

"Snap!" Day 5

| Objective | Materials | Pacing |
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| Content Knowledge: Family Comprehension Skill: Setting Comprehension Strategy: Preview and Predict Phonological Awareness: Count Phonemes Phonics and Spelling: Review Consonants c /k/, p /p/, n /n/ Listening and Speaking: Share Ideas Conventions: Nouns for Places Writing: Nouns in Sentences | TE pp. 58a–61e SE pp. 50–53 Read Aloud Anthology Reader's and Writer's Notebook, pp. 39–40 Weekly Tests pp. 7–12 Fresh Reads pp. 7–12 Decodable Practice Reader R2B | Standards 1 day Blocks 2 hours |

National Standards

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| <p>CCSS Foundational Skills 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>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).</p> <p>CCSS Foundational Skills 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>CCSS Foundational Skills 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS Speaking/Listening 1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>CCSS Speaking/Listening 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS Foundational Skills 3.b. Decode regularly spelled one-syllable words.</p> <p>CCSS Speaking/Listening 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>CCSS Speaking/Listening 6. Produce complete sentences when appropriate to task and situation.</p> <p>CCSS Foundational Skills 3.g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>CCSS Language 1.b. Use common, proper, and possessive nouns.</p> <p>CCSS Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> |
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| <i>Get Ready to Read</i> | <i>Targeted Resources</i> | <i>Duration</i> |
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| <p>Content Knowledge: Discuss the Question of the Week: Who is in your family?</p> <p>Oral Vocabulary: Connect to Amazing Words.</p> <p>Phonological Awareness: Count Phonemes.</p> <p>Spelling: Read and spell high-frequency words.</p> <p>Small Group Time</p> <p>Fluency: Oral Rereading Routine</p> | Teacher's Edition p.58a | 30 minutes |
| <i>Read and Comprehend</i> | <i>Targeted Resources</i> | <i>Duration</i> |
| <p>Social Studies in Reading: Recognize structure and elements of a photo essay.</p> <p>Paired Selection: Read "Families" pp. 58–59.</p> <ul style="list-style-type: none"> –Access Text –Let's Think About Genre –Reading and Writing Across Texts | | 30 minutes |
| <i>Language Arts</i> | <i>Targeted Resources</i> | <i>Duration</i> |
| <p>Listening and Speaking: Share Ideas</p> <p>Vocabulary: Identify adjectives.</p> <p>Handwriting: Write using proper letter size.</p> <p>Conventions: Identify and produce nouns.</p> <p>Writing: Write complete sentences with nouns that name places.</p> <p>Wrap Up Your Week</p> | <p>Student Edition p.58</p> <p>eText, Decodable eBook</p> <p>eText, Paired Selection eText</p> <p>Activity, Story Sort</p> <p>Reader's and Writer's Notebook Key</p> | 30 minutes |
| <i>Assessment Checkpoints for the Week</i> | <i>Targeted Resources</i> | <i>Duration</i> |
| <p>Phonics: c /k/, p /p/, n /n/</p> <p>Text-Based Comprehension: Setting</p> <p>High-frequency Words: like, once, the, we</p> | Teacher's Edition p.61f | 20 minutes |
| <i>Homework</i> | | <i>My Notes</i> |