Correlated to the
Early Childhood Learning Continuum
Indicators for Reading, Writing, Speaking and Listening
**PENNSYLVANIA Lesson Plan**

### DAY 1

#### Oral Language
- **Focus Question**: What do you like to do? What makes you special?
- **Oral Vocabulary**: Big Book That Big Cat, 7A
- **Strategy**: Story Structure
  - Skill: Character and Setting
- **Phonemic Awareness**: Identify Rhyme: /a/, 7B
  - 1.1.C.7

#### Word Study
- **Phonics**: Short /a/ /o/, 7C
  - Practice Book A-O-B, 1
  - 1.1.C.6, 1.1.C.7, 1.1.C.8, 1.1.C.10
- **Spelling**: Pretest, 7E
  - Spelling Practice Book, 1
  - 1.1.C.5
- **High-Frequency Words**: Review: mat, can, 7F
  - 1.1.C.1, 1.1.E

#### Reading
- **Read**: Decodable Reader: A Cap for Pam, 7F
  - 1.1.B, 1.1.C.1, 1.1.E
- **Comprehension**: Get Ready Story: Can Pat Jump?, 8–13
  - 1.1.B, 1.1.C.1, 1.1.E, 1.1.H.5, 1.3.B
- **Strategy**: Story Structure
  - Skill: Character and Setting
    - 1.3.B
- **Fluency**: Word Automaticity, 7D
  - 1.1.C.3
- **Fluency**: Echo-Read: Read Exclamations, 12/13
  - 1.1.H

#### Language Arts
- **Grammar**: Sentences, 7G
  - Grammar Practice Book, 1
  - 1.5.D.1, 1.5.F.2
- **Grammar**: Sentences, 13A
  - Grammar Practice Book, 2
  - 1.5.D.1, 1.5.F.2
- **Grammar**: Sentences, 27B
  - Mechanics: Sentence Capitalization
    - Grammar Practice Book, 3
    - 1.5.D.1, 1.5.F.2, 1.5.F.3

#### Writing
- **Picture Prompt**: Invite children to respond to the photograph by dictating sentences about it.
- **Shared Writing**: Personal Narrative, 7H
- **Daily Writing Prompt**: Draw a picture of something you like. Then write a sentence from the list.
- **Interactive Writing**: Personal Narrative
- **Writing Trait**: Ideas

### DAY 2

#### Oral Language
- **Focus Question**: Will Pat jump?
- **Oral Vocabulary**: Reread Big Book That Big Cat, 7J
- **Strategy**: Story Structure
  - Skill: Character and Setting
- **Phonemic Awareness**: Phoneme Isolation: /a/, 7K
  - 1.1.C.2

#### Phoneme Blending: Short /a/, 13E
  - 1.1.C.2, 1.1.C.7

#### Word Study
- **Phonics**: Short /a/ /o/, 7K
  - 1.1.C.7, 1.1.C.8, 1.1.C.10
- **Spelling**: Word Sort: an..., at, 7L
  - Spelling Practice Book, 2
  - 1.1.C.5
- **High-Frequency Words**: Jump, not, up, down, 7M
  - Practice Book A-O-B, 2
  - 1.1.C.1, 1.1.E, 1.5.F.1

#### Reading
- **Read**: Pam and Sam, 14–25
- **Comprehension**: Strategy: Story Structure
  - Skill: Character and Setting
    - Maintain Skill: Character and Setting
      - Practice Book A-O-B, 3–4
      - 1.3.B
- **Fluency**: Word Automaticity, 13F
  - Echo Read: Read Exclamations, 22/23
  - 1.1.C.3

### DAY 3

#### Oral Language
- **Focus Question**: What makes Pam and Sam special?
- **Oral Vocabulary**: Read Aloud: Beverly Billingsly
  - Borrow a Book, 13D
  - 1.6.B, 1.6.D.2
- **Phonemic Awareness**: Phoneme Blending: Short /a/, 13E
  - 1.1.C.2, 1.1.C.7

#### Word Study
- **Phonics**: Short /a/ /o/, 13E
  - 1.1.C.7, 1.1.C.8, 1.1.C.10
- **Spelling**: Word Sort: an..., at, 13F
  - Spelling Practice Book, 3
  - 1.1.C.5
- **High-Frequency Words**: Jump, not, up, down, 13G
  - 1.1.C.1, 1.1.E

#### Reading
- **Read**: Pam and Sam, 14–25
- **Comprehension**: Strategy: Story Structure
  - Skill: Character and Setting
    - Maintain Skill: Character and Setting
      - Practice Book A-O-B, 3–4
      - 1.3.B
- **Fluency**: Word Automaticity, 13F
  - Echo Read: Read Exclamations, 22/23
  - 1.1.C.3

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**Note:** The document represents a lesson plan for a specific curriculum, focusing on various language skills such as oral language, reading, and language arts. Each day includes specific activities, strategies, and vocabulary for students to practice and develop their skills.
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<td>Daily Writing Prompt: Draw a picture of yourself doing something that makes you special. Label the picture.</td>
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Grade 1, Unit 1, Week 1, Pam and Sam, 6J-358B
## Pennsylvania Lesson Plan

### Oral Language
- **Oral Vocabulary**
  - *Focus Question*: How do you like to move? What can you do?
  - **Oral Vocabulary**: 36E
  - Big Book *From Head to Toe*, 37A
  - Strategy: Story Structure
  - Skill: Sequence of Events
  - Onset and Rime, 37B
  - 1.1.C.2

### Word Study
- **Phonics**
  - Short /a/ /i/ /e/, 37C
  - Practice Book A-O-B, 9
  - 1.1.C.6, 1.1.C.7, 1.1.C.8, 1.1.C.10

### Reading
- **Comprehension**
  - *Focus Question*: What will the pigs do?
  - **Oral Vocabulary**: 37I
  - Reread Big Book *From Head to Toe*, 37J
  - 1.1.E, 1.1.G.1, 1.6.D.2, 1.6.D.3
  - Strategy: Story Structure
  - Skill: Sequence of Events

### Fluency
- *Focus Question*: What will the girl and boy do together?
  - **Oral Vocabulary**: 43C
  - Read Aloud *"Just Watch,"* 43D
  - 1.6.B, 1.6.D.2

### Language Arts
- **Grammar**
  - Word Order, 37G
  - Grammar Practice Book, 6
  - 1.5.D.1, 1.5.F.3

### Writing
- Picture Prompt: Invite children to respond to the photograph by dictating sentences about it.
- Shared Writing: Personal Narrative, 37H

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### DAY 2

### Oral Language
- **Oral Vocabulary**
  - *Focus Question*: What will the pigs do?
  - **Oral Vocabulary**: 37I
  - Reread Big Book *From Head to Toe*, 37J
  - 1.1.E, 1.1.G.1, 1.6.D.2, 1.6.D.3
  - Strategy: Story Structure
  - Skill: Sequence of Events

### Word Study
- **Phonics**
  - Short /a/ /i/ /e/, 37K
  - 1.1.C.7, 1.1.C.8, 1.1.C.10

### Reading
- **Comprehension**
  - Get Ready Story Yes, *I Can!*, 38-43
  - 1.1.B, 1.1.C.1, 1.1.E, 1.1.G.1, 1.1.H.5

### Fluency
- *Focus Question*: What will the girl and boy do together?
  - **Oral Vocabulary**: 43C
  - Read Aloud *"Just Watch,"* 43D
  - 1.6.B, 1.6.D.2

### Language Arts
- **Grammar**
  - Word Order, 43A
  - Grammar Practice Book, 8
  - 1.5.C.1, 1.5.F.3

### Writing
- *Writing Prompts*:
  - **Daily Writing Prompt**: Draw a picture of something you can do and write a sentence about it.
  - Interactive Writing: Personal Narrative, 43B

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### DAY 3

### Oral Language
- **Oral Vocabulary**
  - *Focus Question*: What will the girl and boy do together?
  - **Oral Vocabulary**: 43C
  - Read Aloud *"Just Watch,"* 43D
  - 1.6.B, 1.6.D.2

### Word Study
- **Phonics**
  - Short /a/ /i/ /e/, 43E
  - 1.1.C.7, 1.1.C.8, 1.1.C.10

### Reading
- **Comprehension**
  - Word Sort *-ad, -ap, -ack*, 43F
  - Spelling Practice Book, 7
  - 1.1.C.5

### Fluency
- *Focus Question*: What will the girl and boy do together?
  - **Oral Vocabulary**: 43C
  - Read Aloud *"Just Watch,"* 43D
  - 1.6.B, 1.6.D.2

### Language Arts
- **Grammar**
  - Word Order, 57B
  - Mechanics: Sentence Punctuation
  - Grammar Practice Book, 8
  - 1.5.C.1, 1.5.F.3

### Writing
- *Writing Prompts*:
  - **Daily Writing Prompt**: Draw a picture of something you can do outside. Label the picture.
  - Independent Writing: Personal Narrative
  - Prewrite and Draft, 57C
  - Writing Trait: Ideas

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*ade 1, Unit 1, Week 2, I Can! Can You?, 36A–65B4*
### DAY 4

**ORAL LANGUAGE**
- **Oral Vocabulary**
  - Focus Question: How could animals join the fun in *I Can! Can You?*
  - Oral Vocabulary, 57D
    - Read Aloud: "The Tortoise and the Hare," 57E
  - Phonemic Awareness
    - Onset and Rime Segmentation, 57E
    - 1.1.C.2, 1.1.C.7

**WORD STUDY**
- **Phonics**
  - Phonics/Structural Analysis
    - Identify Verbs with Inflectional Endings, 57F
    - 1.1.C.7, 1.1.C.8, 1.1.C.10
    - Practice Book A-O-B, 13
  - Spelling
    - Test Practice, 57G
    - Spelling Practice Book, 13
  - High-Frequency Words
    - too, it, yes, over, 57H
    - 1.1.C.1, 1.1.E, 1.5.F.1

**READING**
- **Comprehension**
  - Read: *Run! Jump! Swim!*, 58–63
    - 1.1.H, 1.2.A.4
  - Text Feature: Labels
    - Content Vocabulary: move, helps, push, 57H
    - 1.1.F, 1.2.A.4

**Fluency**
- Echo-Read, 57H
  - Practice Book A-O-B, 14
  - 1.1.H

**LANGUAGE ARTS**
- **Grammar**
  - Word Order, 63B
    - Grammar Practice Book, 9
    - 1.5.C.1, 1.5.F.3
  - Independent Writing: Personal Narrative
    - Revise and Edit, 64/65
    - 1.4.A, 1.5.E, 1.5.F, 1.6.E

**Writing**
- Daily Writing Prompt: Respond to the read aloud by illustrating a scene of your choice.
- Independent Writing: Personal Narrative
  - Publish and Present, 65F
  - 1.5.G, 1.6.A, 1.6.C

### DAY 5

**Review and Assess**

**ORAL LANGUAGE**
- **Focus Question**: How might analyzing the story structure help when you read another selection?
  - Oral Vocabulary, 65A
    - 1.1.C.1, 1.1.E, 1.6.D.3
  - Phonemic Awareness
    - Phoneme Blending, 65B
    - 1.1.C.7

**WORD STUDY**
- **Phonics**
  - Phonics Short /a/, 65B
    - Practice Book A-O-B, 16
    - 1.1.C.7, 1.1.C.8, 1.1.C.10
  - Spelling Posttest, 65C
    - 1.5.F.1

**READING**
- **Comprehension**
  - Strategy: Story Structure
  - Skill: Sequence of Events
  - 1.1.G.1

**Fluency**
- Word Automaticity, 65D
  - 1.1.C.3
# PENNSYLVANIA Lesson Plan

## DAY 1

### ORAL LANGUAGE
- **Focus Question** Have you changed since you were little?
  - **Oral Vocabulary**, 66K
    - Big Book Growing Up, 67A
    - **Strategy**: Text Structure
    - **Skill**: Sequence of Events
      - 1.1.A, 1.1.B, 1.1.C.1, 1.1.E, 1.2.A.4

### WORD STUDY
- **Phonics** Short /i/, 67C
  - Practice Book A-O-B, 17
    - 1.1.C.6, 1.1.C.7, 1.1.C.8, 1.1.C.10
- **Spelling** Pretest, 67E
  - Spelling Practice Book, 9
    - 1.1.C.5
- **High-Frequency Words**
  - Review too, it, yes, over, 67F
    - 1.1.C.7, 1.1.E

### READING
- **Read** Decodable Reader Jim Had a Big Hit, 67F
  - 1.1.B, 1.1.C.1, 1.1.E

### LANGUAGE ARTS
- **Grammar** Statements, 67G
  - Grammar Practice Book, 11
    - 1.5.F.2, 1.5.F.3
- **Writing**
  - **Picture Prompt**: Have children respond to the photograph by dictating sentences about it.
    - **Shared Writing**: Descriptive Sentences, 67H
      - 1.5.D.2, 1.6.D.3, 1.6.E

## DAY 2

### ORAL LANGUAGE
- **Focus Question** What kinds of things can big kids do?
  - **Oral Vocabulary**, 67I
    - Reread Big Book Growing Up, 67J
    - **Strategy**: Text Structure
    - **Skill**: Sequence of Events
      - 1.1.E, 1.2.A.4, 1.6.D.2, 1.6.D.3

### WORD STUDY
- **Phonics** Short /i/, 67K
  - Build with Short /i/, 67L
    - 1.1.C.7, 1.1.C.8, 1.1.C.10
- **Spelling** Word Sort –it, –in, –iss, 67W
  - Spelling Practice Book, 10
    - 1.1.C.5
- **High-Frequency Words**
  - run, ride, be, 67M
    - Practice Book A-O-B, 18
      - 1.1.C.1, 1.1.E, 1.5.F.1

### READING
- **Read** Get Ready Story I Am a Big Kid, 68–69
  - 1.1.B, 1.1.C.1, 1.1.E, 1.1.H.5

### LANGUAGE ARTS
- **Grammar** Statements, 69A
  - Grammar Practice Book, 12
    - 1.5.F.3
- **Writing**
  - **Daily Writing Prompt**: Draw a picture of something a big kid can do.
    - Write a sentence about it.
    - Interactive Writing: Descriptive Sentences, 69B
      - 1.5.D.2, 1.6.D.3, 1.6.E

## DAY 3

### ORAL LANGUAGE
- **Focus Question** How do kids change as they get older?
  - **Oral Vocabulary**, 69C
    - Read Aloud "Growing Old," 69D
      - 1.6.B, 1.6.D.2

### WORD STUDY
- **Phonics** Short /i/, 69E
  - 1.1.C.7, 1.1.C.8, 1.1.C.10
- **Spelling** Word Sort –it, –in, –iss, 69F
  - Spelling Practice Book, 11
    - 1.1.C.5
- **High-Frequency Words**
  - run, ride, be, 69G
    - 1.1.C.1, 1.1.E, 1.5.F.1

### READING
- **Read** How You Grew, 70–77

### LANGUAGE ARTS
- **Grammar** Statements, 77B
  - Mechanics: Sentence Punctuation
    - Grammar Practice Book, 13
      - 1.5.F.2, 1.5.F.3
- **Writing**
  - **Daily Writing Prompt**: Draw an older person you know and write a sentence about him or her.
    - Independent Writing: Descriptive Sentences
      - Prewrite and Draft, 77C
    - **Writing Trait**: Ideas
      - 1.5.D.2, 1.6.D.3, 1.6.E

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nde 1, Unit 1, Week 3, How You Grew, 66A–81DD
**ORAL LANGUAGE**
- Oral Vocabulary
- Listening Comprehension
- Phonemic Awareness

**WORD STUDY**
- Phonics:
  - Blend Words with Double Final Consonants, 77F, 1.1.C.7, 1.1.C.8, 1.1.C.10
  - Practice Book A-O-B, 21
- Spelling:
  - Test Practice, 77G
  - Spelling Practice Book, 12
- High-Frequency Words
  - run, ride, be, 77H
  - 1.1.C.1, 1.1.E, 1.5.F.1

**READING**
- Read: Bird Gets Big, 78-79
  - 1.1.B, 1.1.H
- Research and Study Skills
  - Study Skill: Book Parts, 77J
  - Test Strategy: Right There, 77J-78/79
  - 1.1.B, 1.1.H
- Fluency: Echo-Read, 77H
  - Practice Book A-O-B, 22
  - 1.1.H

**LANGUAGE ARTS**
- Grammar: Statements, 81A
  - Grammar Practice Book, 14
  - 1.5.F.2, 1.5.F.3

**Writing**
- Daily Writing Prompt: Illustrate information from the read aloud.
- Independent Writing: Descriptive Sentences
  - Revise and Edit, 81B
  - 1.5.D.2, 1.5.E, 1.5.F, 1.6.E

**Comprehension**
- Strategy: Text Structure
  - Skill: Sequence of Events

**Writing**
- Daily Writing Prompt: Write a sentence about how you will grow.
- Independent Writing: Descriptive Sentences
  - Publish and Present, 81H
  - 1.5.G, 1.6.A, 1.6.C
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### Phonics

- **Blends, 83K**
  - Practice Book A-O-B, 25
  - 1A.4, 1A.5, 1A.8, 1A.10

- **Pretest, 83E**
  - Spelling Practice Book, 13

### High-Frequency Words

- **Review, run, ride, be, 83F**
  - 1A.8, 1A.9

### Reading

- **Decodable Reader Grab a Crab, 83F**
  - 1A.4, 1A.5, 1A.8

### Comprehension

- **Ready Story Come Down, Brad: 84-89**
  - 1A.6, 1A.7, 1A.8, 1A.10

### Fluency

- **Word Automaticity, 83D**
  - 1A.3

### Grammar

- **Questions and Exclamations, 83G**
  - Grammar Practice Book, 16
  - 1A.5, 1A.6

### Writing

- **Picture Prompt:** Have children write a short story about a photograph.
- **Shared Writing:** Descriptive Sentences, 83H
  - 1A.4, 1A.5, 1A.6

### Word Practice

- **Blends, 83K**
  - 1A.7, 1A.8, 1A.10

- **Pretest, 83E**
  - Spelling Practice Book, 13

### High-Frequency Words

- **Come, good, on, that, 83M**
  - Practice Book A-O-B, 26
  - 1A.5, 1A.6, 1A.7, 1A.8

### Reading

- **Pet Tricks, 90-103**
  - 1A.4, 1A.5, 1A.6, 1A.7, 1A.8, 1A.9

### Comprehension

- **Strategy: Story Structure**
  - 1A.6, 1A.7

### Fluency

- **Word Automaticity, 89F**
  - Echo-Read: Read Exclamations, 92/93

### Grammar

- **Questions and Exclamations, 109B**
  - Mechanics: Sentence Punctuation
  - Grammar Practice Book, 18
  - 1A.5, 1A.6

### Writing

- **Daily Writing Prompt:** Draw a picture of something you would like to have. Write a sentence and write sentences about it.
- **Independent Writing:** Descriptive Sentences
  - Prewrite and Draft, 105C
  - Writing Trait: Voice
  - 1A.4, 1A.5, 1A.6, 1A.7
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<td><strong>Writing</strong></td>
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<tr>
<td><strong>Grammar</strong></td>
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<td><strong>Spelling</strong></td>
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# PENNSYLVANIA Lesson Plan

## DAY 1

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<th>Focus Question</th>
<th>How does a team work together?</th>
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<table>
<thead>
<tr>
<th>Focus Question</th>
<th>How will Hank and the girl work together?</th>
</tr>
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<tbody>
<tr>
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<tr>
<td>Reread Big Book</td>
<td>Teamwork, 113J</td>
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<tr>
<td><strong>Strategy:</strong> Text Structure</td>
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<td><strong>Skill:</strong> Author's Purpose</td>
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<tr>
<td><strong>Phonemic Awareness</strong></td>
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## DAY 3

<table>
<thead>
<tr>
<th>Focus Question</th>
<th>Why did the author write Soccer?</th>
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### Phonics

- **Blend with Final Blends, 113C**
  Practice Book A-O-B, 33
  1.1.C.7, 1.1.C.8, 1.1.C.10

- **Pretest, 113E**
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- **Get Ready Story Help for Hank, 114–119**
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### Comprehension

- **Strategy:** Text Structure
- **Skill:** Author's Purpose
  1.1.A

### Fluency

- **Word Automaticity, 113D**
  1.1.C.3

- **Echo-Read: Pausing for Punctuation, 116/117**
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### Grammar

- **Writing Sentences, 113G**
  Grammar Practice Book, 21
  1.5.F.2, 1.5.F.3

- **Writing Sentences, 119A**
  Grammar Practice Book, 22
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### Writing

- **Picture Prompt:** Have children respond to the photograph with shared writing.
  Shared Writing: Persuasive Sentences, 113H
  1.6.D.3, 1.6.E

- **Daily Writing Prompt:** Draw a picture of yourself playing a sport and write a sentence about it.
  Interactive Writing: Persuasive Sentences, 119B
  1.6.D.3, 1.6.E

- **Daily Writing Prompt:** Respond to the read aloud by illustrating a scene of your choice.
  Independent Writing: Persuasive Sentences
  Prewrite and Draft, 135D
  Writing Trait: Voice
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rade 1, Unit 5, Soccer, 112A–139BB
**DAY 4**

**Phonics**
- Phoneme Blending with CVC, 135G
  - Practice Book A-O-B, 37
  - 1.1.C.7, 1.1.C.8, 1.1.C.10
- Spelling Test Practice, 135H
  - Spelling Practice Book, 20
  - 1.5.F.1

**High-Frequency Words**
- Phoneme Categorization, 135F
  - 1.1.C.2

**Listening Comprehension**
- *Focus Question*: What do both Soccer and “Guess What!” tell about how to play soccer?

**Oral Vocabulary, 135E**
- Read Aloud “Up, Up, Up! It’s Apple-Picking Time!” 135F

**Phonemic Awareness**
- Phoneme Segmentation: 139B
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**DAY 5**

**Review and Assess**

**Phonics**
- Blend with Final Blends, 139B
  - Practice Book A-O-B, 40
  - 1.1.C.7, 1.1.C.8, 1.1.C.10
- Spelling Posttest, 139C
  - 1.5.F.1

**High-Frequency Words**
- Phoneme Segmentation: 139B
  - 1.1.C.2

**Listening Comprehension**
- *Focus Question*: How might analyzing text structure help when you read another selection?

**Oral Vocabulary, 139A**
- 1.1.C.1, 1.1.E, 1.6.D.3

**Phonemic Awareness**
- Phoneme Segmentation: 139B
  - 1.1.C.7

**Reading**
- *Focus Question*: What do both Soccer and “Guess What!” tell about how to play soccer?

**Genre**: Rhyming Poem, 135J
- Literary Element: Rhyme
  - 1.3.C

**Fluency**
- Echo-Read, 135I
  - Practice Book A-O-B, 38
  - 1.1.H

**Fluency**
- Word Automaticity, 139D
  - 1.1.C.3

**Grammar**
- Writing Sentences, 137B
  - Grammar Practice Book, 24
  - 1.5.F.2, 1.5.F.3

**Writing**
- Daily Writing Prompt: Respond to the read aloud by illustrating a scene of your choice.
- Independent Writing: Persuasive Sentences
  - Revise and Edit, 138/139
  - 1.5.E, 1.5.F, 1.6.E

**Writing**
- Daily Writing Prompt: Write a sentence about why it is good to work as a team.
- Independent Writing: Persuasive Sentences
  - Publish and Present, 139F
  - 1.5.G, 1.6.A, 1.6.C

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Grade 1, Unit 1, Week 5, Soccer, 112A-139B

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# PENNSYLVANIA Lesson Plan

## DAY 1

### ORAL LANGUAGE
- **Oral Vocabulary**
  - Focus Question: How are animal families like our families?
  - Oral Vocabulary, 6T
    - Big Book: Hello, Hello, 7A
    - Strategy: Summarize
    - Skill: Main Idea and Details
      - 1.1.A, 1.1.B, 1.1.E, 1.2.A.2
  - Phonemic Awareness
    - Onset and Rime, 7B
      - 1.1.C.2, 1.1.C.7

### WORD STUDY
- **Phonics**
  - Phonics: Short /oi/, 7C
    - Practice Book A-O-B, 43
      - 1.1.C.6, 1.1.C.7, 1.1.C.8
  - Spelling: Pretest, 7E
    - Spelling Practice Book, 21
      - 1.1.C.5
  - High-Frequency Words
    - Review very, help, use, now, 7F
      - 1.1.C.1, 1.1.E

### READING
- **Comprehension**
  - Read: Decodable Reader Fox on a Rock, 7F
    - 1.1.B, 1.1.C.1, 1.1.E

### LANGUAGE ARTS
- **Grammar**
  - Nouns, 7G
    - Grammar Practice Book, 26
      - 1.5.F.4

### Writing
- **Picture Prompt**: Invite children to respond to the picture by dictating sentences about it.
  - Shared Writing: How-to Sentences, 7H

## DAY 2

### ORAL LANGUAGE
- **Oral Vocabulary**
  - Focus Question: What do frogs like to do?
  - Oral Vocabulary, 7I
    - Reread Big Book: Hello, Hello, 7J
    - Strategy: Summarize
    - Skill: Main Idea and Details
      - 1.1.E, 1.2.A.2, 1.6.D.2
  - Phonemic Awareness
    - Phoneme Isolation, 7K
      - 1.1.C.2

### WORD STUDY
- **Phonics**
  - Phonics: Short /oi/, 7K
    - 1.1.C.7, 1.1.C.9, 1.1.C.10
  - Spelling: Word Sort -op, -og, -ot, 7L
    - Spelling Practice Book, 22
      - 1.1.C.5
  - High-Frequency Words
    - one, her, two, they, does, 7M
      - Practice Book A-O-B, 44
        - 1.1.C.1, 1.1.E, 1.5.F.1

### READING
- **Comprehension**
  - Read: Get Ready Story One Frog, Two Frogs, 8-13
    - 1.1.B, 1.1.C.1, 1.1.E, 1.1.H.5, 1.2.A.2
  - Comprehension: Strategy: Summarize
    - Skill: Main Idea and Details
      - 1.2.A.2
  - Fluency: Echo-Read: Read Exclamations, 10/11
    - 1.1.H

### LANGUAGE ARTS
- **Grammar**
  - Nouns, 13A
    - Grammar Practice Book, 27
      - 1.5.F.4

### Writing
- **Daily Writing Prompt**: Draw an animal parent taking care of its baby. Label the picture.
  - Interactive Writing: How-to Sentences, 13B

## DAY 3

### ORAL LANGUAGE
- **Oral Vocabulary**
  - Focus Question: What do animal moms and dads do?
  - Oral Vocabulary, 13C
    - Read Aloud Goldilocks and the Three Bears, 13D
      - 1.6.B, 1.6.D.2
  - Phonemic Awareness
    - Phoneme Blending, 13E
      - 1.1.C.7

### WORD STUDY
- **Phonics**
  - Phonics: Short /oi/, 13E
    - 1.1.C.7, 1.1.C.8, 1.1.C.10
  - Spelling: Word Sort -op, -og, -ot, 13F
    - Spelling Practice Book, 23
      - 1.1.C.5
  - High-Frequency Words
    - one, her, two, they, does, 13G
      - Practice Book A-O-B, 44
        - 1.1.C.1, 1.1.E

### READING
- **Comprehension**
  - Read: Animal Moms and Dads, 14-27
  - Comprehension: Strategy: Summarize
    - Skill: Main Idea and Details
    - Maintain Skill: Sequence
      - Practice Book A-O-B, 45-46
        - 1.2.A.2
  - Fluency: Word Automaticity, 13F
    - Echo Read: Read Patterns, 22/23
      - 1.1.C.3

### LANGUAGE ARTS
- **Grammar**
  - Nouns, 29B
    - Mechanics: Sentence Punctuation
      - Grammar Practice Book, 28
        - 1.5.F.2, 1.5.F.3, 1.5.F.4

### Writing
- **Daily Writing Prompt**: Respond to the read aloud by illustrating a scene of your choice.
  - Independent Writing: How-to Sentences
    - Prewrite and Draft, 29D
  - Writing Trait: Organization
### DAY 4

**ORAL LANGUAGE**

- **Oral Vocabulary**
- **Listening Comprehension**
- **Phonemic Awareness**

**WORD STUDY**

- **Phonics** Inflectional Ending -ed, 29G Practice Book A-O-B, 47 1.1.C.7, 1.1.C.8, 1.1.C.10
- **Spelling** Test Practice, 29H Spelling Practice Book, 24 1.5.F.1
- **High-Frequency Words** one, her, two, they, does, 29J 1.1.C.1, 1.1.E, 1.5.F.1

**READING**

- **Comprehension** Literary Element: Rhythmic Patterns 1.3.C
- **Fluency** Choral Read, 29I Practice Book A-O-B, 48 1.1.H, 1.6.C.3

**LANGUAGE ARTS**

- **Grammar** Nouns, 35B Grammar Practice Book, 29 1.5.F.4
- **Writing** Daily Writing Prompt: Choose an animal. Write about how that animal takes care of its babies. Independent Writing: How-to Sentences Publish and Present, 37F 1.5.G, 1.6.A, 1.6.C

### DAY 5

**Review and Assess**

- **Focus Question** How did summarizing help you? How might it help you when you read another selection?
  - Phonemic Awareness Phonoeme Blending, 37B 1.1.C.7

- **Phonics** Short /i/o, 37B Practice Book A-O-B, 50 1.1.C.7, 1.1.C.8, 1.1.C.10
- **Spelling** Posttest, 37C 1.5.F.1
- **High-Frequency Words** one, her, two, they, does, 37D 1.1.C.1, 1.1.E, 1.5.F.1

- **Comprehension** Strategy: Summarize Skill: Main Idea and Details 1.2.A.2
- **Fluency** Word Automaticity, 37D 1.1.C.3

**writing prompt** Daily Writing Prompt: Choose an animal. Write about how that animal takes care of its babies.

**Independent Writing:** How-to Sentences

**Publish and Present:** 37F 1.5.G, 1.6.A, 1.6.C
Focus Question: How do you help?
What jobs do you like to do?

Phonics: Short /e/; 39C
Practice Book A-O-B, 51
1.1.C.6, 1.1.C.7, 1.1.C.10

Spelling: Pretest; 39E
Spelling Practice Book, 25
1.1.C.5

High-Frequency Words
Review one, her, two, they, does, 39F
1.1.C.1, 1.1.E

Focus Question: Who will help
(clean up the mess?)

Word STUDY

Phonics: Short /e/; 39K
1.1.C.7, 1.1.C.8, 1.1.C.10

Spelling: Word Sort -eg, -en, -et, 39L
Spelling Practice Book, 26
1.1.C.5

High-Frequency Words
who, some, of, no, eat, 39M
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Reading

Read: Decodable Reader Hen's Eggs,
39F
1.1.B, 1.1.C.1, 1.1.E

Comprehension

Fluency: Word Automaticity, 39G
Grammar: Plural Nouns, 39G
Grammar Practice Book, 31
1.5.F.4

Writing

Picture Prompt: Help children
respond to the picture by writing a
sentence together.
Shared Writing: How-to Sentences,
39H

Focus Question: How does Little
Red Hen make bread?

ORAL LANGUAGE

Phonics: Short /e/; 45E
1.1.C.7, 1.1.C.8, 1.1.C.10

Spelling: Word Sort -eg, -en, -et, 45F
Spelling Practice Book, 27
1.1.C.5

High-Frequency Words
who, some, of, no, eat, 45G
1.1.C.1, 1.1.E, 1.5.F.1

Phonics: Short /e/; 45K
1.1.C.7, 1.1.C.8, 1.1.C.10

Spelling: Word Sort -eg, -en, -et, 45L
Spelling Practice Book, 26
1.1.C.5

High-Frequency Words
who, some, of, no, eat, 45M
Practice Book A-O-B, 52
1.1.C.1, 1.1.E, 1.5.F.1

Writing

Daily Writing Prompt: Draw a picture
of one of the completed sentences.
Write the sentence from the board.
Interactive Writing: How-to
Sentences, 45B

Grammar: Plural Nouns, 61B
Mechanics: Sentence Punctuation
Grammar Practice Book, 33
1.5.F.2, 1.5.F.3, 1.5.F.4

Writing

Daily Writing Prompt: Respond to
the read aloud by illustrating a
scene of your choice.
Independent Writing: How-to
Sentences
Prewrite and Draft, 61D
Writing Trait: Organization
DAY 4

**ORAL LANGUAGE**
- Oral Vocabulary
- Listening Comprehension
- Phonemic Awareness

**WORD STUDY**
- Phonics
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  - Practice Book A-O-B, 55
  - 1.1.C.7, 1.1.C.8, 1.1.C.10
- Spelling
  - Test Practice, 61H
  - Spelling Practice Book, 28
  - 1.5.F.1
- High-Frequency Words
  - who, some, of, no, eat, 61L
  - 1.1.C.1, 1.1.E, 1.5.F.1

**READING**
- Comprehension
  - Text Feature: Diagrams
  - Content Vocabulary: grow, kernel, factory, 61I
  - 1.1.F, 1.2.A.4
- Fluency
  - Choral Read, 61I
  - Practice Book A-O-B, 56
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**LANGUAGE ARTS**
- Grammar
  - Plural Nouns, 67B
  - Grammar Practice Book, 34
  - 1.5.F.4
- Writing
  - Daily Writing Prompt: Respond to the read aloud by illustrating a scene of your choice.
  - Independent Writing: How-to Sentences
  - Revise and Edit, 68/69
  - 1.4.B, 1.5.E, 1.5.F, 1.6.E

**DAY 5

**Review and Assess**

**ORAL LANGUAGE**
- Oral Vocabulary
- Listening Comprehension
- Phonemic Awareness

**WORD STUDY**
- Phonics
  - Short /e/i/e, 61B
  - Practice Book A-O-B, 58
  - 1.1.C.7, 1.1.C.8, 1.1.C.10
- Spelling
  - Posttest, 61C
  - 1.5.F.1
- High-Frequency Words
  - who, some, of, no, eat, 69D
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**READING**
- Comprehension
  - Weekly Literature Little Red Hen, 46–59
  - 1.1.B, 1.1.D, 1.1.G.1, 1.1.H.2, 1.1.H.5, 1.3.A, 1.3.F
- Fluency
  - Word Automaticity, 69D
  - 1.1.C.3

**LANGUAGE ARTS**
- Grammar
  - Plural Nouns, 69F
  - Grammar Practice Book, 35
  - 1.5.F.4
- Writing
  - Daily Writing Prompt: Draw a picture of a time when you helped out.
  - Write about the picture.
  - Independent Writing: How-to Sentences
  - Publish and Present, 69F
  - 1.5.G, 1.6.A, 1.6.C

Grade 1, Unit 2, Week 2, Little Red Hen, 38A–69B
Focus Question: What makes a good home for an animal?
Oral Vocabulary: hoot, owl, 70K
Big Book: Red-Eyed Tree Frog, 71A
Strategy: Summarize
Skills: Main Idea and Details
1.1.B, 1.1.C.1, 1.1.E, 1.2.A.2
Phonemic Awareness: Phoneme Categorization, 71B
1.1.C.2

Focus Question: Why do you think the ants go in and out of their home?
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- **Listening Comprehension**
- **Phonemic Awareness**

### WORD STUDY
- **Phonics**
- **Spelling**
- **High-Frequency Words**

### READING
- **Read**
- **Comprehension**
- **Fluency**

### LANGUAGE ARTS
- **Grammar**
- **Writing**

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**Focus Question:** How did summarizing help you? How might it help you when you read another selection?

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**Phonemic Awareness**
- Phoneme Blending, 85D
  - 1.1.C.7

**High-Frequency Words**
- into, many, live, out, 85F
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**Review and Assess**

**Weekly Assessment in PSSA format**

**Unit and Benchmark Assessment in PSSA format**

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**Grade 1, Unit 2, Week 3, A Prairie Dog Home, 70A-85DD**

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## PENNSYLVANIA Lesson Plan

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**Focus Question:** How is a rattle like the instruments the kids made in The Fun Kids’ Band?

**Oral Vocabulary**, 111D
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**Phonemic Awareness**
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**High-Frequency Words**
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**Focus Question:** What signs might the children see in *On My Way to School?*

**Oral Vocabulary, 143D**
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**Phonemic Awareness**
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**Focus Question:** How did visualizing help you? How might it help you when you read another selection?

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### PENNSYLVANIA Lesson Plan

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**Focus Question**: What do friends do together? How can you be a good friend?

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- Skill: Predictions
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- Skill: Predictions
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- Verbs, 31B
  - Mechanics: Commas
  - Grammar Practice Book, 53
  - 1.5.F.4

**Writing**
- Daily Writing Prompt: Draw Anansi or the antelope. Write about your picture.
- Independent Writing: Personal Narrative
  - Prewrite and Draft, 31C
- Writing Trait: Sentence Fluency

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Grade 1, Unit 3, Week 1, Kate's Game, 6J-39BB
# PENNSYLVANIA Lesson Plan

### DAY 1

<table>
<thead>
<tr>
<th>Focus Question</th>
<th>How are children from other places like you? How are they different?</th>
</tr>
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<tbody>
<tr>
<td><strong>Oral Vocabulary</strong></td>
<td><strong>40K</strong></td>
</tr>
<tr>
<td>Big Book To Be a Kid, 41A</td>
<td></td>
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<tr>
<td>Strategy: Text Structure</td>
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<tr>
<td>Skill: Compare and Contrast 1.1.A, 1.1.B, 1.1.C.1, 1.2.A.4</td>
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<tr>
<td><strong>Phonemic Awareness</strong></td>
<td>1.1.C.2</td>
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<tr>
<td>Recognize and Generate Alliteration, 41B</td>
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### DAY 2

<table>
<thead>
<tr>
<th>Focus Question</th>
<th>How do kids around the world play?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral Vocabulary</strong></td>
<td><strong>41J</strong></td>
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<tr>
<td>Reread Big Book To Be a Kid, 41J</td>
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<tr>
<td>Strategy: Text Structure</td>
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<tr>
<td><strong>Phonemic Awareness</strong></td>
<td>Phoneme Segmentation, 41K</td>
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<td>1.1.C.7</td>
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### DAY 3

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<tr>
<th>Focus Question</th>
<th>How do different kids help their families?</th>
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<tbody>
<tr>
<td><strong>Oral Vocabulary</strong></td>
<td><strong>47C</strong></td>
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<tr>
<td>Read Aloud: Tooth Tales from Around the World, 47D</td>
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<td>1.6.B, 1.6.D.2</td>
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<tr>
<td><strong>Phonemic Awareness</strong></td>
<td>Phoneme Deletion, 47E</td>
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<td>1.1.C</td>
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<tr>
<th>Phonics</th>
<th>S Blends, 41C</th>
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<tr>
<td>1.1.C.6, 1.1.C.8, 1.1.C.10</td>
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<tr>
<td><strong>Spelling</strong></td>
<td>Pretest, 41E</td>
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<tr>
<td>Spelling Practice Book, 45</td>
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<tr>
<td>1.1.C.5</td>
<td></td>
</tr>
<tr>
<td><strong>High-Frequency Words</strong></td>
<td></td>
</tr>
<tr>
<td>Review hello, could, walk, pull, all, oh.</td>
<td></td>
</tr>
<tr>
<td>41F</td>
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<tr>
<td>1.1.C.1, 1.1.E</td>
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<tr>
<th>Read</th>
<th>Decodable Reader: Slap Hello, 41F</th>
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<tr>
<td>1.1.B, 1.1.C.1, 1.1.E</td>
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<tr>
<th>Grammar</th>
<th>Present-Tense Verbs, 41G</th>
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<tbody>
<tr>
<td>Grammar Practice Book, 56</td>
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<tr>
<td>1.5.F.4</td>
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</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th>Picture Prompt: Invite children to respond to the picture prompt by writing a group story.</th>
</tr>
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<tbody>
<tr>
<td>Shared Writing: How to Sentences, 41H</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Present-Tense Verbs, 47A</th>
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<tr>
<td>Grammar Practice Book, 57</td>
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<td>1.5.F.4</td>
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<table>
<thead>
<tr>
<th>Writing</th>
<th>Daily Writing Prompt: Draw something you would like to do. Write a sentence about it.</th>
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<tbody>
<tr>
<td>Interactive Writing: Personal Narrative, 47B</td>
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<thead>
<tr>
<th>Grammar</th>
<th>Present-Tense Verbs, 65B</th>
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<tr>
<td>Mechanics: Book Titles</td>
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<tr>
<td>Grammar Practice Book, 58</td>
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<td>1.5.F.4</td>
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<tbody>
<tr>
<td>Independent Writing: Personal Narrative</td>
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<tr>
<td>Prewrite and Draft, 65C</td>
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<td>Writing Trait: Sentence Fluency</td>
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ade 1, Unit 3, Week 2, Kids Can Help, 40A–71BB

Kids Can Help, 48–63
<table>
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<tr>
<th>DAY 4</th>
<th>DAY 5</th>
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<tr>
<td><strong>ORAL LANGUAGE</strong></td>
<td><strong>Review and Assess</strong></td>
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<tr>
<td>- Oral Vocabulary</td>
<td>- Focus Question: How did analyzing the text structure help you? How might it help you when you read another selection?</td>
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<tr>
<td>- Listening Comprehension</td>
<td>Oral Vocabulary, 71A</td>
</tr>
<tr>
<td>- Phonemic Awareness</td>
<td>1.1.C.1, 1.1.E, 1.6.D.3</td>
</tr>
<tr>
<td><strong>WORD STUDY</strong></td>
<td>Phonemic Awareness</td>
</tr>
<tr>
<td>- Phonics</td>
<td>1.1.C.2</td>
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<tr>
<td>- Spelling</td>
<td>Phoneme Segmentation, 65E</td>
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<tr>
<td>- High-Frequency Words</td>
<td>1.1.C.7</td>
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<td>High-Frequency Words</td>
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<tr>
<td></td>
<td>boy, girl, people, when, care, water, together, 65H, 1.1.C.1, 1.1.E</td>
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<tr>
<td><strong>READING</strong></td>
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<tr>
<td>- Comprehension</td>
<td>Practice Book A-O-B, 100</td>
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<td>- Fluency</td>
<td>1.1.C.7, 1.1.C.8</td>
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<td>Spelling Test Practice, 65G</td>
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<td>boy, girl, people, when, care, water, together, 71D</td>
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<td>1.1.C.1, 1.1.E, 1.5.F.1</td>
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<tr>
<td><strong>LANGUAGE ARTS</strong></td>
<td>Comprehension</td>
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<tr>
<td>- Grammar</td>
<td>Strategy: Text Structure</td>
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<td>- Writing</td>
<td>Skill: Compare and Contrast</td>
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<td>Fluency: Word Automaticity, 71D</td>
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<tr>
<td></td>
<td>Writing</td>
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<tr>
<td></td>
<td>Daily Writing Prompt: Choose a kid from Kids Can Help. Write a sentence about how you and that kid are the same. Write a sentence about how you are different.</td>
</tr>
<tr>
<td></td>
<td>Independent Writing: Personal Narrative</td>
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<td>Publish and Present, 71F</td>
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<td>1.5.G, 1.6.A, 1.6.C</td>
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<td>Practice Book 60</td>
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<td>Practice Book A-O-B, 97</td>
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<td>1.1.C.7, 1.1.C.8, 1.1.C.10</td>
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<td><strong>High-Frequency Words</strong></td>
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<td><strong>Read</strong></td>
<td>Weekly Literature Kids Can Help, 48-63</td>
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<td>- Fluency</td>
<td>Choral Read, 65H</td>
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<td>- Grammar</td>
<td>Grammar Practice Book, 59</td>
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<td></td>
<td>1.5.F.4</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Daily Writing Prompt: Draw what you saw in your mind as you listened to the read aloud.</td>
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<td>Independent Writing: Personal Narrative</td>
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<td>Revise and Edit, 70/71</td>
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<td>1.4.A, 1.5.E, 1.5.F, 1.6.E</td>
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Grade 1, Unit 3, Week 2. Kids Can Help, 40A–71BB
<table>
<thead>
<tr>
<th><strong>Day 1</strong></th>
<th><strong>Day 2</strong></th>
<th><strong>Day 3</strong></th>
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<tbody>
<tr>
<td><strong>Oral Language</strong></td>
<td><strong>Oral Language</strong></td>
<td><strong>Oral Language</strong></td>
</tr>
</tbody>
</table>
| - **Focus Question** | What is a shadow? 
What kinds of shadows can you make? | What makes your shadows get big and little? |
<p>| Oral Vocabulary | <strong>Oral Vocabulary,</strong> 72K | <strong>Oral Vocabulary,</strong> 75C |
| Big Book | Guess Whose Shadow?, 73A | Read Aloud Hide and Seek Shadow, 75D |
| <strong>Phonemic Awareness</strong> | <strong>Phonemic Awareness</strong> | <strong>Phonemic Awareness</strong> |
| Identify and Generate Rhyme, 73B | 1.1.C.7 | Phoneme Blending, 75E |
| 1.1.C.2, 1.1.C.9 | <strong>Phonemic Awareness</strong> | 1.1.C.7 |
| <strong>Word Study</strong> | <strong>Word Study</strong> | <strong>Word Study</strong> |
| - Phonics | Digraphs: ch, -tch, wh, 73C | Digraphs: ch, -tch, wh, 75E |
| 1.1.C.6, 1.1.C.7, 1.1.C.8, 1.1.C.10 | Spelling Word Sort ch, wh, -tch, 73L | Spelling Word Sort ch, -tch, -wh, 75F |
| 1.1.C.5 | Spelling Practice Book, 50 | Spelling Practice Book, 51 |
| <strong>High-Frequency Words</strong> | 1.1.C.5 | 1.1.C.5 |
| Review boy, girl, people, when, care, | <strong>High-Frequency Words</strong> | <strong>High-Frequency Words</strong> |
| water, together, 73F | our, again, would, your, light, 73M | our, again, would, your, light, 75G |
| 1.1.C.1, 1.1.E | Practice Book A-O, B, 102 | 1.1.C.1, 1.1.E |
| <strong>Reading</strong> | <strong>Reading</strong> | <strong>Reading</strong> |
| Read | Decodable Reader Such a Grand Day!, 73F | Read | Short Shadows, Long Shadows, |
| 1.1.B, 1.1.C.1, 1.1.E | 74-75 | 76-83 |
| <strong>Comprehension</strong> | <strong>Comprehension</strong> | <strong>Comprehension</strong> |
| | Strategy: Text Structure | Strategy: Text Structure |
| | Skill: Main Idea and Details | Skill: Main Idea and Details |
| | 1.2.A.2, 1.2.A.4 | Maintain Skill: Author’s Purpose |
| | | Practice Book A-O, B, 103-104 |
| | | 1.2.A.2, 1.2.A.4 |
| <strong>Fluency</strong> | <strong>Fluency</strong> | <strong>Fluency</strong> |
| Fluency | Word Automaticity, 73D | Word Automaticity, 75F |
| 1.1.C.3 | | 1.1.C.3 |
| <strong>Language Arts</strong> | <strong>Language Arts</strong> | <strong>Language Arts</strong> |
| - Grammar | Past-Tense Verbs, 73G | Past-Tense Verbs, 83B |
| Grammar Practice Book, 61 | Grammar Practice Book, 75A | Mechanics: Capitalize Proper Nouns |
| 1.5.D.2, 1.5.F.4 | Grammar Practice Book, 62 | Grammar Practice Book, 63 |
| | 1.5.F.4 | 1.5.F.2, 1.5.F.4 |
| Writing | Picture Prompt: Invite children to respond to the picture prompt by dictating a sentence about it. | Writing | Daily Writing Prompt: Respond to the poem in words or drawings. |
| Shared Writing: Descriptive Sentences, 73H | Writing | Independent Writing: Descriptive Sentences |
| 1.6.D.3, 1.6.E | Interactive Writing: Descriptive Sentences, 75B | Prewrite and Draft, 83C |
| | 1.5.D.2, 1.6.D.3, 1.6.E | Writing Trait: Sentence Fluency |
| | | 1.5.D.2, 1.6.D.3, 1.6.E |</p>
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<tr>
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<td>- Listening Comprehension</td>
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<td>- Phonemic Awareness</td>
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<tr>
<td><strong>WORD STUDY</strong></td>
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<tr>
<td>- Phonics</td>
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<tr>
<td>- Spelling</td>
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<tr>
<td>- High-Frequency Words</td>
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<tr>
<td><strong>READING</strong></td>
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<td>- Comprehension</td>
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<tr>
<td>- Fluency</td>
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<td><strong>LANGUAGE ARTS</strong></td>
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<tr>
<td>- Grammar</td>
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<tr>
<td>- Writing</td>
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<thead>
<tr>
<th>DAY 5</th>
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<tbody>
<tr>
<td><strong>Review and Assess</strong></td>
</tr>
<tr>
<td><strong>Focus Question</strong>: What is the story mainly about?</td>
</tr>
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</table>
| Oral Vocabulary, 83D 
Read Aloud My Shadow, 83E 
| Phonemic Awareness |
| **Focus Question**: How did analyzing the text structure help you? How might it help you when you read another selection? |
| Oral Vocabulary, 87C 
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| **Phonics**: Inflectional Endings -es, 83F 
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| **Phonics**: Phoneme Segmentation, 83E 
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| **High-Frequency Words**: our, again, would, your, light, 83H 
1.1.C.1, 1.1.E, 1.5.F.1 |
| **High-Frequency Words**: our, again, would, your, light, 87F 
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| **READ** |
| The Sun, 84-85 |
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| Test Strategy: Think and Search, 83J-84/85 |
| Write to a Prompt: Write a Description, 85A-86/87 |
| Study Skill: Periodicals/Newspapers, 83I |
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| Echo-Read, 81H 
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| **Grammar** |
| Past-Tense Verbs, 87A 
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| 1.5.F.4 |
| **Writing** |
| Daily Writing Prompt: Respond to the poem in words or drawings. |
| Independent Writing: Descriptive Sentences |
| Revise and Edit, 87B 
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| **Writing** |
| Daily Writing Prompt: Make a chart. List three things you do during the day and three things you do at night. |
| Independent Writing: Descriptive Sentences |
| Publish and Present, 87H 
1.5.G, 1.6.A, 1.6.C |
**Day 1**

**Focus Question:** What is a family? How are families alike and different?

**Oral Vocabulary,** 88K
- **Big Book:** The Stray Dog, 89A
- **Strategy:** Questions

**Phonemic Awareness**
- **Onset and Rime Blending and Segmentation:** 89E 1.1.C.7

**Phonics**
- **Long /i/-i_e, 89C**
  - Practice Book: A-O-B, 109
- **Pretest:** 89E
  - Spelling Practice Book: 53 1.1.C.5

**High-Frequency Words**
- **Review word:** again, would, your, light, 88I 1.1.S.C.1, 1.1.E

**Reading**
- **Decodable Reader:** Job Time for the Pines, 89F
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**Fluency**
- **Word Automaticity:** 89D 1.1.C.3

**Grammar**
- **Is and Are:** 89G
  - Grammar Practice Book: 66 1.5.F.4

**Writing**
- **Picture Prompt:** Invite children to respond to the picture prompt by composing a group message about it.
- **Shared Writing:** Descriptive Sentences, 89H 1.5.D.2, 1.6.D.3, 1.6.E

**Day 2**

**Focus Question:** Which dog will like pick?

**Oral Vocabulary,** 89L
- **Reread Big Book:** The Stray Dog, 89J
- **Strategy:** Questions

**Phonemic Awareness**
- **Phoneme Isolation:** 89K 1.1.C.2

**Phonics**
- **Long /i/-i_e, 89K**
  - 1.1.C.7, 1.1.C.8

**Spelling**
- **Word Sort:** -ike, -ide, -ine, 89L
  - Spelling Practice Book: 54 1.1.C.5

**High-Frequency Words**
- **Call, how, more, funny, there, so:** 89M
  - Practice Book: A-O-B, 110
  - 1.1.C.1, 1.1.E, 1.5.F.1

**Reading**
- **Get Ready Story:** A Funny Dog for Mike, 90–95
  - 1.1.B, 1.1.C.1, 1.1.D, 1.1.E, 1.1.H.5

**Comprehension**
- **Strategy:** Questions
- **Skill:** Predictions
  - 1.1.D, 1.1.G.4

**Fluency**
- **Echo-Read:** Read Dialogue 92/93 1.1.H

**Grammar**
- **Is and Are:** 95A
  - Grammar Practice Book: 67 1.5.F.4

**Writing**
- **Daily Writing Prompt:** Write a sentence about pets in a pet store.
- **Interactive Writing:** Descriptive Sentences, 95B
  - 1.5.D.2, 1.6.D.3, 1.6.E

**Day 3**

**Focus Question:** Who will make Mike smile?

**Oral Vocabulary,** 95C
- **Read Aloud:** All Kinds of Families, 95D
  - 1.6.B, 1.6.D.2

**Phonemic Awareness**
- **Phoneme Segmentation:** 95E 1.1.C.7

**Phonics**
- **Long /i/-i_e, 95E**
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**Spelling**
- **Word Sort:** -ike, -ide, -ine, 95F
  - Spelling Practice Book: 55 1.1.C.5

**High-Frequency Words**
- **Call, how, more, funny, there, so:** 95G
  - 1.1.C.1, 1.1.E

**Reading**
- **Smile, Mike!, 96–111**

**Comprehension**
- **Strategy:** Questions
- **Skill:** Predictions
  - 1.1.D, 1.1.G.4

**Fluency**
- **Word Automaticity:** 95F:
  - Echo-Read: Read Dialogue, 104/105 1.1.C.3

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- **Is and Are:** 113B
  - Mechanics: Sentence Punctuation Grammar Practice Book: 68 1.5.F.2, 1.5.F.3, 1.5.F.4

**Writing**
- **Daily Writing Prompt:** Respond to the read aloud by drawing a picture of your family.
- **Independent Writing:** Descriptive Sentences
  - Prewrite and Draft, 113C
- **Writing Trait:** Presentation
  - 1.5.D.2, 1.6.D.3, 1.6.E
<table>
<thead>
<tr>
<th>DAY 4</th>
<th>DAY 5</th>
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<tbody>
<tr>
<td><strong>ORAL LANGUAGE</strong></td>
<td><strong>Review and Assess</strong></td>
</tr>
<tr>
<td>* Oral Vocabulary</td>
<td>* Focus Question: How did generating questions help you? How might it help when you read another selection?</td>
</tr>
<tr>
<td>* Listening Comprehension</td>
<td>Oral Vocabulary, 119A</td>
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<tr>
<td>* Phonemic Awareness</td>
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<td>Phoneme Isolation, 113F</td>
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<tr>
<td>* Spelling</td>
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<tr>
<td>* High-Frequency Words</td>
<td>Phoneme Blending, 119B</td>
</tr>
<tr>
<td><strong>READING</strong></td>
<td>1.1.C.7</td>
</tr>
<tr>
<td>* Comprehension</td>
<td>* Focus Question: Think about the family in Smile, Mike! If you could add them to the chart, what would it look like?</td>
</tr>
<tr>
<td>* Fluency</td>
<td>Oral Vocabulary, 113D</td>
</tr>
<tr>
<td><strong>LANGUAGE ARTS</strong></td>
<td>Read Aloud Aunt Minnie and the Twister, 113E</td>
</tr>
<tr>
<td>* Writing</td>
<td>High-Frequency Words</td>
</tr>
<tr>
<td><strong>Daily Writing Prompt:</strong> Draw what you saw in your mind as you listened to the read aloud.</td>
<td></td>
</tr>
<tr>
<td>Independent Writing: Descriptive Sentences</td>
<td>1.5.D.2, 1.5.E, 1.5.F, 1.6.E</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Grammar Is and Are, 117B</td>
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<tr>
<td>Grammar Practice Book, 69</td>
<td>1.5.F.3, 1.5.F.4, 1.5.F.4</td>
</tr>
<tr>
<td><strong>Daily Writing Prompt:</strong> Write a sentence about how your family is like Mike’s family. Write a sentence about how your family is different.</td>
<td></td>
</tr>
<tr>
<td>Independent Writing: Descriptive Sentences</td>
<td>Grammar Practice Book, 70</td>
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<tr>
<td>Revise and Edit, 118/119</td>
<td>1.5.F.4</td>
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<td>1.5.G, 1.6.A, 1.6.C</td>
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</table>

Grade 1, Unit 3, Week 4, Smile, Mike!, 88A–119BB
Lesson Plan

**ORAL LANGUAGE**

- **Focus Question** Who is special to you in your family? What do you like to do together?

**Oral Vocabulary, 120K**
- **Strategy:** Questions
- **Skill:** Character and Setting
- **Phonemic Awareness** 1.1.C.7

**Phonics**
- **Triple-Consonant Blends, 121C**
- **Practice Book A-O-B, 117**

**Spelling**
- **Pretest, 121E**
- **Spelling Practice Book, 57**

**High-Frequency Words**
- **Review call, how, more, funny, there, so, 121F 1.1.C.1, 1.1.E**

**READING**

- **Read** Decodable Reader A Trip Last Spring, 121F
- **Comprehension**
- **Fluency** Word Automaticity, 121D

**LANGUAGE ARTS**

- **Grammar** Contractions with Not, 121G
  - **Practice Book, 71**
- **Writing** Picture Prompt: Invite children to respond to the picture prompt by composing a group message about it.
  - **Shared Writing:** Story, 121H
    - **1.5.C.2, 1.6.D.3, 1.6.E**
  - **Writing**
    - **Daily Writing Prompt:** Draw a picture of something silly you have done. Write sentences about it when it happened.
    - **Interactive Writing:** Story, 127B
      - **1.6.D.3, 1.6.E**

**DAY 2**

- **Focus Question** What will the girl and her sister do together?

**Oral Vocabulary, 121L**
- **Strategy:** Questions
- **Skill:** Character and Setting
- **Phonemic Awareness** 1.1.C.7

**Phonics**
- **Triple-Consonant Blends, 121K**
- **Practice Book A-O-B, 117**

**Spelling**
- **Word Sort str, spl, scr, 121L**
- **Spelling Practice Book, 59**

**High-Frequency Words**
- **say, says, about, give, read, were, 121M 1.1.C.1, 1.1.E, 1.5.F.1**
  - **Practice Book A-O-B, 118**

**DAY 3**

- **Focus Question** What do Gram and James do together?

**Oral Vocabulary, 127C**
- **Strategy:** Questions
- **Skill:** Character and Setting
- **Phonemic Awareness** Phoneme Deletion, 127E

**Phonics**
- **Triple-Consonant Blends, 127E 1.1.C.7, 1.1.C.8, 1.1.C.10**

**Spelling**
- **Word Sort str, spl, scr, 127F**
- **Spelling Practice Book, 59**

**High-Frequency Words**
- **say, says, about, give, read, were, 127G 1.1.C.1, 1.1.E, 1.5.F.1**

**Comprehension**
- **Strategy:** Questions
- **Skill:** Character and Setting
- **Maintain Skill:** Compare and Contrast Practice Book A-O-B, 119-120

**Fluency**
- **Word Automaticity, 127F**
  - **Echo-Read: Read Dialogue, 140/141 1.1.C.3**

**Grammar** Contractions with Not, 147B
- **Mechanics:** Apostrophes
- **Practice Book, 73**
- **Writing**
  - **Daily Writing Prompt:** Write a different ending for the read aloud.
  - **Independent Writing:** Story
  - **Writing Trait:** Presentation
    - **1.5.C.2, 1.6.D.3, 1.6.E**

**GRADE 1, UNIT 3, WEEK 5, Gram and Me, 120A-153BB**

**GRAM and Me, 128-145**
### Day 4

**Focus Question:** How might James and Gram from Gram and Me celebrate the new year?

**Oral Vocabulary, 147E**
Read Aloud *Bippity Bop Barbershop*, 147F
1.6.B, 1.6.D.2

**Phonemic Awareness**
- Phoneme Segmentation, 147F
  - 1.1.C.2, 1.1.C.7

**Phonics**
- Contractions, 147G
  - Practice Book A-O-B, 121
  - 1.1.C.7, 1.1.C.10

**Spelling**
- Test Practice, 147H
  - Spelling Practice Book, 60
  - 1.5.F.1

**High-Frequency Words**
- *say, says, about, give, read, were*, 147l
  - 1.1.C.1, 1.1.E

**Reading**
- Celebrate Chinese New Year, 148-151
  - 1.2.A.2, 1.2.A.4

**Comprehension**
- Text Feature: Numerical Lists
  - Content Vocabulary: *celebrate, relatives, parade*, 147K
  - 1.1.F, 1.2.A.4

**Fluency**
- Choral-Read, 147l
  - Practice Book A-O-B, 122
  - 1.1.H

### Day 5

**Focus Question:** How did generating questions help you? How might it help you when you read another selection?

**Oral Vocabulary, 153A**
1.1.C.1, 1.6.D.3

**Phonemic Awareness**
- Phoneme Blending, 153B
  - 1.1.C.7

**Phonics**
- Triple-Consonant Blends, 153B
  - Practice Book A-O-B, 124
  - 1.1.C.7, 1.1.C.8

**Spelling**
- Posttest, 153C
  - 1.5.F.1

**High-Frequency Words**
- *say, says, about, give, read, were*, 153D
  - 1.1.C.1, 1.1.E, 1.5.F.1

**Reading**
- Weekly Literature *Gram and Me*, 128-145
  - XXX

**Comprehension**
- Strategy: Questions
  - Skill: Character and Setting
  - 1.1.G.4, 1.3.B

**Fluency**
- Word Automaticity, 153D
  - 1.1.C.3

**Grammar**
- Contractions with *not*, 151B
  - Grammar Practice Book, 74
  - 1.5.F

**Writing**
- **Daily Writing Prompt:** Respond to the read aloud by illustrating a scene of your choice.
  - **Independent Writing:** Story
  - Revise and Edit, 152/153
  - 1.5.C.2, 1.5.E, 1.5.F, 1.6.E

- **Grammar**
  - Contractions with *not*, 153F
  - Grammar Practice Book, 75
  - 1.5.F

- **Writing**
  - **Daily Writing Prompt:** Write about a place you have been with your family.
  - **Independent Writing:** Story
  - Publish and Present, 153F
  - 1.5.G, 1.6.A, 1.6.C
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<td><strong>Oral Vocabulary, 27N</strong></td>
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<td><strong>Focus Question</strong>: How might rereading help you when you read another selection?</td>
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<td><em>opened, every, any, saw, soon, 27R</em></td>
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<td>sparkled, floating, 27R</td>
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<tbody>
<tr>
<td><strong>Daily Writing Prompt</strong>: Draw something you learned from the read aloud. Write about it.</td>
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<td><strong>Independent Writing</strong>: Persuasive Writing</td>
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<td>Daily Language Activities, 31F</td>
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<td>Was and Were, 31F</td>
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<td>Grammar Practice Book, 80</td>
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<thead>
<tr>
<th><strong>Writing</strong></th>
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<tbody>
<tr>
<td><strong>Daily Writing Prompt</strong>: Write about which of this week's selections was your favorite. Explain why you liked it.</td>
</tr>
<tr>
<td><strong>Independent Writing</strong>: Persuasive Writing</td>
</tr>
<tr>
<td>Publish and Present, 31G</td>
</tr>
<tr>
<td>1.5.G, 1.6.A, 1.6.C</td>
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</tbody>
</table>
# Pennsylvania Lesson Plan

## Day 1

**Focus Question**: Why do people recycle things?

**Oral Vocabulary**: 32/33  
1.1.C.1, 1.1.E, 1.6.D.2, 1.6.D.3

**Phonemic Awareness**: Phoneme Identities: /u/, 33A  
1.1.C

**Phonics**: Long /u/ /u_e/ 33A  
Practice Book, A-O-B, 136  
1.1.C.7, 1.1.C.8, 1.1.C.10

**Spelling**: Pretest, 33C  
Practice Book, 65  
1.1.C.5

**High-Frequency Words**: work, after, old, find, new, done, 33E  
1.1.C.1, 1.1.E, 1.5.F.1

**Vocabulary**: terrific, creation, 33E  
Practice Book A-O-B, 137  
1.1.E

**Reading**: Decodable Reader Trash Rules!, 33D

**Comprehension**: Reread  
1.1.B, 1.1.C.1, 1.1.E, 1.1.E.1

**Fluency**: Word Automaticity, 33B  
1.1.C.3, 1.1.C.7

**Grammar**: Daily Language Activities, 35C  
Has and Have, 35C  
Grammar Practice Book, 81  
1.5.F.4

**Writing**: Picture Prompt: Invite children to respond to the picture prompt by composing a group message about what they see.  
Shared Writing: Persuasive Writing, 35D  
1.6.D.3, 1.6.E

## Day 2

**Focus Question**: Why does June Robot like old things?

**Oral Vocabulary**: 35E  
1.1.C.1, 1.1.E, 1.6.D.2, 1.6.D.3

**Phonemic Awareness**: Phoneme Segmentation: /u/, 35F  
1.1.C.7

**Phonics**: Long /u/ /u_e/ 35G  
1.1.C.7, 1.1.C.8, 1.1.C.10

**Spelling**: Word Sort -use, -une, -ute, -ute, 35H  
Practice Book, 66  
1.1.C.5

**High-Frequency Words**: work, after, old, find, new, done, 35I  
1.1.C.1, 1.1.E

**Vocabulary**: terrific, creation, 35I  
1.1.E

**Reading**: June Robot Cleans Up, 36–53  

**Comprehension**: Strategy: Reread  
Skill: Conclusions  
Practice Book, A-O-B, 138–139  
1.1.D, 1.1.G.5

**Fluency**: Echo-Read: Read Exclamations, 46/47  
1.1.H

**Grammar**: Daily Language Activities, 55B  
Has and Have, 55B  
Grammar Practice Book, 82  
1.5.F.4

**Writing**: Daily Writing Prompt: Draw a picture of something you would make with June's junk. Write a sentence under the picture.  
Interactive Writing: Persuasive Writing, 55C  
1.6.D.3, 1.6.E

## Day 3

**Focus Question**: What about June Robot Cleans Up made you realize it was a fantasy?

**Oral Vocabulary**: 55D  
Read Aloud What Is Made From Recycled Material?, 55E  
1.1.C.1, 1.1.E, 1.6.B, 1.6.D.2

**Phonemic Awareness**: Identity and Generate Rhyme: /u/, 55F  
1.1.C.9

**Phonics**: Long /u/ /u_e/, 55F  
1.1.C.7, 1.1.C.8, 1.1.C.10

**Spelling**: Word Sort -use, -une, -ute, -ute, 55G  
Practice Book, 67  
1.1.C.5

**High-Frequency Words**: work, after, old, find, new, done, 55H  
1.1.C.1, 1.1.E

**Vocabulary**: Strategy: Context Clues: Syntax and Semantic, 55H  
Practice Book A-O-B, 141  
1.1.F.1

**Reading**: June Robot Cleans Up, 36–53  

**Comprehension**: Maintain Skill: Predictions  
1.1.D.1

**Fluency**: Repeated Reading, 55I  
Practice Book, A-O-B, 140  
1.1.C.4, 1.1.H

**Grammar**: Daily Language Activities, 55K  
1.5.F.2, 1.5.F.4  
Has and Have, 55K  
Mechanics: Sentence Punctuation  
Grammar Practice Book, 83

**Writing**: Daily Writing Prompt: Draw a picture about recycling from the read aloud. Write about it.  
Independent Writing: Persuasive Writing  
Prewrite and Draft, 55L  
Writing Trait: Organization  
1.5.A, 1.6.D.3, 1.6.E

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Grade 1, Unit 4, Week 2, June Robot Cleans Up, 32A–63DD
**ORAL LANGUAGE**
- Oral Vocabulary
- Listening Comprehension
- Phonemic Awareness

**WORD STUDY**
- Phonics: CVCe Letter Patterns, SSP Practice Book A-O-B, 142
  - 1.1.C.7, 1.1.C.8, 1.1.C.10
- Spelling: Test Practice, 55Q
- High-Frequency Words
- Vocabulary

**READING**
- Read: A Bottle Takes a Trip, 56–61
  - 1.2.A.4, 1.8.B.3
- Comprehension: Text Feature: Floor Plan
  - 1.2.A.4
- Fluency: Echo-Read, 55R
  - 1.1.H

**LANGUAGE ARTS**
- Grammar: Daily Language Activities, 61B
  - Has and Have, 61B
- Writing: Daily Writing Prompt: Respond to the read aloud by illustrating a scene of your choice.
  - Independent Writing: Persuasive Writing
  - Revise and Edit, 61B
  - 1.5.E, 1.5.F, 1.6.E

**Review and Assess**
- Focus Question: How might rereading help you when you read another selection?
  - Oral Vocabulary, 63A
  - 1.1.C.1, 1.1.E, 1.6.D.3
- Phonemic Awareness
  - Phoneme Segmentation: /u/, 63B
  - 1.1.C.7
- Phonics: Long /u/ u-e, 63B
  - Practice Book A-O-B, 144
  - 1.1.C.7, 1.1.C.8, 1.1.C.10
- Spelling: Test Practice, 63C
  - 1.5.F.1
- High-Frequency Words
  - work, after, old, find, new, done, 63D
  - 1.1.C.1, 1.1.E
- Vocabulary
  - terrific, creation, 63D
  - 1.1.E

**Reading: Weekly Literature June Robot Cleans Up, 36–53**
- Comprehension: Strategy: Reread
  - Skill: Draw Conclusions
  - 1.1.D, 1.1.G.5
- Fluency: Word Automaticity, 63D
  - 1.1.C.3

**Grammar:**
- Daily Language Activities, 63F
  - Has and Have, 63F
  - Grammar Practice Book, 85
  - 1.5.F.2, 1.5.F.3, 1.5.F.4

**Writing:**
- Daily Writing Prompt: Which of this week’s selection was your favorite?
  - Write about why you liked it.
- Independent Writing: Persuasive Writing
  - Publish and Present, 63G
  - 1.5.G, 1.6.A.1, 1.6.C
# PENNSYLVANIA Lesson Plan

## DAY 1

### Oral Language
- **Focus Question:** What kinds of weather do you know about? What is your favorite kind of day?
- **Oral Vocabulary:** 64/65
  - 1.1.C.1, 1.1.E, 1.6.D.2, 1.6.D.3

### Phonemic Awareness
- **Phoneme Categorization:** /a/, 65A
  - 1.1.C.2

### Word Study
- **Phonics:** Long /a/oy, 65A
  - Practice Book, A-O-B, 145
  - 1.1.C.7, 1.1.C.8, 1.1.C.10

### High-Frequency Words
- **Vocabulary:** extreme, predict, 65E
  - Practice Book A-O-B, 146
  - 1.1.E

### Reading
- **Read:** Decodable Reader Too Much Rain Today, 65D
- **Read:** Warm and Cold Days, 66–67
  - 1.1.B, 1.1.C.1, 1.1.E, 1.1.E.1

### Comprehension
- **Strategy:** Reread

### Fluency
- **Fluency:** Word Automaticity, 65B
  - 1.1.C.3, 1.1.C.7

## DAY 2

### Oral Language
- **Focus Question:** How many kinds of storms do you know about?
- **Oral Vocabulary:** 67E
  - 1.1.C.1, 1.1.E, 1.6.D.2, 1.6.D.3

### Phonemic Awareness
- **Phoneme Blending:** /a/, 67F
  - 1.1.C.7

### Word Study
- **Phonics:** Long /a/oy, 67F
  - 1.1.C.7, 1.1.C.8, 1.1.C.10

### High-Frequency Words
- **Vocabulary:** extreme, predict, 67H
  - 1.1.E

### Reading
- **Read:** Stormy Weather, 68–75

### Comprehension
- **Strategy:** Reread

### Fluency
- **Fluency:** Repeated Reading, 75I
  - Practice Book A-O-B, 149
  - 1.1.C.4, 1.1.H

## DAY 3

### Oral Language
- **Focus Question:** What could you compare and contrast about the storms?
- **Oral Vocabulary:** 75D
  - Read Aloud: The Power of Weather, 75E
  - 1.1.C.1, 1.1.E, 1.6.B, 1.6.D.2

### Phonemic Awareness
- **Onset and Rime:** /a/, 75F
  - 1.1.C

### Word Study
- **Phonics:** Long /a/oy, 75F
  - 1.1.C.7, 1.1.C.8, 1.1.C.10

### Spelling
- **Word Sort:** Word Sort ay, 67G
  - Spelling Practice Book, 71
  - 1.1.C.5

### High-Frequency Words
- **Warm, sound, cool, know, great, their:** 67F
  - 1.1.C.1, 1.1.E

### Vocabulary
- **Strategy:** Use a Dictionary, 75H
  - Practice Book A-O-B, 149
  - 1.1.E

### Grammar
- **Grammar:** Daily Language Activities, 75B
  - Go and Do, 75B
  - Grammar Practice Book, 87
  - 1.5.F.4

### Writing
- **Writing Prompt:** Draw a picture of a type of storm and label it with sentences about that type of storm.
- **Interactive Writing:** Report, 75C

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**GRADE 1, UNIT 4, WEEK 3: STORMY WEATHER**

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DAY 4

Focus Question: Which picture shows lightning?

Oral Vocabulary, 75N
Read Aloud: "Showers," "Icy," 75O

Phonemic Awareness
Phoneme Categorization: /i/, 75O
1.1.C.2

DAY 5

Focus Question: How might rereading help you when you read another selection?

Oral Vocabulary, 79C
1.1.C.1, 1.1.E, 1.6.D.3

Phonemic Awareness
Phoneme Blending: /ai/, 79D
1.1.C.7

Review and Assess

Phonics Compound Words, 75P
Practice Book A-O-B, 152
1.1.C.7, 1.1.C.8, 1.1.C.10

Spelling Test Practice, 75R
Spelling Practice Book, 72
1.5.F.1

High-Frequency Words
warm, sound, cold, know, great, their, 75S
1.1.C.1, 1.1.E, 1.5.F.1

Vocabulary
extreme, predict, 75S
1.1.E

Phonics Long /ai/, 79D
Practice Book A-O-B, 153
1.1.C.7, 1.1.C.8, 1.1.C.10

Spelling Posttest, 79E
1.5.F.1

High-Frequency Words
warm, sound, cold, know, great, their, 79F
1.1.C.1, 1.1.E

Vocabulary
extreme, predict, 79F
1.1.E

Read Dangerous Storms, 76
1.1.H

Comprehension
Test Strategy: Think and Search, 75T-76/77

Write to a Prompt: Write a Report, 77A-78B/79
1.1.H

Fluency Echo-Read, 75S
1.1.C.4, 1.1.H

Fluency Word Automaticity, 79F
1.1.C.4, 1.1.C.3

Grammar Daily Language Activities, 79A
Go and Do, 79A
Grammar Practice Book, 89
1.5.F.4

Writing Daily Writing Prompt: Respond to the read aloud in words or in drawings.
Independent Writing: Report
Revise and Edit, 79A-79B
1.5.E, 1.5.F, 1.6.E

Grammar Daily Language Activities, 79H
Go and Do, 79H
Grammar Practice Book, 90
1.5.F.2, 1.5.F.4

Writing Daily Writing Prompt: Write about your favorite kind of storm and why you like it.
Independent Writing: Report
Publish and Present, 79I
1.5.G, 1.6.A.1, 1.6.C, 1.6.E.3

Grade 1, Unit 4, Week 3, Stormy Weather, 64A-79FF
### PENNSYLVANIA Lesson Plan

#### DAY 1

**Focus Question:** What is a scientist? What kinds of questions do scientists ask?

**Oral Vocabulary:**
- 80/81

**Phonemic Awareness:**
- Phoneme Categorization: /e/, 81A
- 1.1.C

**Phonics:**
- Long /i/ or /a/, 81A
- Practice Book, A-O-B, 154
- 1.1.C, 1.1.E, 1.1.C.8, 1.1.C.10

**Spelling:**
- Pretest, 81C
- Spelling Practice Book, 73
- 1.1.C.5

**High-Frequency Words:**
- friends, kind, by, far, knew, house, 81E
- 1.1.C, 1.1.E, 1.5.F.1

**Vocabulary:**
- curious, idea, 81E
- Practice Book A-O-B, 155
- 1.1.E

**Reading:**
- Decodable Reader: Feel the Heat, 81D
- Be Curious, 82/83
- 1.1.B, 1.1.C, 1.1.E, 1.1.E.1

**Comprehension:**
- Strategy: Summarize
- Skill: Inferences
- 1.2.A.2

**Fluency:**
- Word Automaticity, 81B
- 1.1.C, 1.1.C.7

**Grammar:**
- Daily Language Activities, 83C
- See and Say, 83C
- Grammar Practice Book, 91
- 1.5.F.4

**Writing:**
- Picture Prompt: Invite children to respond to the picture prompt by writing a sentence about what they observe.
- Shared Writing: Report, 83D

#### DAY 2

**Focus Question:** What makes Ben Franklin a great American?

**Oral Vocabulary:**
- 83E

**Phonemic Awareness:**
- Phoneme Identity: /e/, 83F
- 1.1.C

**Phonics:**
- Long /i/ or /a/, 83G
- 1.1.C, 1.1.C.7, 1.1.C.8, 1.1.C.10

**Spelling:**
- Word Sort e, ee, ea, 83H
- Spelling Practice Book, 74
- 1.1.C.5

**High-Frequency Words:**
- friends, kind, by, far, knew, house, 83I
- 1.1.C, 1.1.E

**Vocabulary:**
- curious, idea, 83J
- Practice Book A-O-B, 159
- 1.1.E

**Reading:**
- Meet Ben Franklin, 84-101

**Comprehension:**
- Strategy: Summarize
- Skill: Inferences
- Practice Book, A-O-B, 156-157
- 1.2.A.2

**Fluency:**
- Expression: Read Explanations, 98/99
- 1.1.C, 1.1.H

**Grammar:**
- Daily Language Activities, 103B
- See and Say, 103B
- Grammar Practice Book, 92
- 1.5.F.4

**Writing:**
- Daily Writing Prompt: Draw and label a picture of Ben and one of his inventions. Describe what the invention does.
- Interactive Writing: Report, 103C

#### DAY 3

**Focus Question:** How did organizing the story of Ben Franklin's life into chapters help you understand it better?

**Oral Vocabulary:**
- 103D
- Read Aloud: Archaeologists Dig for Clues, 103E

**Phonemic Awareness:**
- Phoneme Segmentation: /e/, 103F
- 1.1.C, 1.1.C.7

**Phonics:**
- Long /i/ or /a/, 103G
- 1.1.C, 1.1.C.7, 1.1.C.8, 1.1.C.10

**Spelling:**
- Word Sort e, ee, ea, 103H
- Spelling Practice Book, 75
- 1.1.C.5

**High-Frequency Words:**
- friends, kind, by, far, knew, house, 103I
- 1.1.C, 1.1.E

**Vocabulary:**
- Strategy: Word Parts, 103J
- Practice Book A-O-B, 159
- 1.1.E

**Reading:**
- Meet Ben Franklin, 84-101

**Comprehension:**
- Maintain Skill: Inferences
- 1.1.H.6

**Fluency:**
- Repeated Reading, 103L
- Read Explanations, 98/99
- Practice Book A-O-B, 158
- 1.1.C, 1.1.H

**Grammar:**
- Daily Language Activities, 103K
- See and Say, 103K
- Mechanics: Commas
- Grammar Practice Book, 93
- 1.5.F.4

**Writing:**
- Daily Writing Prompt: Respond to the read aloud by illustrating a scene of your choice.
- Independent Writing: Report
- Prewrite and Draft, 103L
- Writing Trait: Word Choice
**Day 4**

**Phonics**
- CVVC Letter Patterns, 103P
- Practice Book A-O-B, 160
- 1.1.C, 1.1.C.B, 1.1.C.10

**Spelling**
- Test Practice, 103Q
- Spelling Practice Book, 76
- 1.5.F.1

**High-Frequency Words**
- friends, kind, by, far, knew, house, 103R
- 1.1.C, 1.1.E

**Vocabulary**
- curious, idea, 103R
- 1.1.E

**Read**
- A Close Look, 104–107
- 1.2.A, 1.2.B.3

**Comprehension**
- Text Feature: Bold Print
- 1.2.A.4

**Fluency**
- Choral-Read, 103R
- 1.1.H, 1.6.C.3

**Grammar**
- Daily Language Activities, 107B
- See and Say, 107B
- Grammar Practice Book, 94
- 1.5.F.4

**Writing**
- Daily Writing Prompt: Draw one of the scientists you learned about in the read aloud.
- Independent Writing: Writing: Report
- Revise and Edit, 107B
- 1.5.E, 1.5.F, 1.6.E

**Day 5**

**Phonics**
- CVVC Letter Patterns, 103P
- Practice Book A-O-B, 162
- 1.1.C, 1.1.C.B, 1.1.C.10

**Spelling**
- Posttest, 109C
- 1.5.F.1

**High-Frequency Words**
- curious, idea, 109D
- 1.1.E

**Vocabulary**
- curious, idea, 109D
- 1.1.E

**Read**
- Weekly Literature Meet Ben Franklin, 84–101

**Comprehension**
- Strategy: Summarize
- Skill: Inferences
- 1.2.A.2

**Fluency**
- Word Automaticity, 109D
- 1.1.C.3

**Grammar**
- Daily Language Activities, 109F
- See and Say, 109F
- Grammar Practice Book, 95
- 1.5.F.4

**Writing**
- Daily Writing Prompt: Write about one of the scientists you read about this week.
- Independent Writing: Report
- Publish and Present, 109G
- 1.5.G, 1.6.A.1, 1.6.C, 1.6.E.3
## DAY 1

<table>
<thead>
<tr>
<th><strong>Focus Question</strong></th>
<th>Do you have a favorite story? What do you like about it?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral Vocabulary</strong></td>
<td>110/111</td>
</tr>
<tr>
<td>1.1.C.1, 1.1.E, 1.6.D.2, 1.6.D.3</td>
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<table>
<thead>
<tr>
<th><strong>Phonemic Awareness</strong></th>
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<td>Phoneme Categorization, 111A</td>
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<tr>
<td>1.1.C.2</td>
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### WORD STUDY

<table>
<thead>
<tr>
<th><strong>Phonics</strong></th>
<th>Long /e/-y, 111A</th>
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<tbody>
<tr>
<td>Practice Book, A-O-B, 163</td>
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</tr>
<tr>
<td>1.1.C.7, 1.1.C.8, 1.1.C.10</td>
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<tr>
<td><strong>Spelling</strong></td>
<td>Pretest, 111C</td>
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<tr>
<td>Spelling Practice Book, 77</td>
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<td>1.1.C.5</td>
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### HIGH-FREQUENCY WORDS

<table>
<thead>
<tr>
<th><strong>Vocabulary</strong></th>
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<tr>
<td>glared, hate, 111E</td>
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<tr>
<td>Practice Book A-O-B, 164</td>
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<td>1.1.E</td>
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### READING

| **Read** |
| Decodable Reader Study the Trees, 111D |
| Have You Heard This Silly Tale?, 112-113 |
| 1.1.B, 1.1.C.1, 1.1.E, 1.1.E.1 |

### COMPREHENSION

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<tr>
<th><strong>Strategy</strong></th>
<th>Summarize</th>
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<tbody>
<tr>
<td><strong>Skill</strong></td>
<td>Analyze Plot</td>
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<td>1.1.G.2</td>
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### FLUENCY

| **Word Automaticity, 111B** |
| 1.1.C.3, 1.1.C.7 |

### GRAMMAR

| **Daily Language Activities, 113C** |
| Contractions with Not, 113C |
| Grammar Practice Book, 96 |
| 1.5.F |

### WRITING

<table>
<thead>
<tr>
<th><strong>Picture Prompt</strong></th>
<th>Ask children to respond to the picture by writing a sentence about what they observe.</th>
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<tbody>
<tr>
<td><strong>Shared Writing</strong></td>
<td>Story, 113D</td>
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<td>1.5.C.2, 1.6.D.3, 1.6.E</td>
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### DAY 2

<table>
<thead>
<tr>
<th><strong>Focus Question</strong></th>
<th>What happens when Little Rabbit sits under the tree?</th>
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<tbody>
<tr>
<td><strong>Oral Vocabulary</strong></td>
<td>113E</td>
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<td>1.1.C.1, 1.1.E, 1.6.D.2, 1.6.D.3</td>
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### PHONIC AWARENESS

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<th><strong>Syllable Deletion, 113F</strong></th>
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### WORD STUDY

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<tr>
<td><strong>Spelling</strong></td>
<td>Word Sort -y, 113H</td>
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<tr>
<td>Spelling Practice Book, 78</td>
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<td>1.1.C.5</td>
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### HIGH-FREQUENCY WORDS

<table>
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<tr>
<th><strong>Vocabulary</strong></th>
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<tr>
<td>glared, hate, 113I</td>
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<tr>
<td>1.1.E</td>
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### READING

| **Read** |
| June Robot Cleans Up, 36–53 |

### COMPREHENSION

<table>
<thead>
<tr>
<th><strong>Strategy</strong></th>
<th>Reread</th>
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<tr>
<td><strong>Skill</strong></td>
<td>Conclusions</td>
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<tr>
<td>Practice Book, A-O-B, 138–139</td>
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<tr>
<td>1.1.G.2</td>
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### FLUENCY

| **Echo-Read: Read Explanations, 46/47** |
| 1.1.H |

### GRAMMAR

| **Daily Language Activities, 133B** |
| Contractions with Not, 133B |
| Grammar Practice Book, 97 |
| 1.5.F |

### WRITING

<table>
<thead>
<tr>
<th><strong>Daily Writing Prompt</strong></th>
<th>Draw a picture from the class-composed story and write about the scene you drew.</th>
</tr>
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<tbody>
<tr>
<td><strong>Interactive Writing</strong></td>
<td>Story, 133C</td>
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<tr>
<td>1.5.C.2, 1.6.D.3, 1.6.E</td>
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### DAY 3

<table>
<thead>
<tr>
<th><strong>Focus Question</strong></th>
<th>Can you think of any other story we have read that reminds you of Little Rabbit?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral Vocabulary</strong></td>
<td>133D</td>
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<tr>
<td>Read Aloud The Gingerbread Man, 133E</td>
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<tr>
<td>1.1.C.1, 1.1.E, 1.6.B, 1.6.D.2</td>
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### PHONIC AWARENESS

<table>
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<th><strong>Phoneme Blending, 133F</strong></th>
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<td>1.1.C.7</td>
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### WORD STUDY

<table>
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<th><strong>Phonics</strong></th>
<th>Long /e/-y, 133F</th>
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<td><strong>Spelling</strong></td>
<td>Word Sort -y, 133G</td>
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<td>Spelling Practice Book, 79</td>
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### HIGH-FREQUENCY WORDS

<table>
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<th><strong>Vocabulary</strong></th>
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<tr>
<td>strategy, use context clues: syntax and semantic cues, 133H</td>
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<td>Practice Book A-O-B, 168</td>
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<td>1.1.F.1</td>
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### READING

| **Read** |
| Little Rabbit, 114–131 |

### COMPREHENSION

| **Maintain Skill: Conclusions** |
| 1.1.H.6 |

### FLUENCY

| **Repeated Reading, 133I** |
| Practice Book A-O-B, 167 |
| 1.1.H |

### GRAMMAR

| **Daily Language Activities, 133K** |
| Constructions with Not, 133K |
| Mechanics: Constructions and Apostrophes |
| Grammar Practice Book, 98 |

### WRITING

<table>
<thead>
<tr>
<th><strong>Daily Writing Prompt</strong></th>
<th>Respond to the read aloud by illustrating a scene of your choice.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independent Writing</strong></td>
<td>Story</td>
</tr>
<tr>
<td>Prewrite and Draft, 133M</td>
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<td>1.5.A, 1.5.C.2, 1.6.D.3, 1.6.E</td>
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</table>
**DAY 4**

**ORAL LANGUAGE**
- Oral Vocabulary
- Listening Comprehension
- Phonemic Awareness

**WORD STUDY**
- Phonics
- Spelling
- High-Frequency Words
- Vocabulary

**READING**
- Comprehension
- Fluency

**LANGUAGE ARTS**
- Grammar
- Writing

---

**Focus Question:** How is Henny Penny like Little Rabbit? How is it different?

**Oral Vocabulary, 133N**
Read Aloud *The Boy Who Cried Wolf, 133O*

**Phonemic Awareness**
Phoneme Categorization, 133O
1.1.C.2

**Weekly Assessment in PSSA format**

---

**DAY 5**

**Review and Assess**

**Focus Question:** How might summarizing help you when you read another selection?

**Oral Vocabulary, 139A**
1.1.C.1, 1.1.E, 1.6.D.3

**Phonemic Awareness**
Syllable Deletion, 139B
1.1.C

**Weekly Assessment in PSSA format**

---

**Oral Vocabulary, 139N**
Read Aloud *The Boy Who Cried Wolf, 139O*
1.1.C.1, 1.1.E, 1.6.D.3

**Phonics Long /e/-/y, 139B**
Practice Book A-O-B, 171
1.1.C.7, 1.1.C.8, 1.1.C.10

**Spelling**
Posttest, 139C
1.5.F.1

**High-Frequency Words**
before, happen, began, told, heard, falls, 139R
1.1.C.1, 1.1.E, 1.5.F.1

**Vocabulary**
glared, haste, 139R
1.1.E

**Weekly Benchmark Assessment in PSSA format**

---

**Read**
*Henny Penny, 134-137*
1.3.C, 1.3.D

**Comprehension**
Literary Element: Repetition
1.3.C, 1.3.D

**Fluency**
Choral Read, 133R
1.1.H, 1.6.C.3

**Read**
*Weekly Literature Little Rabbit, 114-131*

**Comprehension**
Strategy: Summarize
Skill: Analyze Plot
1.1.G.2

**Fluency**
Choral Read, 139D
1.1.C.3

---

**Grammar**
Daily Language Activities, 137B
Contractions with Not, 137B
Grammar Practice Book, 99
1.5.F

**Writing**

*Daily Writing Prompt:* Respond to the read aloud by illustrating a scene of your choice.

*Independent Writing:* Story
Revise and Edit, 137B
1.5.E, 1.5.F, 1.6.E

**Grammar**
Daily Language Activities, 139F
Contractions with Not, 139
Grammar Practice Book, 100
1.3.F

**Writing**

*Daily Writing Prompt:* Which of this week’s selections was your favorite? Write about what happens in the beginning, the middle, and the end.

*Independent Writing:* Story
Publish and Present, 139G
1.5.G, 1.6.A.1, 1.6.C
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<th><strong>DAY 5</strong></th>
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<td><strong>Phonemic Awareness</strong></td>
<td><strong>Focus Question</strong>: Which cat in <em>Cars in Art</em> do you think would be Olivia’s favorite? Why?</td>
<td><strong>Focus Question</strong>: How might visualizing the story help you when you read another selection?</td>
</tr>
<tr>
<td><strong>Oral Vocabulary</strong></td>
<td><strong>Oral Vocabulary, 37N</strong></td>
<td><strong>Oral Vocabulary, 43A</strong></td>
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<td>Read Aloud <em>Hilda Must Be Dancing</em>, 37G</td>
<td><strong>Reading Aloud Hilda Must Be Dancing</strong>, 37G</td>
<td>1.1.C.1, 1.1.E, 1.6.D.2, 1.6.E</td>
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<td><strong>Phonemic Awareness</strong></td>
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<td><strong>Phoneme Categorization, 37O</strong></td>
<td><strong>Phoneme Blending, 43B</strong></td>
<td>1.1.C.7</td>
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<td>1.1.C</td>
<td><strong>Phonics</strong></td>
<td><strong>Phonics</strong></td>
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<td>Inflectional Ending -y, 37P</td>
<td><strong>Phonics Long /o/oa, ow, 43B</strong></td>
<td><strong>Phonics Long /o/oa, ow, 43B</strong></td>
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<td><strong>Test Practice, 37Q</strong></td>
<td><strong>Posttest, 43C</strong></td>
<td><strong>Posttest, 43C</strong></td>
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<td>Spelling Practice Book, 84</td>
<td>1.5.F.1</td>
<td>1.5.F.1</td>
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<td>1.5.F.1</td>
<td><strong>High-Frequency Words</strong></td>
<td><strong>High-Frequency Words</strong></td>
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<tr>
<td><em>always</em>, <em>mother</em>, <em>father</em>, <em>try</em>, <em>love</em>, 37R</td>
<td><strong>always</strong>, <em>mother</em>, <em>father</em>, <em>try</em>, <em>love</em>, 43D</td>
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<td><strong>Vocabulary</strong></td>
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<td><em>firm</em>, <em>supposed</em>, 37T</td>
<td><strong>firm</strong>, <em>supposed</em>, 43D</td>
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<td><strong>Reading</strong></td>
<td><strong>Reading</strong></td>
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<td><em>Cars in Art</em>, 38-41</td>
<td><strong>Weekly Literature Olivia, 12/13-34/35</strong></td>
<td>1.2.A.4</td>
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<td>1.2.A.4</td>
<td><strong>Comprehension</strong></td>
<td><strong>Comprehension</strong></td>
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<tr>
<td><strong>Text Feature: Captions</strong></td>
<td><strong>Strategy: Visualize</strong></td>
<td><strong>Strategy: Visualize</strong></td>
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<td>1.2.A.4</td>
<td><strong>Skill: Fantasy and Reality</strong></td>
<td><strong>Skill: Fantasy and Reality</strong></td>
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<td><strong>Fluency</strong></td>
<td>1.2.C</td>
<td>1.2.C</td>
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<tr>
<td><strong>Echo-Read, 37R</strong></td>
<td><strong>Echo-Read, 43D</strong></td>
<td>1.1.C.3, 1.1.C.4</td>
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<tr>
<td><strong>Daily Writing Prompt</strong>: Respond to the read aloud by illustrating a scene of your choice.</td>
<td><strong>Daily Writing Prompt</strong>: Which of the paintings that you saw in your book this week was your favorite? Write a few sentences explaining why.</td>
<td>1.5.E, 1.5.F, 1.6.E</td>
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<td>Independent Writing: Invitation</td>
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<tr>
<td>What makes things move?</td>
<td>How will Frog and Toad fly the kite?</td>
<td>How do the characters help us tell that this story can't really happen?</td>
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<td><strong>Oral Vocabulary</strong></td>
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**WORD STUDY**

- **Phonics** /i/, /y/, igh, 45B  
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  1.1.C.7, 1.1.C.8, 1.1.C.10  
  Spelling Pretest, 45C  
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  1.1.C.5  
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  shout, ball, head, should, never, 45E  
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  **Vocabulary**  
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- **Phonics** Long /i/, /y/, igh, 47G  
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  laughter, meadow, perhaps, 47I  
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- **Comprehension**  
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- **Grammar**  
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  Adjectives That Compare, 63B  
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  1.5.F  
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  Picture Prompt: Ask children to respond to the picture prompt by writing a sentence about what they observe.  
  Shared Writing: Personal Narrative, 47D  

- **Grammar**  
  Daily Language Activities, 63B  
  Adjectives That Compare, 63B  
  Grammar Practice Book, 107  
  1.5.F  
  **Writing**  
  Daily Writing Prompt: Draw something you did that was difficult. Write a few sentences describing what you did.  
  Interactive Writing: Personal Narrative, 63C  

- **Grammar**  
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  Adjectives That Compare, 63K  
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  Daily Writing Prompt: Respond to the read aloud by illustrating a scene of your choice.  
  Independent Writing: Personal Narrative  
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### DAY 4

**Phonemic Awareness/Phonics**
- Long i, y, igh

**Vocabulary**
- Ball, head, never, should, shout, laughter, meadow, perhaps

**Comprehension**
- Strategy: Visualize Skills: Problem and Solution

**Writing**
- Personal Narrative

### DAY 5

**Review and Assess**

**Focus Question**
- How would Frog and Toad try to fly a glider?

**Oral Vocabulary, 63N**
- Read Aloud: "Turtle’s Race with Beaver," 63O

**Phonemic Awareness**
- Phoneme Substitution, 63O
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**Focus Question**
- How might visualizing the story help you when reading another selection?

**Oral Vocabulary, 69A**
- 1.1.C.1, 1.1.E, 1.6.D.3

**Phonemic Awareness**
- Phoneme Blending, 69B
  - 1.1.C.7

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### ORAL LANGUAGE

**Oral Vocabulary**

**Listening Comprehension**

**Phonemic Awareness**

**WORD STUDY**

**Phonics**
- Inflectional Ending –er, -est, 63P
  - Practice Book A-O-B, 189
  - 1.1.C.7, 1.1.C.8, 1.1.C.10

**Spelling**
- Test Practice, 63Q
  - Spelling Practice Book, 88
  - 1.5.F.3

**High-Frequency Words**
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  - 1.1.C.1, 1.1.E

**Vocabulary**
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**Phonics**
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  - Practice Book A-O-B, 191
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**Spelling**
- Posttest, 69C
  - 1.5.F.1

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**Vocabulary**
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### READING

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**Comprehension**
- Text Feature: Diagrams
  - 1.2.A.4

**Fluency**
- Choral Read, 63R
  - 1.1.H

**Read**
- Weekly Literature: The Kite, 48–61

**Comprehension**
- Strategy: Visualize Skills: Problem and Solution
  - 1.1.G.2

**Fluency**
- Word Automaticity, 69D
  - 1.1.C.3

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### LANGUAGE ARTS

**Grammar**
- Daily Language Activities, 67B
  - Adjectives That Compare, 67B
  - Grammar Practice Book, 109
  - 1.5.F.2, 1.5.F.3

**Writing**
- Daily Writing Prompt: Draw what you saw in your mind as you listened to the read aloud.

**Independent Writing: Personal Narrative**
- Revise and Edit, 678–68/69
  - 1.5.E, 1.5.F, 1.6.E

**Grammar**
- Daily Language Activities, 69F
  - Adjectives That Compare, 69F
  - Grammar Practice Book, 110
  - 1.5.F.2, 1.5.F.3

**Writing**
- Daily Writing Prompt: Think of a toy that flies that you would like to see. Write about what it can do.

**Independent Writing: Personal Narrative**
- Publish and Present, 69G–69H
  - 1.5.G, 1.6.A.1, 1.6.C

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**Pennsylvania Lesson Plan**

**Day 1**
- **Focus Question:** What could you invent to make your day easier?
  - **Oral Vocabulary:** 70/71 1.1.C.1, 1.1.E, 1.6.D.2, 1.6.D.3
- **Phonemic Awareness:** Phoneme Categorization, 71A 1.1.C.2
- **Phonics:** r-controlled vowel: /æ/ or /ɑː/ 71A 1.1.C.7, 1.1.C.8, 1.1.C.10
  - **Practice Book:** A-O-B, 192
- **Spelling:** Pretest, 71C
  - **Spelling Practice Book:** 89 1.1.C.5
- **High-Frequency Words:** children, round, better, or, 71E 1.1.C.1, 1.1.E, 1.5.F.1
- **Vocabulary:** discovery, machine, 71E
  - **Practice Book:** A-O-B, 193 1.1.E
- **Reading:** Decodable Reader Carly in the Dark, 71D
- **Reading:** "Invent It!" 72-73 1.1.B, 1.1.C.1, 1.1.E, 1.1.E.1
- **Comprehension:** Strategy: Questions
  - **Skill:** Cause and Effect 1.1.D
- **Fluency:** Word Automaticity, 71B 1.1.C.3, 1.1.C.7

**Day 2**
- **Focus Question:** Why do the kids in this article invent things?
  - **Oral Vocabulary:** 73E 1.1.C.1, 1.1.E, 1.6.D.2, 1.6.D.3
- **Phonemic Awareness:** Phoneme Substitution, 73F 1.1.C.2
- **Phonics:** r-controlled vowel: /æ/ or /ɑː/ 73F 1.1.C.8, 1.1.C.10, 1.1.C.12
- **Spelling:** Word Sort -art, -arn, -arm, 73G
  - **Spelling Practice Book:** 90 1.1.C.5
- **High-Frequency Words:** children, round, better, or, 73H 1.1.C.1, 1.1.E
- **Vocabulary:** discovery, machine, 73H 1.1.E
- **Reading:** Kids’ Inventions, 74-81 1.1.B, 1.1.D, 1.1.G.4, 1.1.H.2, 1.1.H.5, 1.2.A.3, 1.3.F
- **Comprehension:** Strategy: Questions
  - **Skill:** Cause and Effect
  - **Practice Book:** A-O-B, 194-195 1.1.D
- **Fluency:** Repeated Reading, 811
  - **Practice Book:** A-O-B, 197 1.1.H

**Day 3**
- **Focus Question:** What type of story did this selection tell about?
  - **Oral Vocabulary:** 81D
  - **Read Aloud:** “Alexander Graham Bell,” 81E
  - **Phonic:** r-controlled vowel: /æ/ or /ɑː/ 81F 1.1.C.7, 1.1.C.10, 1.1.C.12
  - **Spelling:** Word Sort -art, -arn, -arm, 81G 1.1.C.5
  - **Spelling Practice Book:** 91
  - **High-Frequency Words:** children, round, better, or, 81H 1.1.C.1, 1.1.E
  - **Vocabulary:** Strategy: Use a Dictionary/Synonyms, 81H
  - **Practice Book:** A-O-B, 19 1.1.E
- **Reading:** Kids’ Inventions, 74-81 1.1.B, 1.1.D, 1.1.G.4, 1.1.H.2, 1.1.H.5, 1.2.A.3, 1.3.F
- **Comprehension:** Maintain Skill: Compare and Contrast 1.1.D
- **Fluency:** Repeated Reading, 811
  - **Practice Book:** A-O-B, 197 1.1.H

**Grammar**
- **Daily Language Activities:** 81B 1.5.F
  - **Color Words:** 81B
  - **Grammar Practice Book:** 112 1.5.F
  - **Mechanics:** Contractions
  - **Grammar Practice Book:** 113

**Writing**
- **Daily Writing Prompt:** Draw something you know how to do. Label the picture with sentences about the first step in doing that thing.
  - **Interactive Writing:** How-To, 81E 1.4.B, 1.6.D.3, 1.6.E
- **Independent Writing:** How-To Prewrite and Draft, 81M
  - **Writing Trait:** Voice 1.4.B, 1.5.A, 1.6.D.3, 1.6.E
### DAY 4

**ORAL LANGUAGE**

- **Oral Vocabulary**
  - Oral Vocabulary, 81N
    - Read Aloud: "The Sound of Music," 81O

- **Listening Comprehension**

- **Phonemic Awareness**
  - Phoneme Substitution, 81O
    - 1.1.C.2

### DAY 5

**Review and Assess**

- **Focus Question**
  - How might generating questions help you when you read another selection?
  - Oral Vocabulary, 85C
    - 1.1.C.1, 1.1.E, 1.6.D.3

- **Phonemic Awareness**
  - Phoneme Blending, 85D
    - 1.1.C.7

**WORD STUDY**

- **Phonics**
  - Abbreviations, 81P
    - Practice Book A-O-B, 199
      - 1.1.C.7, 1.1.C.8, 1.1.C.10
  - Spelling Practice Book, 81R
    - Spelling Practice Book, 92
      - 1.5.F.1
  - High-Frequency Words
    - "children, round, better, or, 81S"
      - 1.1.C.1, 1.1.E, 1.5.F.1
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    - discovery, machine, 81S
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- **Read**
  - Helping Drivers See, 82-83
    - 1.1.H

- **Comprehension**
  - Test Strategy: Author and Me
    - 1.1.H

- **Fluency**
  - Echo-Read, 81S
    - 1.1.C.4, 1.1.H

**LANGUAGE ARTS**

- **Grammar**
  - Daily Language Activities, 85A
  - Color Words, 85A
  - Grammar Practice Book, 114
    - 1.5.F

- **Writing**
  - Daily Writing Prompt: Draw a picture of what you saw in your mind as you listened to the read aloud.
  - Independent Writing: How-To
    - Revise and Edit, 85A-85B
      - 1.5.E, 1.5.F, 1.6.E

**Weekly Assessment in PSSA format**

**Unit and Benchmark Assessment in PSSA format**

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| **High-Frequency Words** |  
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Mort the Shortl, 87D |
| - Nothing Stops Cory, 88/89  
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| **Fluency** |  
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Number Words, 89C  
Grammar Practice Book, 116  
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| **Writing** |  
**Picture Prompt**: Ask children to respond to the picture prompt by writing a sentence about what they observe.  
Shared Writing: How-To, 89D  

| **Focus Question** | How do you know this story is realistic fiction? |
| **Oral Vocabulary** | 119D  
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119E  
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| **Phonics** |  
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| **Spelling** |  
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| **High-Frequency Words** |  
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| **Vocabulary** |  
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| **Strategy** |  
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- Whistle for Willie, 90-117  

| **Comprehension** |  
Maintain Skill: Fantasy and Reality  
1.12.C |

| **Fluency** |  
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| **Grammar** |  
Daily Language Activities, 89K  
Number Words, 89K  
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| **Writing** |  
**Daily Writing Prompt**: Write something you just learned how to do. Label it with sentences about how you learned to do it.  
Interactive Writing: How-To, 119C  

| **Reading** |  
- Whistle for Willie, 90-117  

| **Comprehension** |  
Maintain Skill: Fantasy and Reality  
1.12.C |

| **Fluency** |  
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1.1.H |
**ORAL LANGUAGE**

- **Oral Vocabulary**
  - Focus Question: How do Peter in *Whistle for Willie* and Kate Pavlacka both learn to do hard things?
  - **Oral Vocabulary, 119N**
    - Read Aloud: "The Little Engine That Could," 1190

- **Phonemic Awareness**
  - Phoneme Isolation, 1190
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**WORD STUDY**

- **Phonics**
  - Inflexional Ending: -ed, 119P
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  - Spelling: Test Practice, 119Q
    - Spelling Practice Book, 96
      - 1.5.F.1

- **High-Frequency Words**
  - early, thought, nothing, along, 119R
    - 1.1.C.1, 1.1.E

- **Vocabulary**
  - errand, instead, suddenly, 119R
    - 1.1.E

**READING**

- **Read**
  - *A Winning Swimmer,* 120–125
    - 1.2.A.4, 1.8.B.3

- **Comprehension**
  - Text Feature: Graph
    - 1.2.A.4

- **Fluency**
  - Echo-Read, 119R
    - 1.1.C.4, 1.1.H

**LANGUAGE ARTS**

- **Grammar**
  - Daily Language Activities, 125B
    - Number Words, 125B
    - Grammar Practice Book, 119
      - 1.5.F

- **Writing**
  - **Daily Writing Prompt:** Respond to the read aloud by illustrating a scene of your choice.
  - Independent Writing: How-To
    - Revise and Edit, 125B-126/127
      - 1.5.E, 1.5.F, 1.6.E

- **Review and Assess**

  - **Focus Question** How might generating questions help you when you read another selection?
  - **Oral Vocabulary, 127A**
    - 1.1.C.1, 1.1.E, 1.6.D.3

  - **Phonemic Awareness**
    - Phoneme Blending, 127B
      - 1.1.C.7

  - **Phonics** r-controlled vowel /ɔɪər/
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  - **Spelling**
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      - 1.5.F.1

  - **High-Frequency Words**
    - early, thought, nothing, along, 127D
      - 1.1.C.1, 1.1.E

  - **Vocabulary**
    - errand, instead, suddenly, 127D
      - 1.1.E

  - **Read** Weekly Literature: *Whistle for Willie,* 90–117

  - **Comprehension**
    - Strategy: Questions
      - Skill: Inferences
        - 1.1.D

  - **Fluency**
    - Word Automaticity, 127D
      - 1.1.C.3, 1.1.C.4

Grade 1, Unit 5, Week 4, *Whistle for Willie,* 86A–127DD
**ORAL LANGUAGE**

1. **Focus Question**: How do plants grow?
   - **Oral Vocabulary**: 128/129
     - 1.1.C.1, 1.1.E, 1.6.D.2, 1.6.D.3

2. **Focus Question**: What fruits have one seed? What fruits have many seeds?
   - **Oral Vocabulary**: 131E
     - 1.1.C.1, 1.1.E, 1.6.D.2, 1.6.D.3

3. **Focus Question**: What did you learn about seeds from the selection?
   - **Oral Vocabulary**: 149D
     - 1.1.C.1, 1.1.E, 1.6.B, 1.6.D.2

**Phonemic Awareness**

1. **Phoneme Blending**: 129A
   - 1.1.C.2

2. **Phoneme Segmentation**: 131F
   - 1.1.C.7

3. **Phoneme Categorization**: 149F
   - 1.1.C

**WORD STUDY**

1. **Phonics**: r-controlled Vowel /ar/ er, ir, ur
   - 129A
   - 1.1.C.7, 1.1.C.8, 1.1.C.10
   - Practice Book A-O-B, 210

2. **Spelling**: Practice Book 97
   - Pretest, 129C
   - Spelling Practice Book, 11.1.C.5

3. **High-Frequency Words**
   - places, ground, animals, from, beautiful, 129E
   - 1.1.C.1, 1.1.E, 1.5.F.1

4. **Vocabulary**
   - crowded, part, tiny, 129E
   - Practice Book A-O-B, 211
   - 1.1.E

5. **Phonics**: r-controlled Vowel /ar/ er, ir, ur, 131F
   - 1.1.C.7, 1.1.C.8, 1.1.C.12

6. **Spelling**: Word Sort 131G
   - Spelling Practice Book, 98
   - 1.1.C.5

7. **High-Frequency Words**
   - places, ground, animals, from, beautiful, 131H
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8. **Vocabulary**
   - crowded, part, tiny, 131H
   - 1.1.E

9. **Strategy**: Context Clues/Use Syntax and Semantic Clues to Determine Meaning
   - 149H
   - Practice Book A-O-B, 215

**READING**

1. **Read**: Decodable Reader Miss Mirth's Herb Garden, 129D

2. **Read**: "Beautiful Plants," 130-131
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3. **Comprehension**
   - Strategy: Questions
   - Skill: Classify and Categorize 1.1.D

4. **Fluency**: Word Automaticity, 129B
   - 1.1.C.3, 1.1.C.7

5. **Read**: A Fruit Is a Suitcase for Seeds, 132-147

6. **Comprehension**
   - Strategy: Questions
   - Skill: Classify and Categorize 1.1.D

7. **Fluency**: Changing Reading Speed, 136/137
   - 1.1.H

8. **Read**: A Fruit Is a Suitcase for Seeds, 132-147

9. **Comprehension**
   - Maintain Skill: Cause and Effect 1.1.D

10. **Fluency**: Repeated Reading, 149I
    - Practice Book A-O-B, 214
    - 1.1.C.4, 1.1.H

11. **Grammar**
    - Daily Language Activities, 131C
    - Synonyms and Antonyms, 131C
    - Grammar Practice Book, 121
    - 1.5.F

12. **Writing**
    - **Picture Prompt**: Have children respond to the picture prompt by writing a sentence about what they observe.
    - **Shared Writing**: Poem, 131D
      - 1.5.D.2, 1.6.D.3, 1.6.E

13. **Grammar**
    - Daily Language Activities, 149B
    - Synonyms and Antonyms, 149B
    - Grammar Practice Book, 122
    - 1.5.F

14. **Writing**
    - **Daily Writing Prompt**: Draw a picture of your favorite fruit. Describe why you like it.
    - **Interactive Writing**: Poem, 149C
      - 1.5.D.2, 1.6.D.3, 1.6.E

15. **Grammar**
    - Daily Language Activities, 149K
    - Synonyms and Antonyms, 149K
    - Mechanics: Book Titles
    - Grammar Practice Book, 12
    - 1.5.F

16. **Writing**
    - **Daily Writing Prompt**: Draw something from the read aloud and write about it.
    - **Independent Writing**: Poem, 149L-149M
    - **Writing Trait**: Ideas
      - 1.5.A, 1.5.D.2, 1.6.D.3, 1.6.E
### DAY 4

**ORAL LANGUAGE**

- **Oral Vocabulary**
- **Listening Comprehension**
- **Phonemic Awareness**

**WORD STUDY**

- **Phonics**
  - Prefixes un-, re-, 149P
  - Practice Book A-O-B, 216
  - 1.1.C, 1.1.C.7, 1.1.C.10
- **Spelling**
  - Test Practice, 149Q
  - Spelling Practice Book, 100
  - 1.5.F.1
- **High-Frequency Words**
  - Places, ground, animals, from, beautiful, 194R
  - 1.1.C.1, 1.1.E
- **Vocabulary**
  - Crowded, part, tiny, 149R
  - 1.1.E

**READING**

- **Read**
  - Flowers at Night, 150–151
  - 1.3.C, 1.3.D
- **Comprehension**
  - Text Feature: Rhyming Pattern
  - 1.3.C, 1.3.D
- **Fluency**
  - Echo-Read, 149R
  - 1.1.H

**LANGUAGE ARTS**

- **Grammar**
  - Daily Language Activities, 151B
  - Synonyms and Antonyms, 151B
  - Grammar Practice Book, 124
  - 1.5.F
- **Writing**
  - Daily Writing Prompts: Respond to the read aloud by illustrating a scene of your choice.
  - Independent Writing: Poem
  - Revise and Edit, 151B–1513
  - 1.5.E, 1.5.F, 1.6.E

### DAY 5

**Review and Assess**

**Focus Question**: What do A Fruit is a Suitcase for Seeds and Beautiful Plants each tell about plants?

**Oral Vocabulary, 149N**
- Read Aloud Jack and the Beanstalk, 149O

**Phonemic Awareness**
- Phoneme Blending, 149O
  - 1.1.C.7

**Weekly Assessment in PSSA format**

**Focus Question**: How might generating questions help you when you read another selection?

**Oral Vocabulary, 153A**
- 1.1.C.1, 1.1.E, 1.6.D.3

**Phonemic Awareness**
- Phoneme Segmentation, 153B
  - 1.1.C.7

**Phonics**
- r-controlled Vowel /ur/ er, ir, 153B
  - Practice Book A-O-B, 218
  - 1.1.C.7, 1.1.C.10, 1.1.C.12
- **Spelling**
  - Posttest, 153C
  - 1.5.F.1
- **High-Frequency Words**
  - Places, ground, animals, from, beautiful, 153D
  - 1.1.C.1, 1.1.E
- **Vocabulary**
  - Crowded, part, tiny, 153D
  - 1.1.E

**Read**
- Weekly Literature A Fruit is a Suitcase for Seeds, 132–147

**Comprehension**
- Strategy: Questions
  - Skill: Classify and Categorize
  - 1.1.D
- **Fluency**
  - Echo-Read, 153D
  - 1.1.C.3

**Grammar**
- Daily Language Activities, 153F
  - Synonyms and Antonyms, 153F
  - Grammar Practice Book, 125
  - 1.5.F
- **Writing**
  - Daily Writing Prompt: Draw a fruit you like. Write about what it looks like on the outside and the inside.
  - Independent Writing: Poem
  - Publish and Present, 153G–153H
  - 1.5.G, 1.6.A.1, 1.6.C
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<td><strong>Writing</strong> Daily Writing Prompt: Which of the selections you read this week was your favorite? Write a few sentences explaining why.</td>
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**Pennsylvania Lesson Plan**

**Day 1**

- **Focus Question**: What do you think it is like to travel into space?
- **Oral Vocabulary**: 196K
  - 1.1.C.1, 1.1.E, 1.6.D.2, 1.6.D.3

- **Phonemic Awareness**
  - Contrast Sounds, 197A
  - 1.1.C.2

- **Word Study**
  - **Phonics**: Variant Vowel /u/, oo, 197A
    - Practice Book A-O-B, 230
    - 1.1.C.7, 1.1.C.8, 1.1.C.10
  - **Spelling**: Pretest, 197C
    - Spelling Practice Book, 105
    - 1.1.C.5

- **High-Frequency Words**
  - bear, birds, Earth, table, 197E
    - 1.1.C.1, 1.1.E, 1.5.F.1

- **Vocabulary**
  - helmet, space, guess, fooling, 197E
    - Practice Book A-O-B, 231
    - 1.1.E

- **Reading**
  - **Read**: Decodable Reader We Took a Look at This Camp, 197D
    - 198–199
    - 1.1.B, 1.1.C.1, 1.1.E, 1.1.E.1
  - **Comprehension**: Strategy: Reread
    - Skill: Predictions
    - Practice Book A-O-B, 233
    - 1.1.D.1
  - **Fluency**: Word Automaticity, 197B
    - 1.1.C.3, 1.1.C.7

- **Language Arts**
  - **Grammar**: Daily Language Activities, 199C
    - Predicates, 199C
    - Grammar Practice Book, 131
    - 1.5.F.4
  - **Writing**: Picture Prompt: Invite children to respond to the picture prompt by writing a sentence about it.
    - Shared Writing: Personal Narrative, 199D

**Day 2**

- **Focus Question**: What will Little Bear do on his trip?
- **Oral Vocabulary**: 199E
  - 1.1.C.1, 1.1.E, 1.6.D.2, 1.6.D.3

- **Phonemic Awareness**
  - Phoneme Segmentation, 199F
    - 1.1.C.7

- **Word Study**
  - **Phonics**: Variant Vowel /u/, oo, 197F
    - 1.1.C.7, 1.1.C.8, 1.1.C.10
  - **Spelling**: Word Sort -ook, -ood, 217G
    - Spelling Practice Book, 107
    - 1.1.C.5

- **High-Frequency Words**
  - bear, birds, Earth, table, 197H
    - 1.1.C.1, 1.1.E

- **Vocabulary**
  - helmet, space, guess, fooling, 199H
    - 1.1.E

- **Reading**
  - **Read**: Little Bear Goes to the Moon, 200–215
    - 1.1.B, 1.1.D.1, 1.1.G.1, 1.1.G.4, 1.1.H.2, 1.1.H.5, 1.3.A, 1.3.F
  - **Comprehension**: Strategy: Retell
    - Skill: Predictions
    - Practice Book A-O-B, 233
    - 1.1.D.1
  - **Fluency**: Choral Read: Pacing for Punctuation, 212/213
    - 1.1.C.4, 1.1.H

**Day 3**

- **Focus Question**: What are some things in the story that couldn’t really happen?
- **Oral Vocabulary**: 217D
  - Read Aloud “One Giant Leap: The Story of Neil Armstrong,” 217E
    - 1.1.C.1, 1.1.E, 1.6.B, 1.6.D.2

- **Phonemic Awareness**
  - Phoneme Blending, 217F
    - 1.1.C.7

- **Word Study**
  - **Phonics**: Variant Vowel /u/, oo, 217F
    - 1.1.C.7, 1.1.C.8, 1.1.C.10
  - **Spelling**: Word Sort -ook, -ood, 217G
    - Spelling Practice Book, 107
    - 1.1.C.5

- **High-Frequency Words**
  - bear, birds, Earth, table, 217H
    - 1.1.C.1, 1.1.E

- **Vocabulary**
  - 1.1.E

- **Reading**
  - **Read**: Little Bear Goes to the Moon, 200–215
    - 1.1.B, 1.1.D.1, 1.1.G.1, 1.1.G.4, 1.1.H.2, 1.1.H.5, 1.3.A, 1.3.F
  - **Comprehension**: Maintain Skill: Retell
    - 1.1.G.1
  - **Fluency**: Repeated Reading, 217I
    - Practice Book A-O-B, 234
    - 1.1.C.4, 1.1.H

- **Language Arts**
  - **Grammar**: Daily Language Activities, 217K
    - 1.5.F.2, 1.5.F.4
    - Predicates, 217K
    - Grammar Practice Book, 132
    - 1.5.F.4
  - **Writing**: Daily Writing Prompt: Respond to the read aloud by illustrating a scene of your choice.
    - Independent Writing: Personal Narrative
      - Prewrite and Draft, 217M
    - Writing Trait: Sentence Fluency

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**Little Bear Goes to the Moon, 200–215**

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**Grade 1, Unit 6, Week 2, Little Bear Goes to the Moon, 196A–225DD**
**ORAL LANGUAGE**

- **Oral Vocabulary**
  - **Focus Question**: What might Little Bear ask Ellen Ochoa?
  - **Oral Vocabulary, 217N**
    - Read Aloud: “Space Food,” 217O

- **Listening Comprehension**
  - **Phonemic Awareness**
    - Phoneme Categorization, 217O
    - 1.1.C, 2

- **Phonemic Awareness**
  - **Focus Question**: How might rereading help you when you read another selection?
  - **Phonemic Awareness, 225A**
    - 1.1.C, 1.1.E, 1.6.D, 3

**WORD STUDY**

- **Phonics**
  - **Focus Question**: What might Little Bear ask Ellen Ochoa?
  - **Phonics, 217P**
    - Practice Book A-O-B, 236

- **Spelling**
  - **Spelling, 217Q**
    - Test Practice, 108
    - 1.1.C, 1.1.C, 1.1.E

- **High-Frequency Words**
  - **High-Frequency Words**
    - bear, birds, Earth, table, 217R
    - 1.1.C, 1.1.E

- **Vocabulary**
  - **Vocabulary**
    - helmet, space, guess, fooling, 217R
    - 1.1.E

**READING**

- **Read**: Meet Ellen Ochoa, 218–223
  - 1.1.D, 1.2.A, 4

- **Comprehension**
  - **Text Feature**: Question/Answer Format
  - 1.2.A, 4

- **Fluency**
  - **Fluency**: Echo-Read, 217R
  - 1.1.H

**LANGUAGE ARTS**

- **Grammar**
  - **Grammar**
    - Daily Language Activities, 223B
    - Predicates, 223B
    - Grammar Practice Book, 134
    - 1.5.F, 2, 1.5.F, 4

- **Writing**
  - **Writing**
    - **Daily Writing Prompt**: Draw what you saw in your mind as you listened.
    - **Independent Writing**: Personal Narrative
    - Revise and Edit, 223B–224/225
    - 1.5.E, 1.5.F, 1.6.E

- **Grammar**
  - **Grammar**
    - Daily Language Activities, 225F
    - Predicates, 225F
    - Grammar Practice Book, 135
    - 1.5.F, 2, 1.5.F, 3, 1.5.F, 4

- **Writing**
  - **Writing**
    - **Daily Writing Prompt**: Write about what you would like to do if you were in space.
    - **Independent Writing**: Personal Narrative
    - Publish and Present, 225G–225H
    - 1.5.G, 1.6.A, 1.6.C

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**DAY 4**

**DAY 5**

**Review and Assess**

- **Focus Question**: How might rereading help you when you read another selection?
- **Oral Vocabulary, 225A**
  - 1.1.C, 1.1.E, 1.6.D, 3
- **Phonemic Awareness**
  - **Phoneme Segmentation, 225B**
    - 1.1.C, 7

- **Phonics**
  - **Variant Vowel /u/ oo, 225B**
    - Practice Book A-O-B, 238

- **Spelling**
  - **Posttest, 225C**
    - 1.5.F, 1

- **High-Frequency Words**
  - **bear, birds, Earth, table, 225D**
    - 1.1.C, 1.1.E, 1.5.F, 1

- **Vocabulary**
  - **helmet, space, guess, fooling, 225D**
    - 1.1.E

**Weekly Assessment in PSSA format**

**Unit and Benchmark Assessment in PSSA format**

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Grade 1, Unit 6, Week 2, Little Bear Goes to the Moon, 196A–225DD
**Pennsylvania Lesson Plan**

### Day 1
- **Focus Question:** What jobs do you know about? What job would you like to do?
- **Oral Vocabulary:** 226K
  - 1.1.C.1, 1.1.E, 1.6.D.2, 1.6.D.3
- **Phonemic Awareness:** Phoneme Categorization, 227A
  - 1.1.C.2

### Day 2
- **Focus Question:** What different kinds of jobs do people have?
- **Oral Vocabulary:** 229E
  - 1.1.C.1, 1.1.E, 1.6.D.2, 1.6.D.3
- **Phonemic Awareness:** Phoneme Segmentation, 229F
  - 1.1.C.7

### Day 3
- **Focus Question:** What people did the selection tell about? What information did you learn from the photographs?
- **Oral Vocabulary:** 237D
  - Read Aloud “Daytime Bedtimes,” 237E
  - 1.1.C.1, 1.1.E, 1.6.B, 1.6.D.2
- **Phonemic Awareness:** Phoneme Blending, 370
  - 1.1.C

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**Key Components**

- **Oral Language**
  - Oral Vocabulary
  - Listening Comprehension
  - Phonemic Awareness

- **Word Study**
  - Phonics
  - Spelling
  - High-Frequency Words
  - Vocabulary

- **Reading**
  - Read Decodable Reader *See a Zoo Soon!,* 227D
  - Read *A Job for You,* 228–229
    - 1.1.B, 1.1.C.1, 1.1.E, 1.1.E.1
  - Comprehension
    - Strategy: Monitor Comprehension: Reread
    - Skill: Classify and Categorize
    - Fluency
      - Word Automaticity, 227B
      - 1.1.C.3, 1.1.C.7

- **Language Arts**
  - Grammar
    - Daily Language Activities, 229C
    - Pronouns, 229C
    - Grammar Practice Book, 136
    - 1.5.F.4
  - Writing
    - Picture Prompt: invite children to respond to the picture prompt by writing a sentence about it.
    - Shared Writing: Report, 229D

**Cool Jobs, 230–237**

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Grade 1, Unit 6, Week 3, Cool Jobs, 226A–241FF
# Pennsylvania Lesson Plan

## Oral Language
- **Focus Question**: How do baby animals change as they grow up?
  - Oral Vocabulary, 242K
  - 1.1.C.1, 1.1.E, 1.6.D.2, 1.6.D.3

## Phonemic Awareness
- Phoneme Identity, 243A
  - 1.1.C.2

## Word Study
- **Phonics**: Variant Vowel /o/ au, aw, 243A, 1.1.C.7, 1.1.C.8, 1.1.C.10
  - Practice Book A-O-B, 248
- **Spelling**: Pretest, 243C
  - Spelling Practice Book, 113
  - 1.1.C.5
- **High-Frequency Words**
  - eyes, learn, enough, air, across, 243E
  - 1.1.C.1, 1.1.E, 1.5.F.1
- **Vocabulary**
  - cub, wild, 243E
  - Practice Book A-O-B, 249
  - 1.1.E

## Reading
- **Read**: Decodable Reader Paws for a Cause, 243D
- **Read**: A Bear Cub, 244/245
  - 1.1.B, 1.1.C.1, 1.1.E, 1.1.E.1
- **Comprehension**: Strategy: Summarize
  - Skill: Compare and Contrast
  - 1.2.A.2
- **Fluency**: Word Automaticity, 243B
  - 1.1.C.3, 1.1.C.7

## Language Arts
- **Grammar**: Daily Language Activities, 245C
  - 1 and me, 245C
  - Grammar Practice Book, 141
  - 1.5.F.2, 1.5.F.4
- **Writing**: Picture Prompt: Invite children to respond to the picture prompt by writing a sentence about it.
  - Shared Writing: Report, 245D

## Focus Question
- How is a tiger cub different from a grown-up tiger?
  - Oral Vocabulary, 245E
  - 1.1.C.1, 1.1.E, 1.6.D.2, 1.6.D.3

## Phonemic Awareness
- Phoneme Segmentation, 245F
  - 1.1.C.7

## Spelling
- **Spelling**: Word Sort au, aw, 245G
  - Spelling Practice Book, 114
  - 1.1.C.5
- **High-Frequency Words**
  - eyes, learn, enough, air, across, 245H
  - 1.1.C.1, 1.1.E
- **Vocabulary**
  - cub, wild, 245H
  - 1.1.E

## Reading
- **Read**: A Tiger Cub Grows Up, 246-269
  - 1.2.A.2
- **Comprehension**: Strategy: Summarize
  - Skill: Compare and Contrast
  - Practice Book A-O-B, 251
  - 1.2.A.2
- **Fluency**: Echo-Read: Pausing for Punctuation, 254/255
  - 1.1.C.4, 1.1.H

## Grammar
- Daily Language Activities, 271B
  - 1 and me, 271B
  - Grammar Practice Book, 142
  - 1.5.F.4
- **Writing**: Daily Writing Prompt: Write and illustrate one of the report sentences worked on in class.
  - Interactive Writing: Report, 271C

## Writing
- **Grammar**: Daily Language Activities, 271K
  - 1 and me, 271K
  - Mechanics: I
  - Grammar Practice Book, 143
  - 1.5.F.2, 1.5.F.4
- **Writing**: Daily Writing Prompt: Draw and write about something from the article.
  - Independent Writing: Report
  - Prewrite and Draft, 271M
  - Writing Trait: Presentation

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*Grade 1, Unit 6, Week 4, A Tiger Cub Grows Up, 242A–275DD*
# Grade 1, Unit 6, Week 4: A Tiger Cub Grows Up

## Oral Language

### Oral Vocabulary
- **Focus Question:** How is the tiger cub in this poem different from the tiger in *A Tiger Cub Grows Up*?

#### Oral Vocabulary, 271N
- Read Aloud: "Foal," 271O

### Phonemic Awareness
- **Focus Question:** How might summarizing help you when you read another selection?

#### Phonemic Awareness
- Phoneme Segmentation, 2710
- 1.1.C.7

#### Phonics
- **Variant Vowel /o/ au, aw:** 271P
- Practice Book A-O-B, 254
- 1.1.C.7, 1.1.C.8, 1.1.C.10

### Spelling
- **Test Practice, 271Q:** Spelling Practice Book, 116
- 1.5.F.1

### High-Frequency Words
- **Eye, learn, enough, air, across, 271R:** 1.1.C.1, 1.1.E

### Vocabulary
- **Cub, wild, 271R:** 1.1.E

## Reading

### Read
- **"The Tiger," 272–273:** 1.3.C, 1.3.D

### Comprehension
- **Text Feature: Wordplay:** 1.3.C, 1.3.D

### Fluency
- **A Choral Read, 271R:** 1.1.H

## Language Arts

### Grammar
- **Daily Language Activities, 273B:** I and me, 273B
- Grammar Practice Book, 144
- 1.5.F.4

### Writing
- **Daily Writing Prompt:** Draw what you saw in your mind as you listened. Independent Writing: Report
- Revise and Edit, 273B-274/275
- 1.5.E, 1.5.F, 1.6.E

### Weekly Literature

### Comprehension
- **Strategy: Summarize**
- Skill: Compare and Contrast 1.2.A.2

### Fluency
- **Word Automaticity, 275D:** 1.1.C.3

### Grammar
- **Daily Language Activities, 275F:** I and me, 275F
- Grammar Practice Book, 145
- 1.5.F.2, 1.5.F.4

### Writing
- **Daily Writing Prompt:** Would you like to have a tiger cub as a pet? Write a few sentences explaining why or why not. Independent Writing: Report
- Publish and Present, 275G-275H
- 1.5.G, 1.6.A.1, 1.6.C, 1.6.E.3
**Focus Question**: What kind of playhouse would you like? How would you build it?

**Oral Vocabulary**: 276K
1.1.C.1, 1.1.E, 1.6.D.2, 1.6.D.3

**Phonemic Awareness**: Phoneme Isolation, 277A
1.1.C.2

**Phonics**: Diphthongs /oi/ or oy, 277A
Practice Book A-0-B, 257
1.1.C.7, 1.1.C.8, 1.1.C.10

**Spelling**: Pretest, 277C
Spelling Practice Book, 117
1.1.C.5
High-Frequency Words
Circle, toward, leave, grew, 277E
1.1.C.1, 1.1.E, 1.5.F.1

**Vocabulary**: Toppled, wreck, welcoming, 277E
Practice Book A-0-B, 258
1.1.E

**Read**: Decodable Reader Roy's Rich Soil, 277D
Read The Town That Grew, 278-279
1.1.B, 1.1.C.1, 1.1.E, 1.1.E.1

**Comprehension**: Strategy: Summarize
Skill: Cause and Effect
Practice Book A-0-B, 260
1.1.G.2

**Fluency**: Word Automaticity, 277B
1.1.C.3, 1.1.C.7

**Grammar**: Daily Language Activities, 279C
Combining Sentences, 279C
Grammar Practice Book, 146
1.5.D.1

**Writing**: Picture Prompt: invite children to respond to the picture prompt by writing a sentence about it.
Shared Writing: Story, 279D
1.6.D.3, 1.6.E

**Focus Question**: What will the children do to build a sand castle?

**Oral Vocabulary**: 279E
1.1.C.1, 1.1.E, 1.6.D.2, 1.6.D.3

**Phonemic Awareness**: Phoneme Blending, 279F
1.1.C.7

**Phonics**: Diphthongs /oi/ or oy, 279F
1.1.C.7, 1.1.C.8, 1.1.C.10

**Spelling**: Word Sort oi, oy, 279G
Spelling Practice Book, 118
1.1.C.5
High-Frequency Words
Circle, toward, leave, grew, 279H
1.1.C.1, 1.1.E, 1.5.F.1

**Vocabulary**: Toppled, wreck, welcoming, 279H
1.1.E

**Read**: Sand Castle, 280-303

**Comprehension**: Strategy: Summarize
Skill: Cause and Effect
Practice Book A-0-B, 260
1.1.G.2

**Fluency**: Choral Read: Read Patterns, 288/289
1.1.H

**Grammar**: Daily Language Activities, 305B
Combining Sentences, 305B
Grammar Practice Book, 147
1.5.D.1

**Writing**: Daily Writing Prompt: Draw the building the class wrote about. Write a few sentences describing it.
Interactive Writing: Story, 305C
1.6.D.3, 1.6.E

**Focus Question**: Where was the story set? Does that type of place exist?

**Oral Vocabulary**: 305D
Read Aloud "The Three Little Pigs."
305E
1.1.C.1, 1.1.E, 1.6.B, 1.6.D.2

**Phonemic Awareness**: Phoneme Deletion, 305F
1.1.C.2

**Phonics**: Diphthongs /oi/ or oy, 305F
1.1.C.7, 1.1.C.8, 1.1.C.10

**Spelling**: Word Sort oi, oy, 305G
Spelling Practice Book, 119
1.1.C.5
High-Frequency Words
Circle, toward, leave, grew, 305H
1.1.C.1, 1.1.E

**Vocabulary**: Strategy: Context Clues/Syntax and Semantic Clues, 305H
Practice Book A-0-B, 262
1.1.F.1

**Read**: Sand Castle, 280-303

**Comprehension**: Maintain Skill: Predictions
1.1.D.1

**Fluency**: Repeated Reading: Read Patterns, 305I
Practice Book A-0-B, 261
1.1.H

**Grammar**: Daily Language Activities, 305K
Combining Sentences, 305K
Mechanics: Capitalization
Grammar Practice Book, 148
1.5.D.1, 1.5.F.2

**Writing**: Daily Writing Prompt: Respond to the read aloud by illustrating a scene of your choice.
Independent Writing: Story Prewrite and Draft, 305M
Writing Trait: Presentation
1.5.A, 1.5.C.2, 1.6.D.3, 1.6.E
### ORAL LANGUAGE
- **Oral Vocabulary**
- **Listening Comprehension**
- **Phonemic Awareness**

### WORD STUDY
- **Phonics**
- **Spelling**
- **High-Frequency Words**
- **Vocabulary**

### READING
- **Read**
- **Comprehension**
- **Fluency**

### LANGUAGE ARTS
- **Grammar**
- **Writing**

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#### DAY 4
- **Focus Question:** How are the castles in this story like the one the children made in Sand Castle?
- **Oral Vocabulary, 305N**
  - Read Aloud “London Bridge,” 305O
- **Phonemic Awareness**
  - Phoneme Isolation, 305O
  - 1.1.C

#### DAY 5
- **Focus Question:** How might summarizing help you when you read another selection?
- **Oral Vocabulary, 311A**
  - 1.1.C, 1.1.E, 1.6.D.3
- **Phonemic Awareness**
  - Phoneme Blending, 311B
  - 1.1.C.7

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#### Weekly Assessment
- **PSSA Format Weekly Assessment**

#### Unit and Benchmark Assessment in PSSA format

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**Weekend Activities**

**Daily Writing Prompt:** Respond to the read aloud by illustrating a scene of your choice.

**Independent Writing:** Story

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**Grammar**
- Daily Language Activities, 311F
- Combining Sentences, 311F
- Grammar Practice Book, 150
  - 1.5.D.1, 1.5.F.2

**Writing**
- Daily Writing Prompt: Draw a picture of a house you want to build for you and your friends. Write a few sentences about it.
- Independent Writing: Story
  - Publish and Present, 311G–311H
  - 1.5.G, 1.6.A.1, 1.6.C

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**Grade 1, Unit 6, Week 5, Sand Castle, 276A–311DD**

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1.1 Learning to Read Independently
1.1 A. Identify the purpose of text using illustrations and text format clues.
1.1 B. Preview text to identify title, author, and parts of a book.
1.1 C. Use correct book handling skills (e.g., left to right, top to bottom, front to back, and turn pages appropriately).
1.1 D. Manipulate the structural features of spoken and written language to read simple sentences and stories.
1.1 C. 1. Read one-syllable and high frequency sight words.
1.1 C. 2. Identify initial, medial, and final sounds, including blends and digraphs.
1.1 C. 3. Use knowledge of speech and print to read regular one-syllable words.
1.1 C. 4. Use visual marks at the ends of sentences to guide fluent oral reading and at a clue to meaning.
1.1 C. 5. Categorize common words and basic categories based on sound features and sound/symbol representations.
1.1 C. 6. Demonstrate correspondence between consonant and short-vowel sounds to letter symbols.
1.1 C. 7. Segment and blend sequences of sounds to decode words (e.g., blends, digraphs, and r controlled-vowels).
1.1 C. 8. Produce speech sounds that correspond to written letter symbols and letter combinations (e.g., digraphs, blends, and r controlled-vowels).
1.1 C. 9. Produce a series of rhyming words.
1.1 C. 10. Produce speech sounds associated with all individual letter symbols and letter combinations for digraphs, blends, and r controlled-vowels.
1.1 C. 11. Demonstrate understanding of syllables in a word.
1.1 C. 12. Decode and encode words containing digraphs, consonant blends/clusters, short vowels, silent e and r control vowels.
1.1 D. Read text using self-monitoring comprehension strategies (e.g., predict, revise predictions, use picture and structural clues, question, reread and clarify meaning).
1.1 D. 1. Monitor predictions while reading.
1.1 D. 2. Reread and self-correct word recognition errors while reading.
1.1 E. Acquire a reading vocabulary consisting of sight words, high frequency words, and word families. Use a picture dictionary as an appropriate resource.
1.1 F. Identify new vocabulary learned in various subject areas.
1.1 F. 1. Develop new vocabulary meaning using sentence structure and word order.
1.1 G. Identify the characteristics of fiction and nonfiction text.
1.1 G. 1. Retell a story in a logical and sequential order including some detail from text.
1.1 G. 2. Identify the major ideas in a story.
1.1 G. 3. Connect the new information or ideas in a story to real life events.
1.1 G. 4. Answer and construct questions using keywords and discussions.
1.1 G. 5. Reread sentences to clarify meaning.
1.1 G. 6. Support answers and conclusions by locating key words from the text and evidence from the illustrations.
1.1 H. Demonstrate fluency in reading and answer questions based on material read.
1.1 H. 1. Read familiar sentences aloud.
1.1 H. 2. Recognize own mistakes and identify corrections.
1.1 H. 3. Use appropriate rate and pronunciation when reading familiar text.
1.1 H. 4. Read a variety of books.
1.1 H. 5. Answer simple comprehension questions based on the material read.
1.1 H. 6. Demonstrate connections with information while reading.
1.2 Reading Critically in All Content Areas
1.2 A. Discuss content of informational items in text.
1.2 A. 1. Identify the difference between facts and opinions.
1.2 A. 2. Identify essential information such as facts, main ideas, and supporting information from illustrations and text.
1.2 A. 3. Make predictions about what happens next in a story or process and justify.
1.2 A. 4. Identify the organizational structures of text and indicate connection to the information.
1.2 B. Identify and use a variety of media to gain information (e.g., computer, tape recorder, television, videos, films, films).
1.2 B. 1. Use electronic media to develop a portfolio consisting of illustrations, words, and sentences.
1.2 B. 2. Identify type of media to use for a specific task.
1.2 B. 3. Identify and discuss different techniques used in television programs and distinguish facts from make-believe.
1.2 B. 4. Differentiate between different types of media projects and identify characteristics of each.
1.2 C. Identify the conventions of a variety of genres.
1.3. Reading, Analyzing and Interpreting Literature
1.3 A. Read a variety of works of literature and participate in guided discussion.
1.3 B. Describe the characters and setting indicating impact on the main idea of the story.
1.3 C. Identify the literary devices in rhyme, rhythm, pattern.
1.3 D. Identify and complete predictable language patterns (e.g., pattern books, predictable books, nursery rhymes).
1.3 E. Identify dialogue and story action in plays and stories.
1.3 F. Read both fiction and nonfiction.
1.4 Types of Writing
1.4 A. Dictate and/or write narrative pieces from personal experience.
1.4 A. 1. Include people, places, and things in dictation, story boards, and writing.
1.4 A. 2. Select appropriate illustrations to accompany story.
1.4 A. 3. Include simple plot when sharing information.
1.4 B. Write informational sentences (e.g., letters, narratives, descriptions, definitions, collections of facts, simple instructions) using illustrations when relevant.
1.4 C. Differentiate between fact and opinion.
1.5 Quality of Writing
1.5 A. Write with a selected focus.
1.5 B. Write content sentences using content appropriate for the topic.
1.5 B. 1. Identify possible organizational structures for information.
1.5 B. 2. Write a series of sentences.
1.5 B. 3. Incorporate details relevant to the topic using short sentences.
1.5 C. Write organized sentences.
1.5 C. 1. Recognize and use the correct word order in written sentences.
1.5 C. 2. Include a beginning, middle, and ending when writing a story.
1.5 D. Use a variety of words to create consistent writer’s voice.
1.5 D. 1. Write complete simple sentences.
1.5 D. 2. Write sentences containing descriptive words and verbs in context.
1.5 E. Revise writing to add or eliminate details and correct ideas so a logical order is present.
1.5 F. Edit writing for grammar and punctuation.
1.5 F. 1. Spell high-frequency sight words correctly.
1.5 F. 2. Capitalize the first word of a sentence, names of people, and titles of books.
1.5 F. 3. Use proper end punctuation (period, exclamation and question marks).