words - Review and Check Amazing Words Phonological Awareness: Distinguish between vowel sounds long o and short o. Phonics: Review words with vowel sound long o spelled o_e. - Review contractions. Spelling Test: Words with Long o</p>

<i>Week</i>	<i>Assessment Checkpoints for the</i>	<i>Targeted Resources</i>	<i>Duration</i>
	Phonics: Long o: o_e Phonics: Contractions Comprehension Skill: Sequence High-Frequency Words	Teacher's Edition p.1371	30 minutes
<i>Homework</i>		<i>My Notes</i>	