

Week 1 - Day 3

Oral Language

5

Essential Question: What do you do at school?

This week you have been talking and reading about what you do at school. Remember the children making wishes for the new school year, Jack's problem at school, and the information about schools around the world.

Discuss

Oral Vocabulary Words



common

Oral Vocabulary

Routine

Example



Cars are a *common* sight on city streets.



common

Oral Vocabulary

Routine

Example

Define: *Common* means "normal or ordinary."

Example: Cars are a *common* sight on city streets.

Ask: Which is *common*: a dog wearing shoes or a dog wearing a collar?





object

Oral Vocabulary

Routine

Example



There are many *objects* in my backpack, such as a book and a pencil.



object

Oral Vocabulary

Routine

Example

Define: An *object* is a thing or an item.

Example: There are many *objects* in my backpack, such as a book and a pencil.

Ask: Which *objects* are in your backpack?

Listening Comprehension

5

Model Visualizing

Prompt children to use text evidence to identify key details.

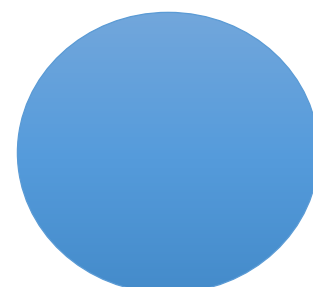
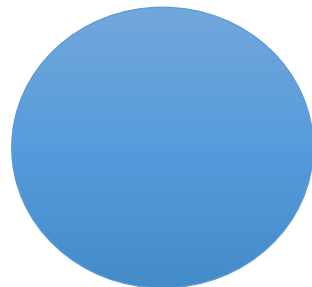
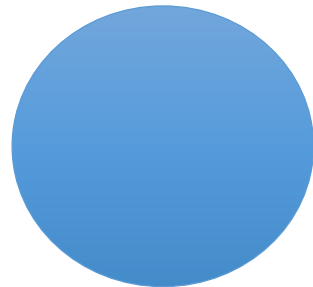


Phoneme Blending – I do

5

I'm going to put one marker in each box as I say each sound. Then I will blend the sounds to form a word. Place a marker for each sound as you say: /s/ /a/ /d/. Then say: This word has three sounds: /s/ /a/ /d/. Listen as I blend these sounds to form a word: /saad/, sad. The word is sad.

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Response Boards

Phoneme Blending – (We do)

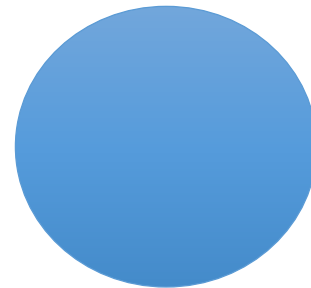
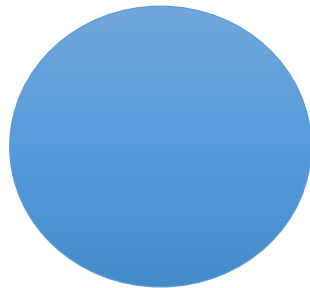
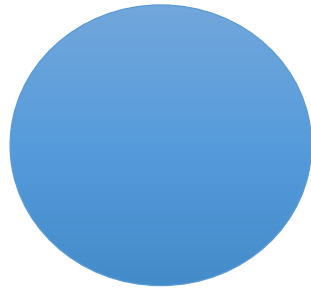
Let's do some together. Place a marker for each sound you hear. I will say one sound at a time. Then we will blend the sounds to say a word. Do the first three with children.

/a/ /t/

/a/ /n/

/m/ /a/ /p/

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Response Boards

Phoneme Blending – (You do)

Place a marker for each sound you hear. Say one sound at a time. Then blend the sounds to say a word.

/s/ /a/ /t/

/f/ /a/ /n/

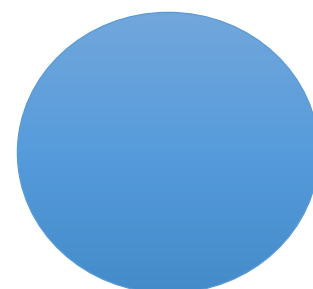
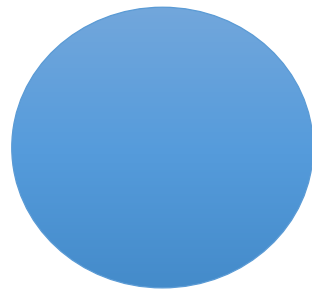
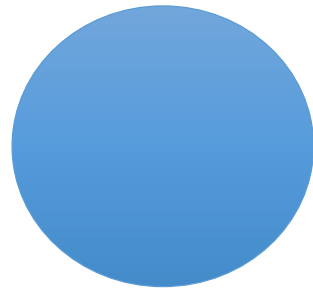
/t/ /a/ /p/

/m/ /a/ /t/

/m/ /a/ /n/

/n/ /a/ /p/

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Response Boards

Blend Words with Short a – (I do)

5

p

Sound

p

d

Sound
Blend

p

a

n

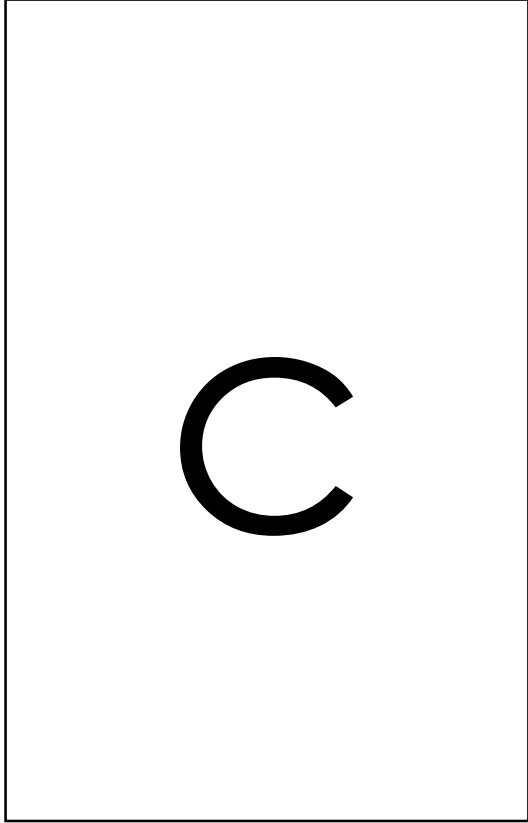
Sound
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Word



Sound

C

d

Sound
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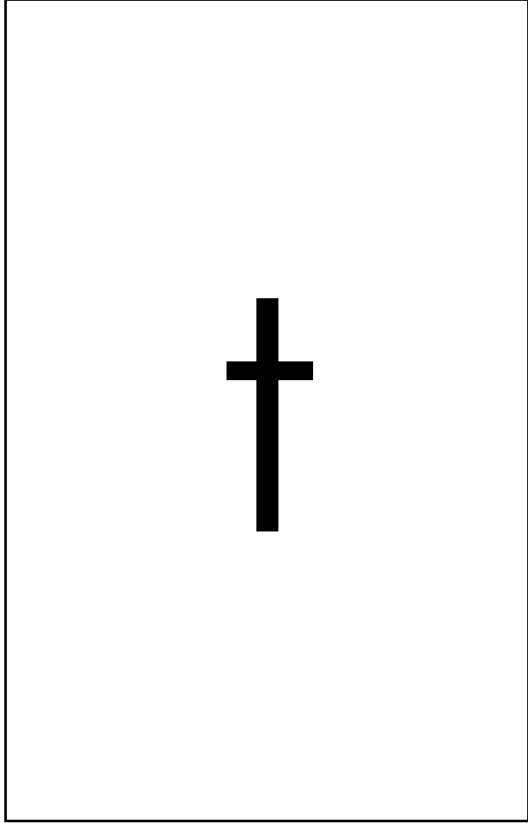
Sound
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Sound

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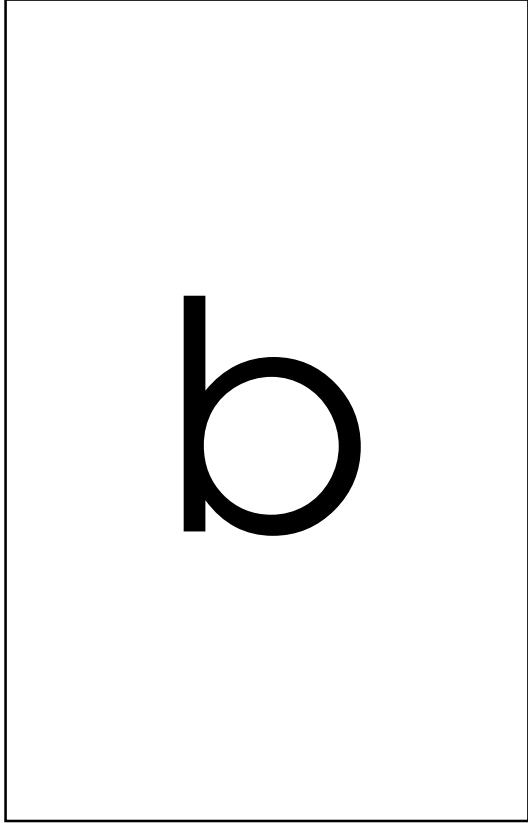
Sound
Blend

t

a

n

Word



Sound

b

d

b

d

t

Sound
Blend

b

a

t

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

Blend Words with short a (we do)

C

ca

can

can

a

can

at

can

at

N

can

at

Na

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Nat

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Nat

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can

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van

Jan

Jan packs

Jan packs a

Jan packs a bag.

Jan packs a bag.

Max

Jan packs a bag.

Max is

Jan packs a bag.

Max is not

Jan packs a bag.

Max is not sad.

Structural Analysis (I do)

5

pack
packs

Say these words and ask children to listen closely to hear what is different.

Structural Analysis (I do)

pack
packs

Tell children that the letter –s is used at the end of an action word when it follows a naming word that names people or things.

Help children blend these words. Point out that the letter -s at the end of a word can stand for /s/ as in taps, or /z/ as in wags.

tap

taps

wag

wags

pat

pats

fan

fans

Decodable Reader





Pam sat at school.



Dan does not tap a map.



Pam and Dan can pat.



What can Pam pack?



Pam can pack a tan bag.

Spelling – (-an, -ap, -at Word Families)

5

man

cat

can

nap

-an	-ap	-at	no

hat

tap

does

not

High-Frequency Words

5

Say each word and have children Read / Spell / Write the words. As children spell each word with you, point out irregularities in sound-spellings, such as the /a/ sound for a in what.

does

High-Frequency Word
Unit 1 Week 1

does



Max **does** his homework.

not

High-Frequency Word

Unit 1 Week 1

not



Do **not** run at school.

school

High-Frequency Word

Unit 1 Week 1

school



We read a lot at **school**.

what

High-Frequency Word

Unit 1 Week 1

what



What can we play today?

Build Fluency

Does a cat play at school?

A cat does not go to school.

What does a cat do?

Have children read the following sentences together at the same pace. Repeat several times.

Word Bank / Word Wall

Review the current and previous words in the word bank. Discuss with children which words should be removed, or added back, from previous high-frequency word lists. The word bank should change as the class needs it to.

Read and spell the word read. Review the meaning of the word as needed. You will be reading this word in the story today.

read

Genre Realistic Fiction

Essential Question

What do you do at your school?

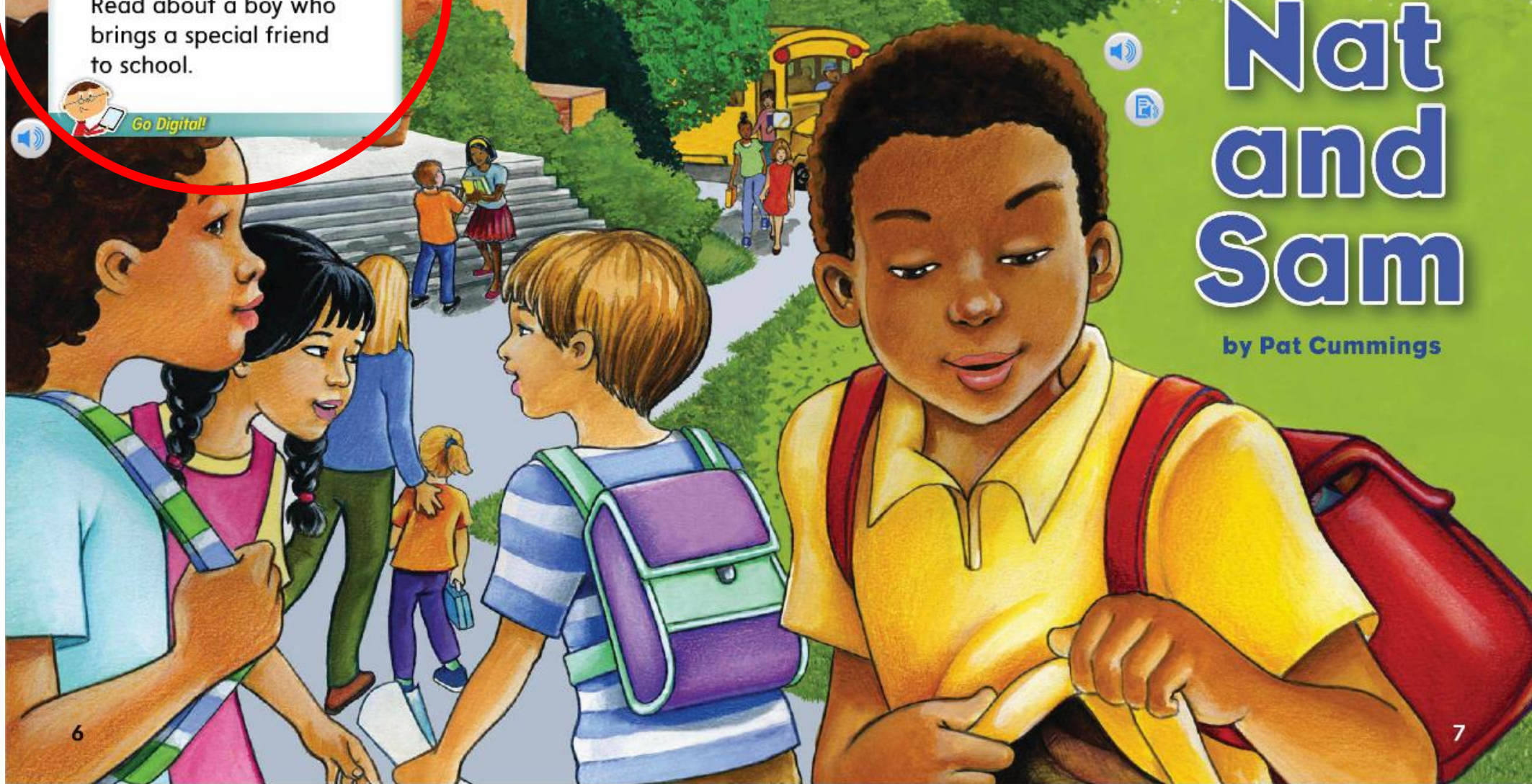
Read about a boy who brings a special friend to school.



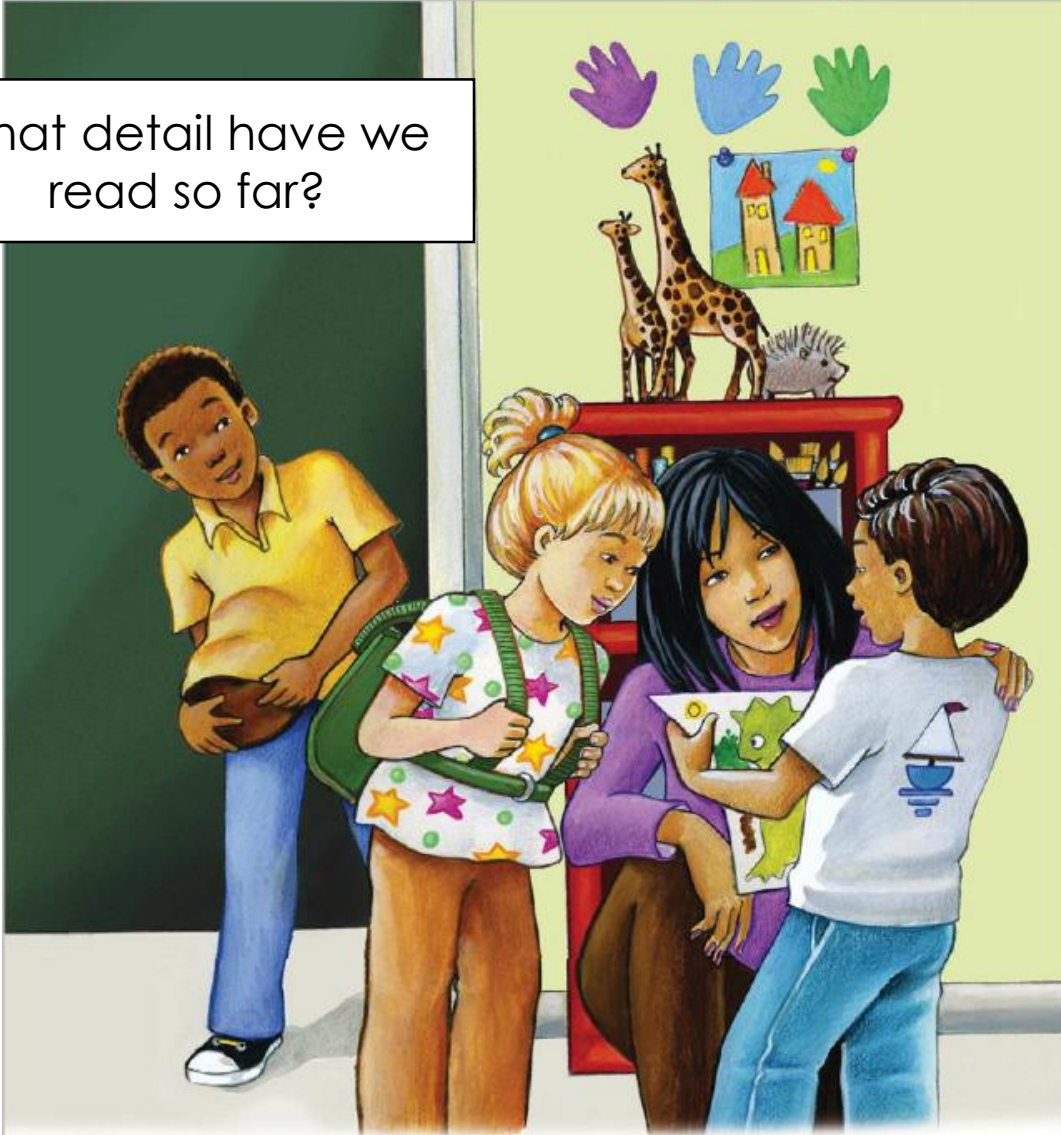
Go Digital!

Nat and Sam

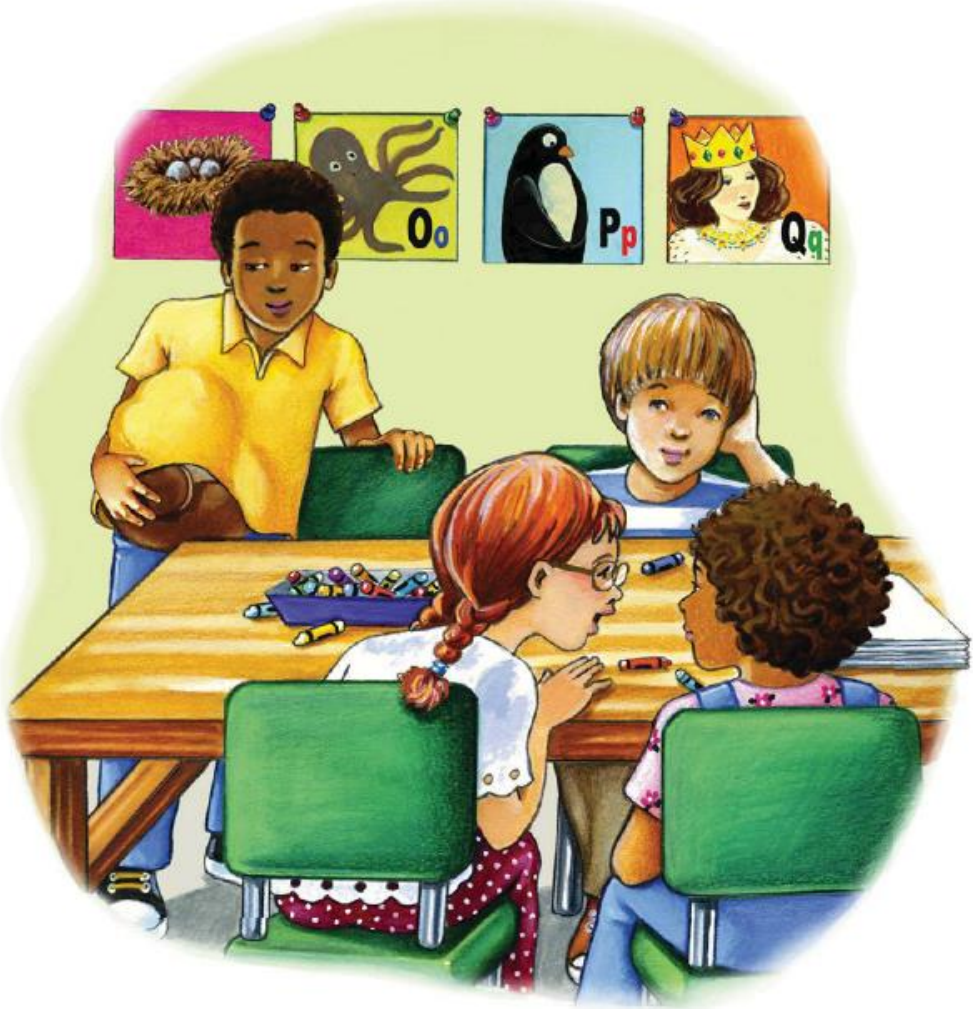
by Pat Cummings



What detail have we read so far?



Nat is at **school**.



Nat sat.

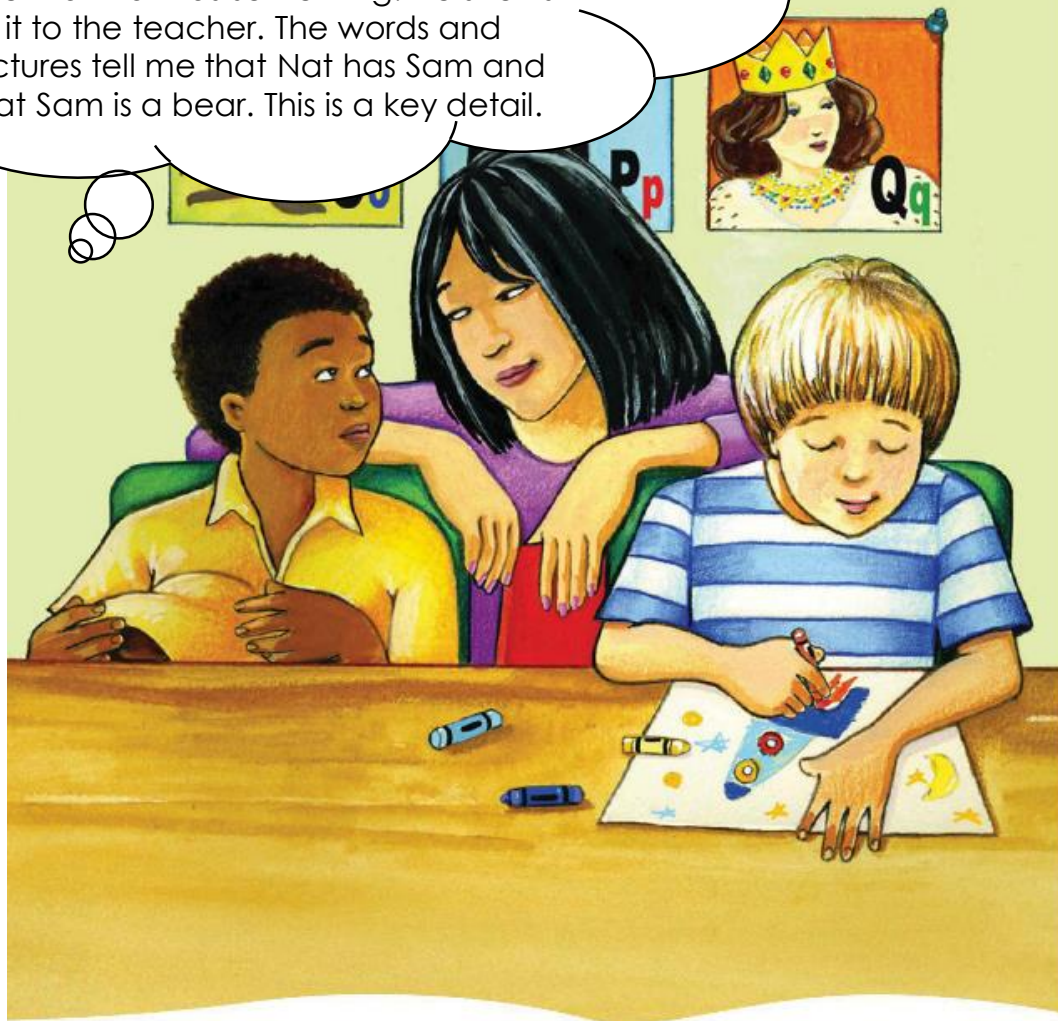
Detail

Nat sits in his
chair at
school.

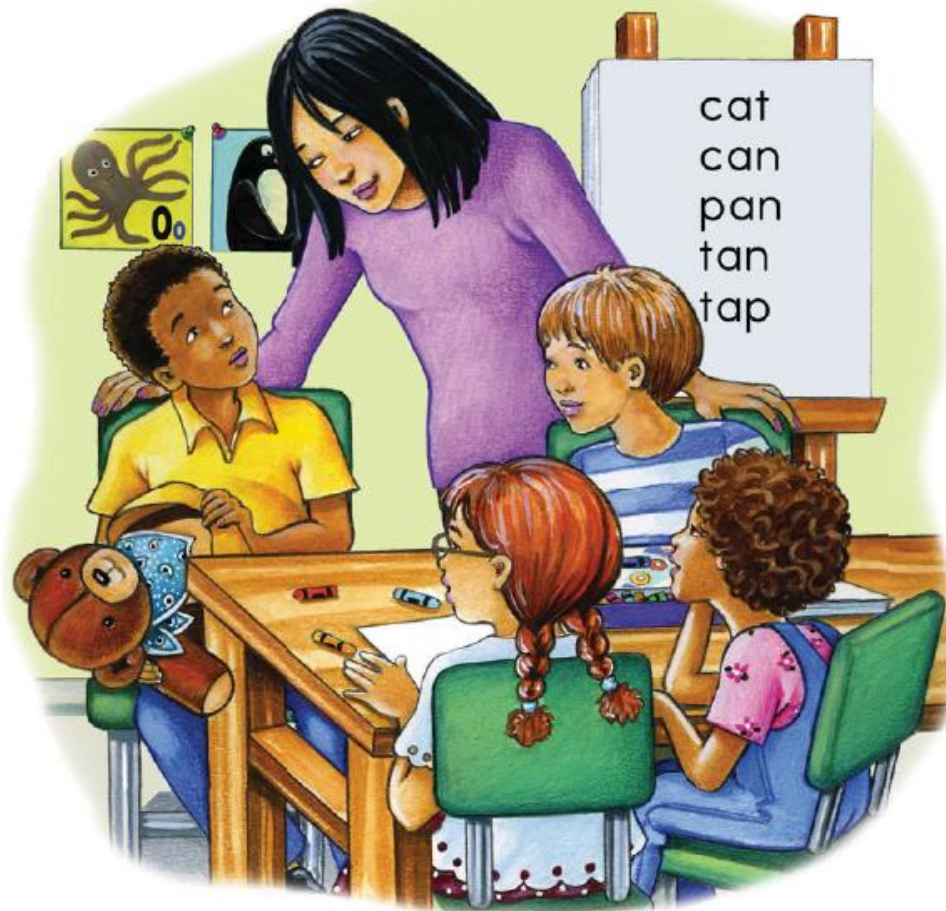
Detail

Detail

I want to know what the key details are on these pages. I can look at the words and pictures to find out. In the pictures I see that Nat has something. He shows it to the teacher. The words and pictures tell me that Nat has Sam and that Sam is a bear. This is a key detail.



What does Nat have?



Nat has Sam.

Detail

Nat sits in his
chair at
school.

Detail

Nat has his
bear Sam
with him.

Detail

Remember, the pictures contain many important story details. Look at the teacher. What is she doing?.



Nat does **not** have Sam!

Student Think Aloud: In the pictures, I see the teacher take Sam and put him on the shelf.



Sam sat.

Detail

Nat sits in his
chair at
school.

Detail

Nat has his
bear Sam
with him.

Detail

The teacher
takes Sam
and puts him
on a shelf.



Sam is with Pam.



Close your eyes and visualize what is happening on these pages. Use the words and illustrations and think about the key details. The text says "Sam is with Pam." What do you see happening when Sam is with Pam? Can you create a picture in your mind? Turn to a partner and discuss what Pam gives to Sam. This is a key detail.



Look! Sam can read.

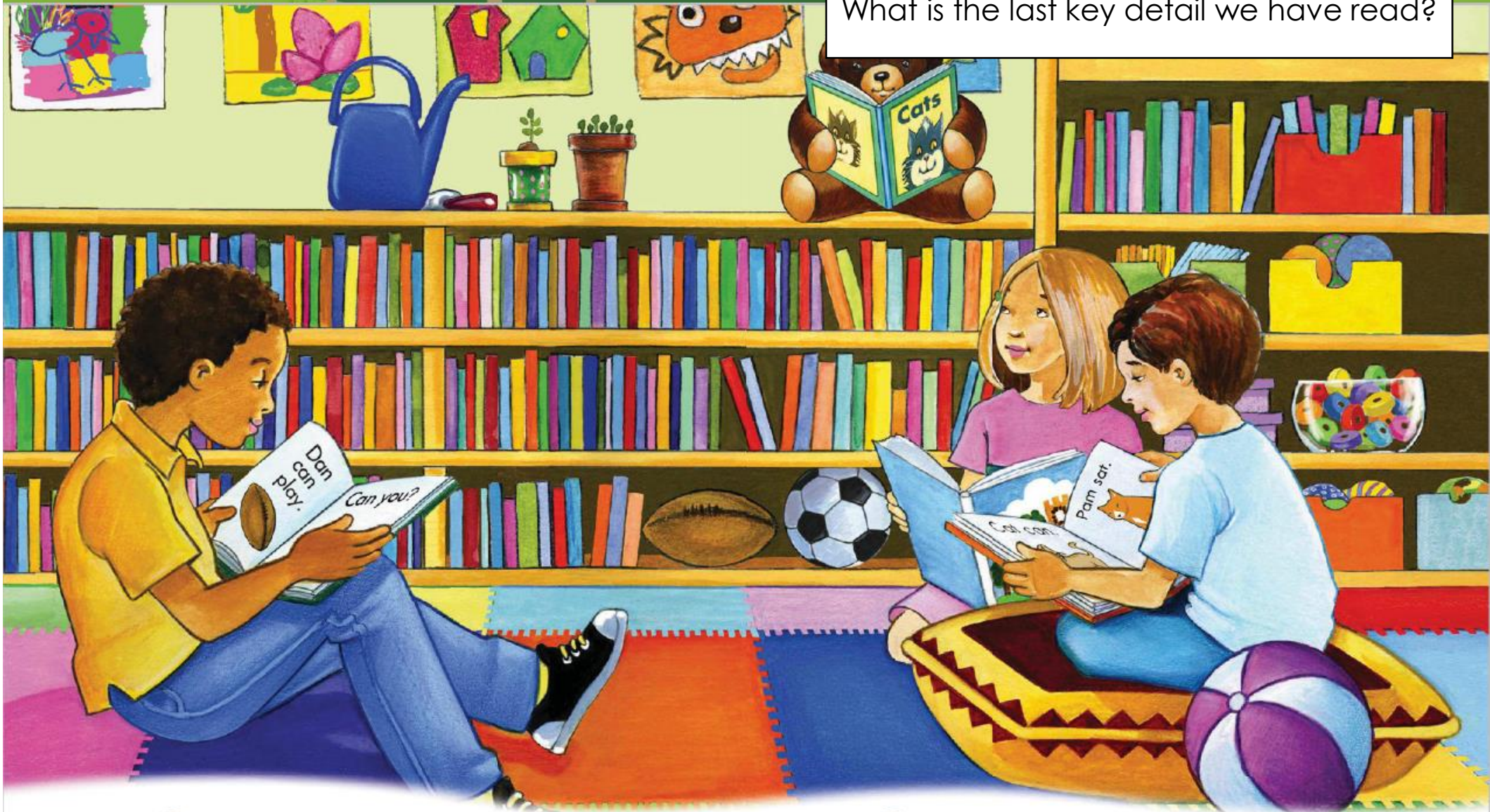
Detail

Pam gives a
book to Sam.

Detail

Detail

What is the last key detail we have read?



Can Nat? Nat can.



Nat and Sam like school.

The key details on this chart tell all the things that happened to Nat and Sam at school.

Detail

Pam gives a book to Sam.

Detail

Nat and Sam like school.

Detail

Retell the Story

Guide children in retelling the selection. Remind them that as they read Nat and Sam, they paid attention to key details and visualized what was happening in the story. Use the information they recorded on their key detail charts to help retell the selection.

Read Together

Meet Pat Cummings

Pat Cummings moved a lot when she was growing up, so she understands why Nat would bring an old friend to a new place. She loves to draw and write stories. And like Nat and Sam, she loves to read a good book.



Author's Purpose

Pat Cummings wanted to tell a story about a boy and the things he does at school. Draw a picture of something you do at school.



Respond to the Text

Retell

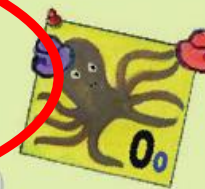
Use your own words to retell the important details in *Nat and Sam*.

Detail	Detail	Detail
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Write

How do Nat's feelings about school change? Use these sentence frames:

I read that Nat feels...
I know that changes because...

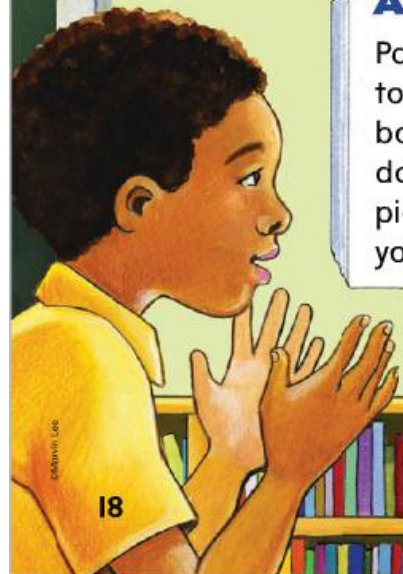


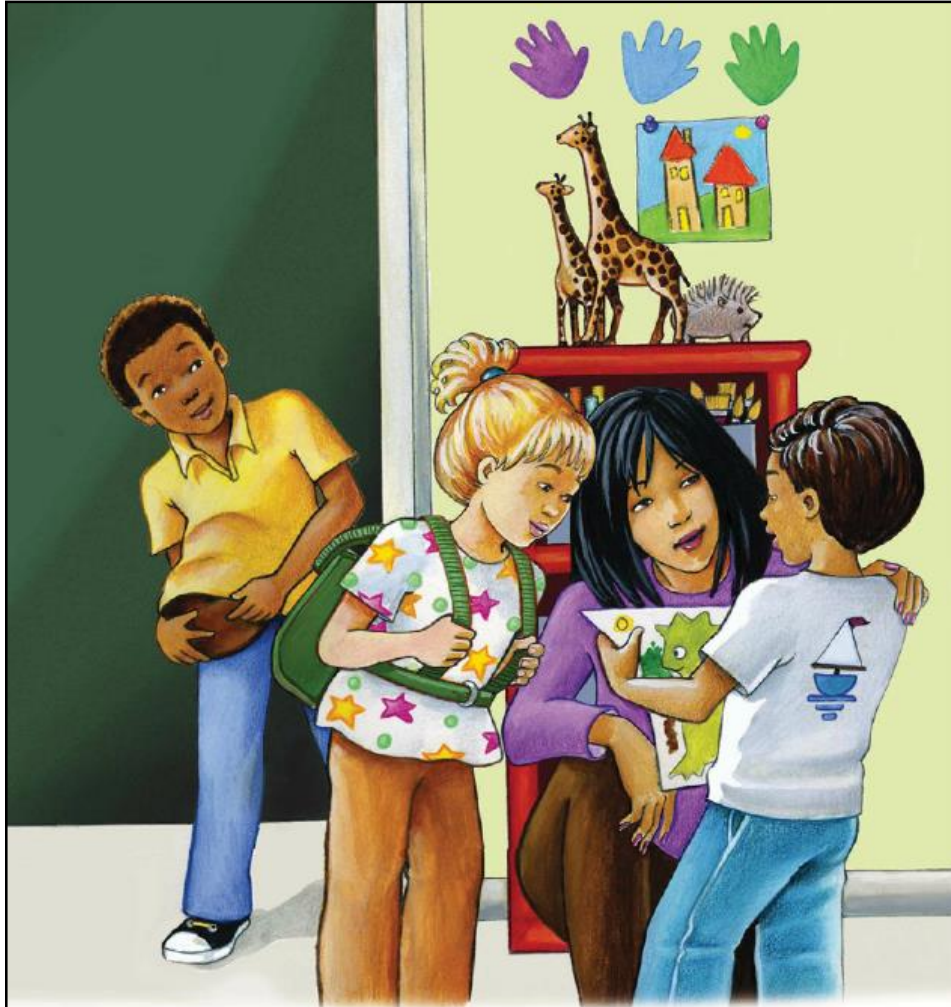
Make Connections



What does Nat do that you can do at school, too?

ESSENTIAL QUESTION





Nat is at **school**.

Why do you think Nat is peeking in the doorway?

What can we tell about how Nat feels about school?

What else tells us that Nat might be nervous or shy about coming to school?

Independent Writing

How do Nat's feelings about school change?

Prewrite: Review notes and plan their writing. Guide them to reread the prompt and to find words to help them write a topic sentence.

Draft: Remind children to use text evidence and make inferences to answer the prompt. As children write their drafts, have them focus on his week's skills.

- Focus on a single event
- Clues
- Sentences

If needed, write these sentence frames and model how to complete one using the notes:

I read that Nat feels _____.

I know that changes because _____.



Writing and Grammar

Read Together



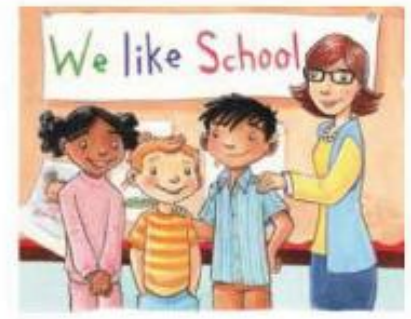
Write About the Text



I answered the question: **Which activity seems most challenging for Jack? How does this change?**

Student Model: *Informative Text*

Jack can not write a word. This makes Jack sad.
 Jack can not reach up. Nan gets a stool for Jack.
 I see that Jack is too short. Now Jack can reach.



Grammar
 A sentence begins with a capital letter.

Focus on an Event
 I wrote about when Jack got help.

Clues
 I used evidence from the story's words and pictures.

COLLABORATE
Your Turn
 How do Jack's feelings about school change? Use text evidence to support your answer.
 Go Digital!
 Write your response online.
 Use your editing checklist.

Grammar

Correct each sentence:

1. matt ran to the school.

2. my school bag is fat.