

Week 1 – Day 1

Back to School

Weekly Concept At School

Essential Question
What do you do at school?

Go Digital!



Where are the children?
What are they doing?
How do you think they might feel?



This week we'll be talking and reading about things that happen at school.

Where are the children? What are they doing? How do you think they might feel?

Where?	What?

Oral Vocabulary Words



learn

Oral Vocabulary

Routine

Example



You will *learn* many new things this year.





learn

Oral Vocabulary

Routine

Example

Define: When you *learn*, you gain knowledge or a new skill.

Example: You will *learn* many new things this year.

Ask: What special things would you like to *learn* to do?





subjects

Oral Vocabulary

Routine

Example



Tim's favorite *subjects* are art and math.





subjects

Oral Vocabulary

Routine

Example

Define: *Subjects* are the things you study at school, such as reading and science.

Example: Tim's favorite *subjects* are art and math.

Ask: What are your favorite *subjects*?



Listening Comprehension



Kary Winters ★

ILLUSTRATED BY Renée Andriani

This School Year Will Be
THE BEST!



What do you predict the children will wish for?

Strategy: Visualize
Model: Retelling
Model: Fluency
Writing fluency

Identify Rhyme – (I do)

If the two words rhyme,
I will clap my hands.
Listen: fan, man.
Do fan and man rhyme?
Yes! I'll clap my hands.
They rhyme because they both
end in the same sounds: /an/.
Listen: /f/ /an/, fan; /m/ /an/, man.
What other words rhyme
with fan and man?
To figure that out, I need to think of words
that end in /an/.
I know one. The word pan.
The word pan ends in /an/,
so it rhymes with fan and man.



What other words rhyme with man and fan?

Identify Rhyme – (we do)

I will say two words.
If the two words rhyme,
Clap your hands.
What other words rhyme
with these words?



What other words rhyme with rag and flag?

Identify Rhyme – (you do)

I will say two words.
If the two words rhyme,
Clap your hands.
What other words rhyme
with these words?

sad, bad

nap, pan

back, pack

mad, let

ham, him

What other words rhyme with these words?

Introduce short a

10

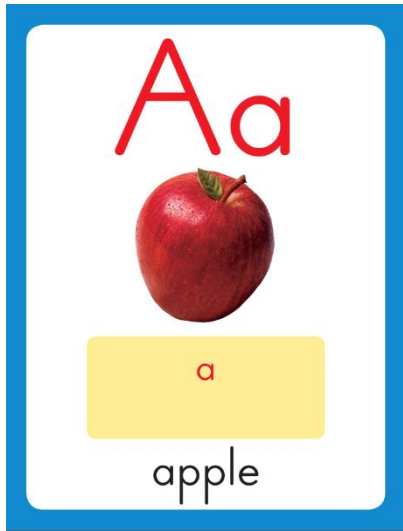
This is the Apple Sound-Spelling Card.
The sound is /a/.
The /a/ sound is spelled with the letter a.
Say it with me: /aaa/.
This sound is at the beginning of the word apple.
Listen /aaapel/, apple
I'll say /a/ as I write the letter several times.

Aa



a

apple



Introduce short a

Have children practice connecting the letter a to the sound /a/ by writing it. Now do it with me. Say /a/ as I write the letter a. This time, write the letter a five times as you say the /a/ sound.

Blend Words with short a (I do)

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Sound

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d

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Sound
Blend

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Word

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Word

b

Sound

b

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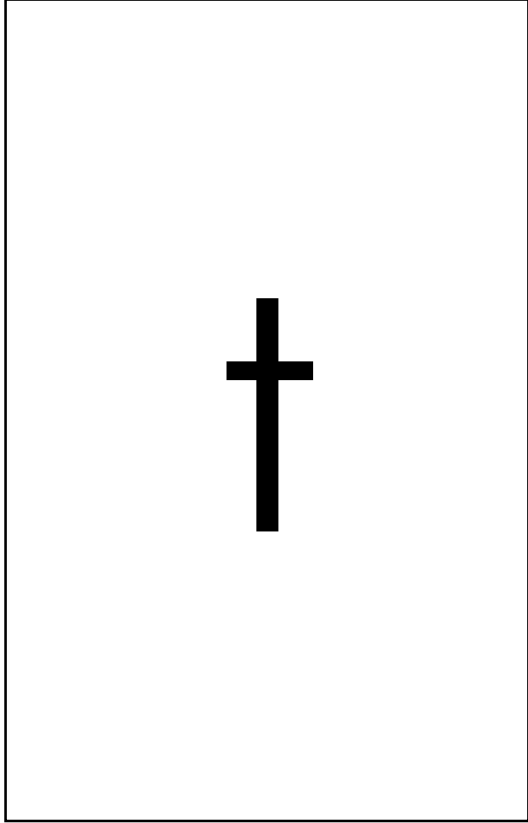
Sound
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Word



Sound

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Sound
Blend

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Word

a s t c n p

d m S a x h

ck J f l M a

g N b r a ck

a

Blend Words with short a (we do)

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back

Blend Words with short a (You do)

Pam

Pam has

Pam has a

Pam has a mat.

Pam has a mat.

The

Pam has a mat.

The cat

Pam has a mat.

The cat can

Pam has a mat.

The cat can nap.

Pam has a mat.

The cat can nap.

Nat

Pam has a mat.

The cat can nap.

Nat ran

Pam has a mat.

The cat can nap.

Nat ran back.

Name _____

Look at the picture. The letter **a** can stand for the middle sound you hear in **hat**.



Write the letter **a** to complete the word that names each picture. Read the word.

 1. c _____ t



 2. m _____ p



 3. p _____ n



 4. f _____ n



Name _____

The letter **a** can make the short **a** sound you hear in **hat**.



Read the word. Listen for the short **a** sound. Circle the picture that the word names.

1. cat



2. fan



3. map



4. pan



Name _____

Read the question. Look at the picture. Write the answer.

1. Is this a cat or a can? _____



2. Is this a map or a man? _____



3. Is this a pal or a pan? _____



4. Is this a fan or a man? _____



5. Is this a cap or a can? _____



DICTATION ROUTINE AT-A-GLANCE

Steps

1 State the Target Word

- ✓ Pronounce the word and have students chorally repeat.
- ✓ Use the word in a simple context sentence.

2 Orally Segment the Word

- ✓ Students say the word sound-by-sound. (For multisyllabic words, students say/clap the word syllable-by-syllable.)
- ✓ Students use the Sound Boxes, as needed.

3 Connect Each Sound to a Spelling

- ✓ Ask: *What is the first sound? What letter (or letters) do we write for that sound?*

(For multisyllabic words, students spell one syllable at a time.)

- ✓ Continue with each sound and spelling in the word.
- ✓ Refer to the Sound-Spelling Cards, as needed.

For *maximum support*, tell the correct spelling for the sound and explain why.

For *intermediate support*, guide students to find the correct spelling and explain why.

For *minimal support*, students say the spelling and write it.

4 Check Spelling

- ✓ Students read the word. They ask: *Does it look right?*
- ✓ Write the correct spelling on the board for students to self-correct their work. Provide corrective feedback, such as referring to the hints on the Sound-Spelling Cards and associating the word to a known word with the same spelling pattern.

Spelling / Dictation

5

1.

2.

3.

4.

5.

High Frequency Words

Read, Spell, Write

5

does

Max does his homework everyday.

Read, Spell, Write

not

Do not run at school.

Read, Spell, Write

school

We read a lot in school.

Read, Spell, Write

what

What can we play today?

Have children read the sentences. Prompt them to identify the high-frequency words in connected text and to blend the decodable words.

1. **Does** the cat nap?
2. Pam is **not** sad.
3. I like **school**.
4. **What** can you see?

Words to Know



does

Dan **does** his best work.



school

We read a lot in **school**.



not

Do **not** run at school.



what

What can we play today?



Your Turn



Say the sentence for each word. Then make up another sentence.

Go Digital! Use the online visual glossary

Read Together

Phonics/Fluency

Short a

The letter a can make the short a sound in pack.



- | | | |
|-------------|-------------|------------|
| <u>a</u> x | <u>a</u> n | <u>a</u> d |
| <u>a</u> n | <u>a</u> t | <u>a</u> m |
| <u>a</u> n | <u>a</u> n | <u>a</u> p |
| <u>a</u> ck | <u>a</u> ck | <u>a</u> g |



Nan ran back to the mat.
Nan sat on the mat.



Your Turn



Look for these words with short a in "Jack Can."

- | | | |
|--------------|-------------|-------------|
| <u>J</u> ack | <u>c</u> an | <u>M</u> ax |
| <u>s</u> ad | <u>N</u> an | |

Spell the word and model reading it.
Tell children they will be reading the word in the selection.

helps

Essential Question

What do you do at your school?

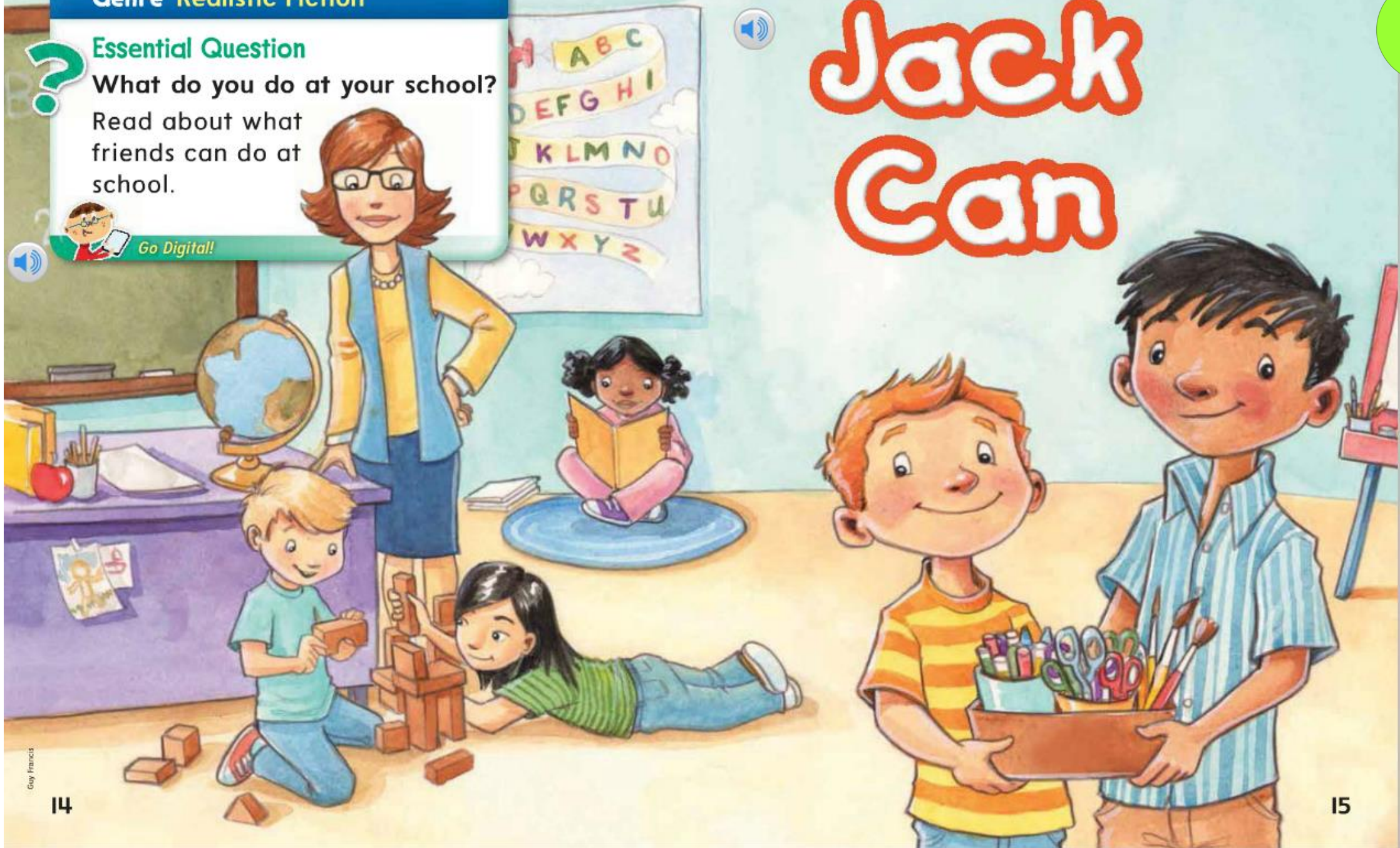
Read about what friends can do at school.

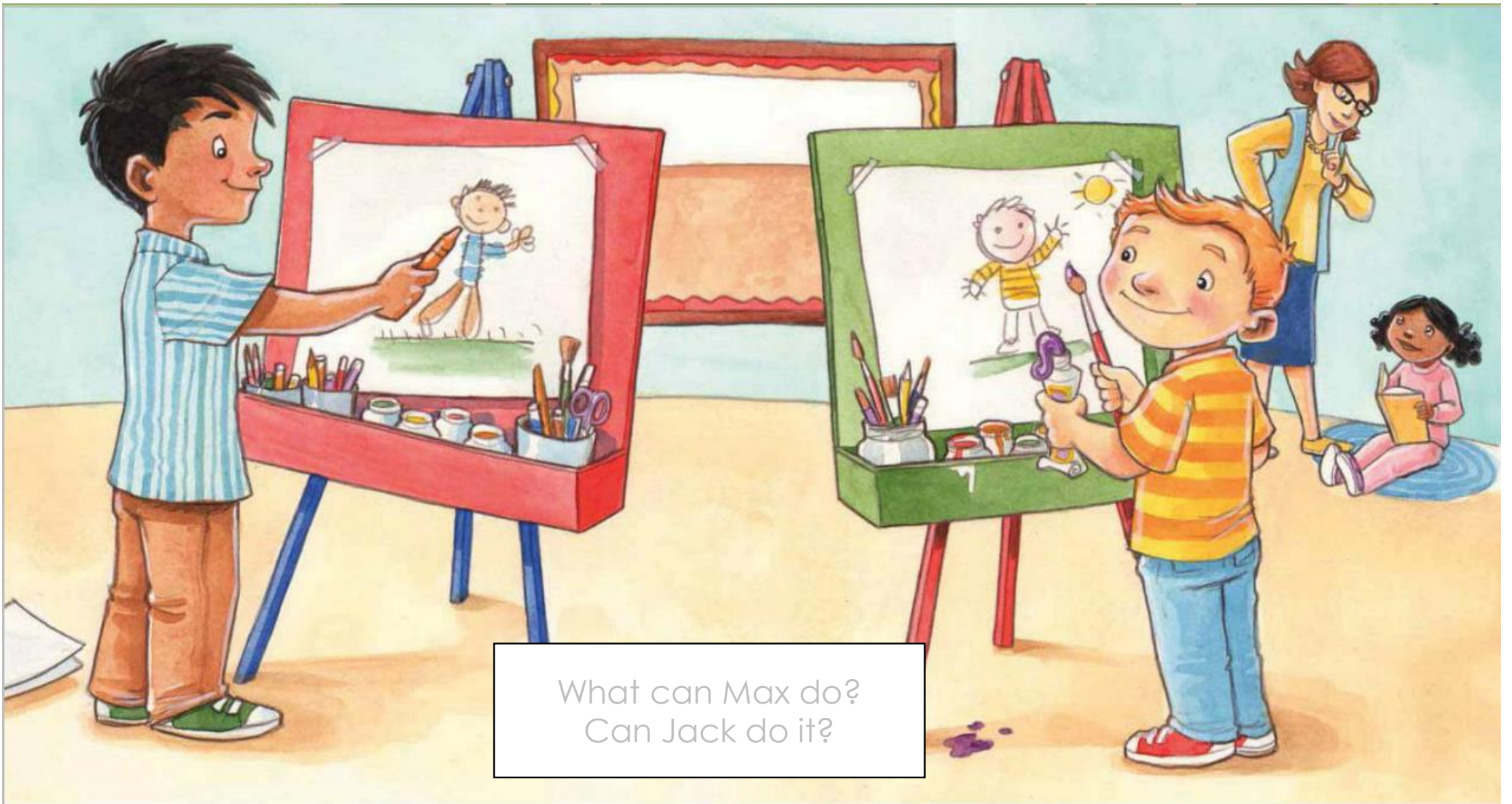


Go Digital!



Jack Can





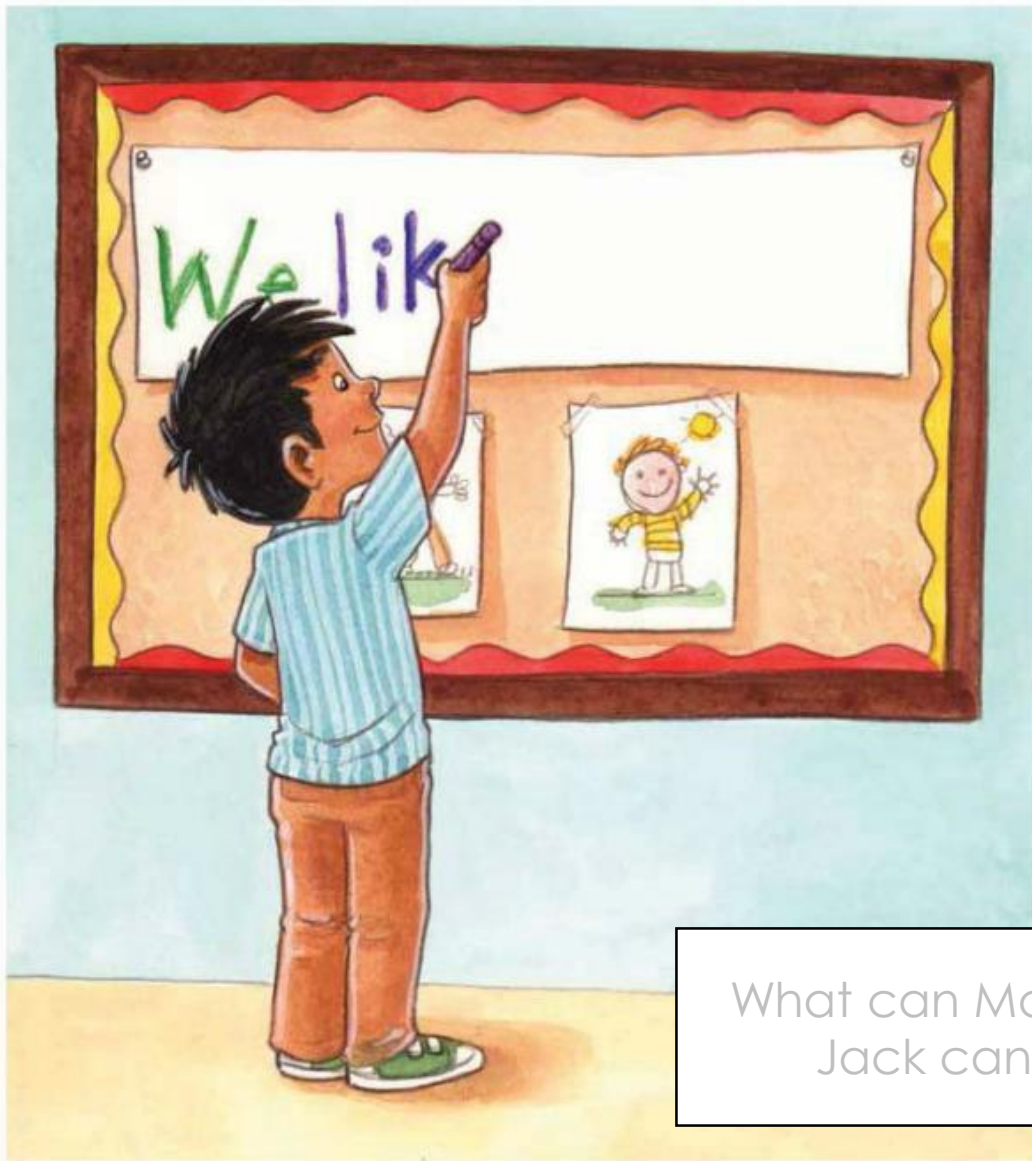
What can Max do?
Can Jack do it?



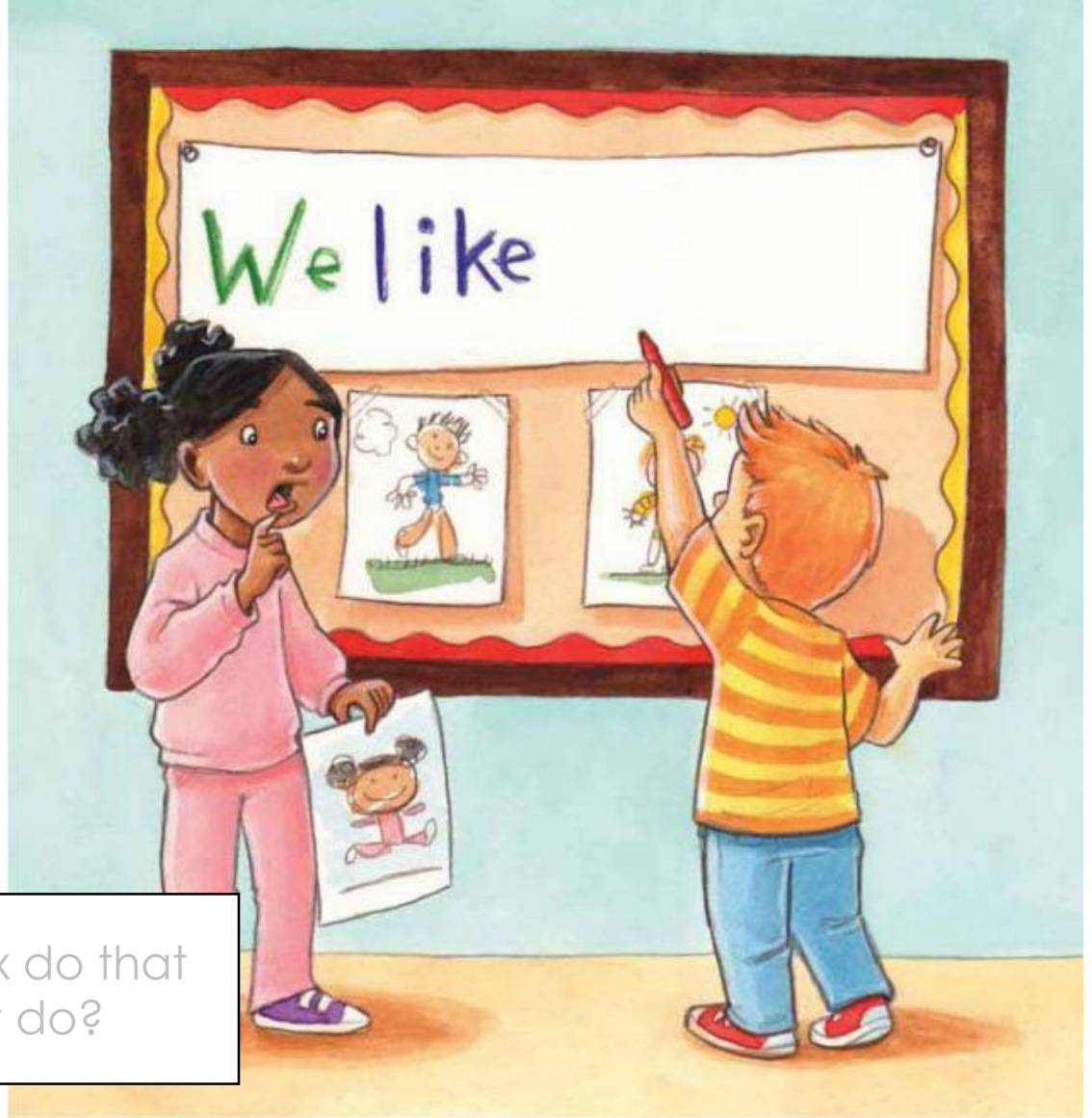
Max can.



Can Jack? Jack can.



What can Max do that Jack can't do?



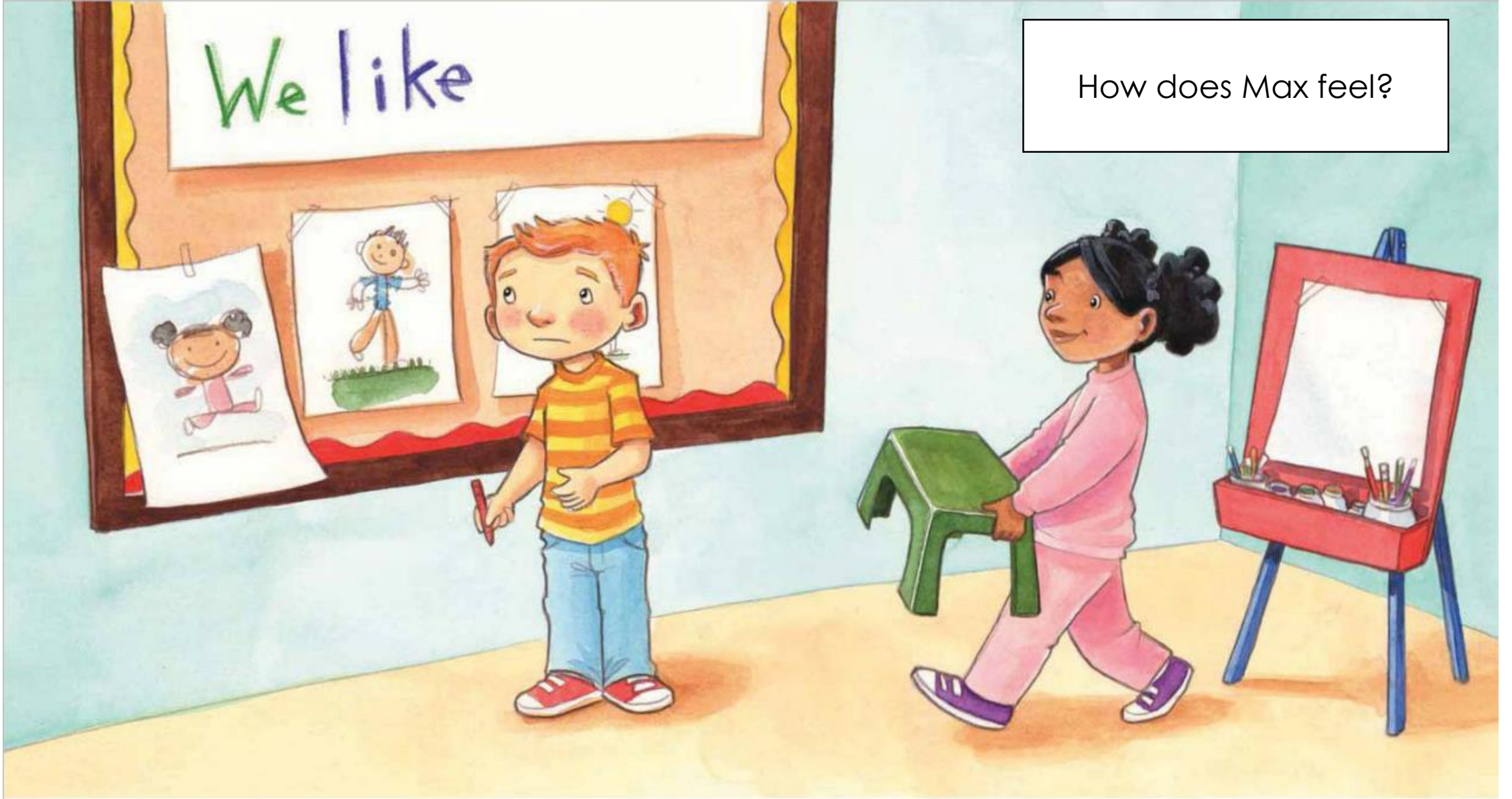
Jack can **not**.



Max can. Can Jack?



Jack can **not**.



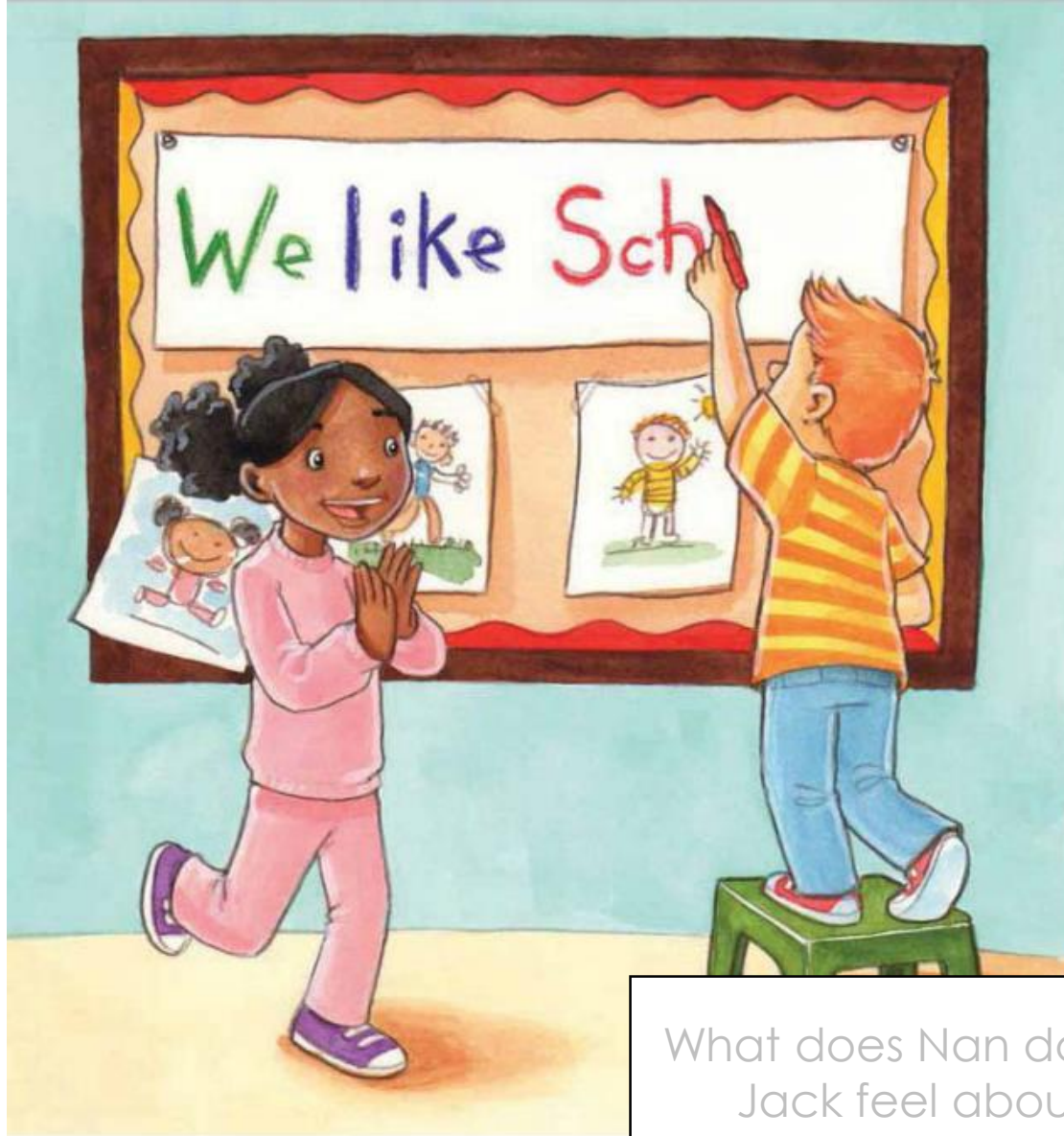
How does Max feel?



Jack is sad.



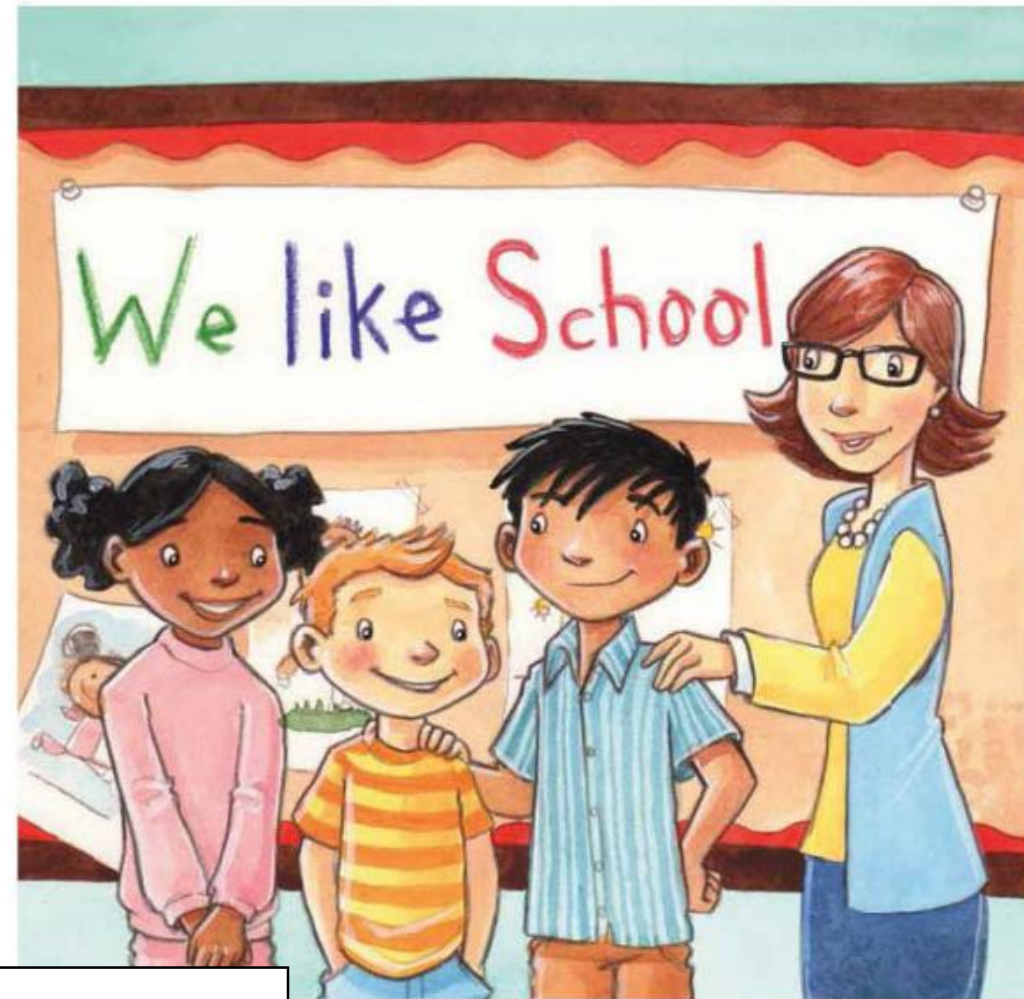
What does Nan do?



What does Nan do? How does Jack feel about school?

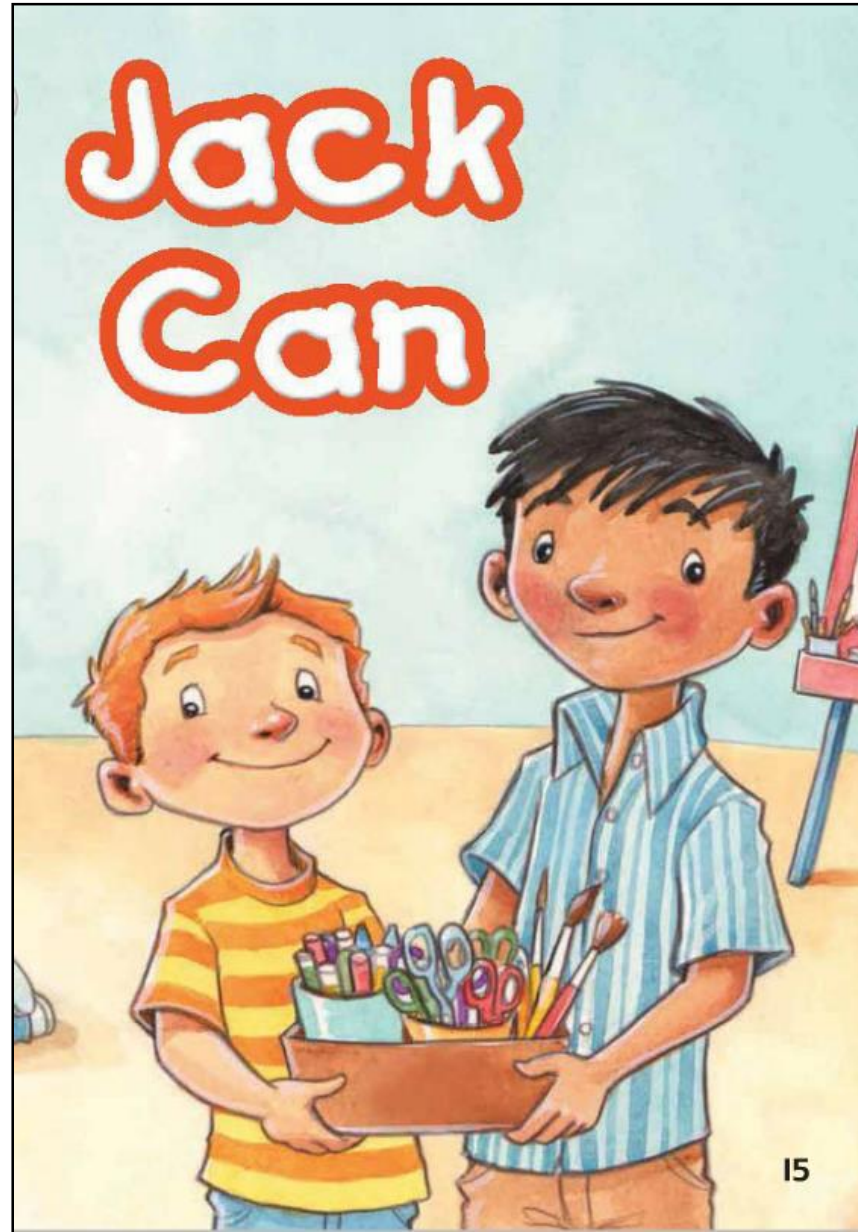


Nan helps Jack!



Jack likes **school**.

Focus on Fluency



With partners reread Jack Can to develop fluency.

Have partners use key details to retell the story.

Make Connections



Have children turn to a partner and talk about what children do at school.

At school, children can

Writing Prompt:
What can Jack do?

Reread the text and take notes to help respond to the prompt.

Let's look at
the text and
illustrations in
Jack Can

Notes:

(pg 16) I see that Max is painting at an easel, and it is easy for him to reach.

(pg 17) Jack can paint at an easel, just like Max. I can see that it is easy for Jack to reach the easel, too.

What can Jack do?

Jack can paint a picture.
Jack can reach the easel.

Jack can _____.

He also _____.

A sentence is a group of sentences that tell a whole idea.

Jan can play at school.
I like to play tag.

Explain that a sentence begins with a capital letter and ends with a punctuation mark. Point out the capital letter and periods.

Guided Practice

Prompt children to chorally reread them with you. Have pairs of children circle the errors in the sentences. Help children correct the errors to make complete sentences.

the cat plays with the bag

Little hat.

I see a tan bat