

1st GRADE

Rooted in READING AUGUST



by Amy Lemons and Katie King

- School's First Day of School
by Adam Rex
- Sylvie
by Jennifer Sattler
- The Bad Seed
by Jory John
- Nerdy Birdy
by Aaron Reynolds

UNIT 1: AUGUST

BOOK:	READING:	GRAMMAR:	PHONICS:
School's First Day of School	Book Basics (author, illustrator, parts of a book)	Intro to Letters	Consonant Sounds
Sylvie	Predictions	Intro to Words	Consonant Sounds
The Bad Seed	Character	Capitalize the first letter of a sentence.	-at family
Nerdy Birdy	Setting	Punctuation: Periods	-et family

LESSON PLANS

SCHOOL'S FIRST DAY OF SCHOOL

	READING	VOCABULARY	GRAMMAR	
M	<p>Introduce <i>School's First Day of School</i> to the students. Tell them that we will be using this text for the whole week. Use a few of the questioning cards to help guide your introduction. Read the book all the way through. Give students a chance to discuss what they noticed or to ask questions if they don't understand.</p> <p>After Reading: Talk to students about how books themselves are an essential part of our classroom. We need to know about them and how to care of them. In order to care for them we need to know how to talk about books. Introduce the whole class anchor chart "Part of a Book." Work as a class to label the book.</p> <p>Follow Up: A complete the I</p>	<p>Introduce the word <i>glare</i> to the student using the picture. Discuss the word meaning, and introduce the word <i>glare</i>. Ask student grasp also. What some things to cause us to glare?</p> <p>Students glue vocabulary word prompt into spiral. Students analyze and make come into room. Students if that would or</p>	<h3>SCHOOL'S FIRST DAY OF SCHOOL</h3>	
	<p>Review the W from yesterday week for is more of the a discussion on Day of School the s</p> <p>After Reading: anchor chart author, the</p> <p>Follow Up: A complete the notebook about each job level. The p anchor chart</p>	<p>Introduce the word <i>glare</i> to the student using the picture. Discuss the word meaning, and what is happening in the image. What do you think the girls are mumbling about? What is another word we can use for mumbling that is similar (whispering)?</p> <p>Students glue the vocabulary prompt for <i>mumble</i> in their spiral. Students will draw a picture of how they would feel if someone was mumbling about them. If time allows, students can also write about their picture.</p>	<p>The week we will focus on writing sentences with capital letters.</p> <p>Use the word cards to create sentences as a class. Focus on 4 cards at a time and the picture that would match it. Ask for 5 volunteers to come forward. Give each volunteer a card. Have the class read the words and try to put them in order to create a sentence. Students move around until the sentence makes sense, holding the cards where the class can see and read. On work-mats, students will write the sentence correctly using a capital and punctuation. You can also fix these things on the cards and put into a pocket chart. Continue doing that for several sentences. Save a few sentences for tomorrow.</p>	<p>Continuous practicing letter-writing.</p> <p>Letters in Our Name Greater: Students write their names on the strips. Cut out any remaining boxes. Students can color their words and also and the consonants another. As a class, graph how many letters are in your names.</p> <p>Sorting Letters: Students have two categories of letters: vowels and consonants. Students will put out the letter cards, write the letter shown, and glue underneath the correct category.</p>

The Bad Seed



	READING	VOCABULARY	GRAMMAR	
T	<p>Introduce <i>The Bad Seed</i> to the students. Tell them that we will be using this text for the whole week. Use a few of the questioning cards to help guide your introduction. Read the book all the way through. Give students a chance to discuss what they noticed or to ask questions if they don't understand.</p> <p>After Reading: Use the digital anchor chart to discuss what a "character" is. Discuss the characters in <i>The Bad Seed</i>. This would be a great opportunity to have students discuss their favorite characters from other books.</p> <p>Follow Up Activity: Have students write and draw in their notebooks about the</p>	<p>Introduce the word <i>glare</i> to the student using the picture. Discuss the word meaning, and what is happening in the image. What do you think the girls are mumbling about? What is another word we can use for mumbling that is similar (whispering)?</p> <p>Students glue the vocabulary prompt for <i>mumble</i> in their spiral. Students will draw a picture of how they would feel if someone was mumbling about them. If time allows, students can also write about their picture.</p>	<p>The week we will focus on writing sentences with capital letters.</p> <p>Use the word cards to create sentences as a class. Focus on 4 cards at a time and the picture that would match it. Ask for 5 volunteers to come forward. Give each volunteer a card. Have the class read the words and try to put them in order to create a sentence. Students move around until the sentence makes sense, holding the cards where the class can see and read. On work-mats, students will write the sentence correctly using a capital and punctuation. You can also fix these things on the cards and put into a pocket chart. Continue doing that for several sentences. Save a few sentences for tomorrow.</p>	<p>Continue writing upper and lowercase letters.</p> <p>My Vowel booklet: Students need a page to go on. Students spin a letter on the page. Then they draw a picture of something that starts with that letter. At the bottom, students write the word to match their picture (split the best they can). Students continue spinning a letter, writing a letter, and drawing a picture until the pages are complete.</p>
	<p>Review the W from yesterday week for is more of the a discussion on Day of School the s</p> <p>After Reading: anchor chart author, the</p> <p>Follow Up: A complete the notebook about each job level. The p anchor chart</p>	<p>Introduce the word <i>glare</i> to the student using the picture. Discuss the word meaning, and what is happening in the image. What do you think the girls are mumbling about? What is another word we can use for mumbling that is similar (whispering)?</p> <p>Students glue the vocabulary prompt for <i>mumble</i> in their spiral. Students will draw a picture of how they would feel if someone was mumbling about them. If time allows, students can also write about their picture.</p>	<p>Warm-up with the same activity from yesterday. Use the cards and the work-mats to build and write sentences.</p> <p>Sentences Picture Puzzles: Students will cut apart one sentence at a time. You may want to chop the pieces in half and only give out one sentence at a time. Students will arrange the words to create a sentence. As they do this, a picture should form as well. Students glue these into their interactive notebook. Students write the sentence underneath their picture.</p>	<p>Continue writing upper and lowercase letters.</p> <p>Beginning Sounds: Students look at the picture shown. They will color the letter that matches the beginning sound. Then students write the word for the picture as best as they can.</p>


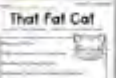
LESSON PLANS


PHONICS

-at family


PHONICS: LESSONS AND ACTIVITIES

M  Introduce the word family of the week. Allow students to brainstorm -at words that they can think of, then show them this list  Create the word sliders. These would be perfect to take home to allow family practice.

T  Making words! Ask students to start with the -at rime. Then instruct them to add different letters to the beginning and practice blending the words.  Introduce the phonics passage. Read as a class and

W  These picture cards & words cards can be used in whole group. You can also laminate them and use them a pocket chart center.



TH  Play an -at word family song. I love the Jack Hartmann ones on YouTube.


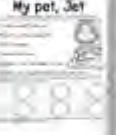
F  Play Sparkle! Have students stand in a circle. Teacher calls out word "Cat" and go around the circle spelling the word. The student after "T" says Sparkle and then the next student is "out". Students are also they misspell. Play until only one person is standing!



PHONICS



-et family



PHONICS: LESSONS AND ACTIVITIES

M  Introduce the word family of the week. Allow students to brainstorm -et words that they can think of, then show them this list  Create the word sliders. These would be perfect to take home to allow family practice.

T  Making words! Ask students to start with the -et rime. Then instruct them to add different letters to the beginning and practice blending the words.  Introduce the phonics passage. Read as a class and allow students to read independently too.

W  These picture cards and words cards can be used in whole group. You can also laminate them and use them as a pocket chart center.  Students should build a sentence with one of their -et words. Follow directions on the printable.

TH  Play an -et word family song. I love the Jack Hartmann ones on YouTube!  Have students practice writing their 8 -et words!

F  Play Sparkle! Have students stand in a circle. Teacher calls out word "Jet" and go around the circle spelling the word. The student after "T" says Sparkle and then the next student is "out". Students are also "out" if they misspell. Play until only one person is standing!  Assess for students proficiency with the -et family!

DAILY DEEP DIVE

MENTOR SENTENCE:

The girl with freckles
made a picture of the
school.

School's First Day of School

SENTENCE:

in the air, and I
over the bleachers
with a huge thud.

The Bad Seed

MENTOR S

The grapes turned

Sylvie positiv

Sylv

MENTOR SENTENCE:

It was awfully lonely
not being a cool birdy.

Nerdy Birdy

DAILY DEEP DIVE

Each day students will dig deep with one sentence from the book. Students will have a task to complete with the sentence. For the first few weeks you may want to do this together as a class. This is a great warm-up to grammar!

MENTOR SENTENCE:

The girl with freckles
made a picture of the
school.

Name: _____

DA

{S

ME

School's First Day of School

The girl with freckles made
a picture of the school.

LOOK AT IT!

Highlight the nouns yellow.

Highlight the verb blue.

Now, write your own noun and verb.

NOUN: _____ **VERB:** _____

THINK ABOUT

Why did the girl draw a picture of the school?

Rooted in Reading

DIVE

ool}

MORE!

How did the school feel when she drew a picture of him?

FIX IT UP!

the girl with freckles made a picture
of the school

WRITE IT!

The _____ with _____
made a picture of the _____.

1st GRADE

Rooted in **READING**
AUGUST



School's First
Day of
School

by Adam
Rex

by Amy Lemons and Katie King

COMPREHENSION

{School's First Day of School}



Book Love

We should treat our books like we treat our friends.

with respect  

gentle NAME: _____ (School's First Day of School)

Book Jobs

Author: writes the book. 

Illustrator: draws or paints the pictures. 

Reader: listens, looks, learns. 

COMPREHENSION CHECK

Directions: Color in the bubble by the correct answer.

- Who does the janitor talk to a lot?
 - A mom
 - The principal
 - A janitor
- How would you describe the school?
 - New
 - Very old
 - About 20 years old
- How did the school get back at the big kid?
 - Tripped him
 - Squirted water in his face
 - Locked him in
- What did the school get to keep from the freckled boy girl?
 - Her shoes
 - Her lunchbox
 - Her drawing
- The janitor is very nice to the school?
 - Yes
 - No

Name: _____

Reading Comprehension

Directions: Read the passage and answer the questions.

Books are our friends.
 We will be nice to them.
 We will hold them gently.
 We will share with others.
 Books will teach us so much.



Who are our friends?

What is something we will do with books?


What will books do for us?

Circle the word **will** Read 3 times 



Name: _____

- Title red
- Back Cover purple
- Front Cover blue
- Spine green

Who is the author? Kate King Who is the illustrator? Dave Black



Book Jobs

-  Write the story
-  draw or paint pictures
-  listen
look
think
learn

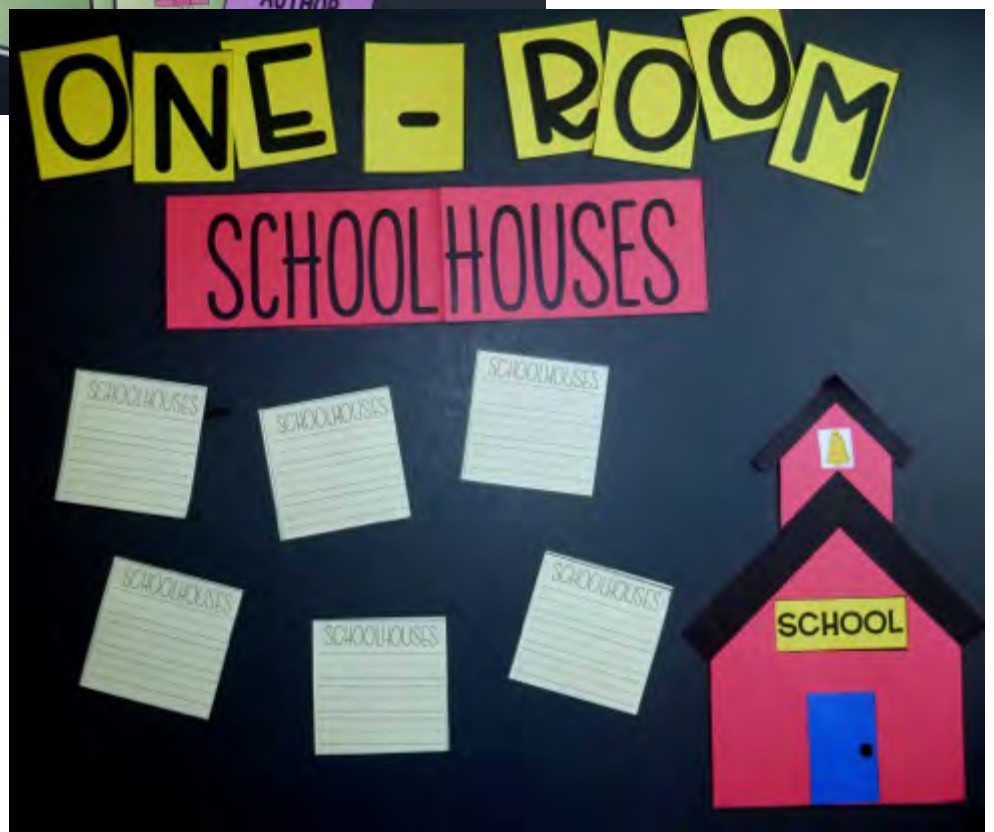
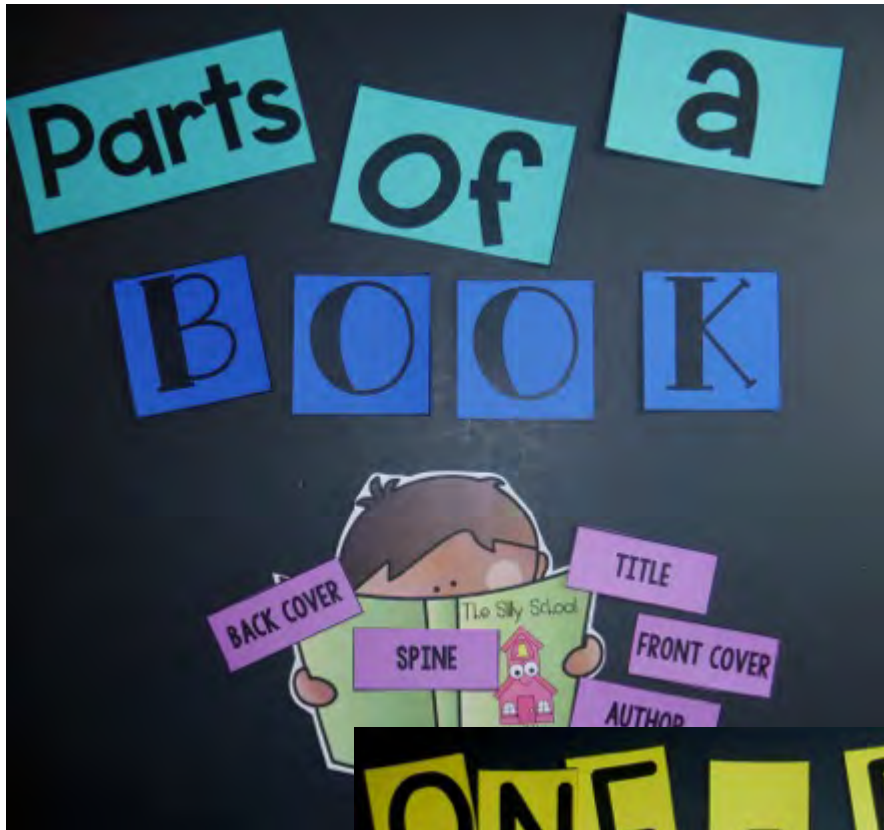
Directions: Cut out the pictures on the side of the paper. Use them in the correct column of the picture cards about how you treat books.

Do 	Don't 
	
	
	
	

I am gentle.

ANCHOR CHARTS

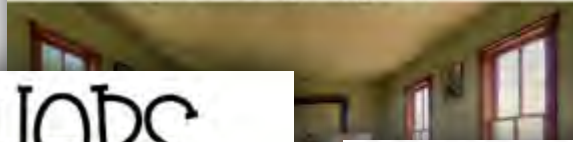
{School's First Day of School}



NONFICTION READER

{School's First Day of School}

DISCIPLINE



TEACHERS



In the beginning of America most teachers were men because it was thought that women should stay home with their families and only men worked. As the country started growing, the idea of women working changed as well. It became the norm for teachers to be young, unmarried women. By 1870, 1/4th of women had been teachers at one point. This was one of the reasons it was thought to be appropriate for women to be teachers. It provided them a sense of independence.

TRANSPORTATION



A school bus wasn't run until 1886 because they were only used in places where a lot of people lived. Before school buses, kids had to walk to school or get a horse-drawn carriage. Some kids had to walk 4 or 5 miles to get to school. They had to have to do the same thing at home. When transportation became available, so did school! It would have been for a long time if it weren't for the long distances to school and the snow on the ground!



One Room SCHOOLHOUSE



ONE ROOM SCHOOLHOUSES

Name: _____

fact one:
All kids were together.

fact two:
There was one teacher.

VOCABULARY

{School's First Day of School}



GASP to breathe in a quick, sudden way
 Pretend a snake came into your room. Would you gasp? Why or why not?

Yes! I would be so scared!

EMBARRASSED Feeling awkward or shy
 What makes you feel embarrassed or shy?

Talking to new people

JANITOR a person who has the job of cleaning or taking care of the building
 Write about three things a janitor would do while working

Sweep dust mop

EXIT to go out or leave
 How do you exit the building if there is ever an emergency?

We walk through the back door.

GATHER to come together or meet
 When you gather with your friends, what do you like to do?






We play hide and go seek.

Name: _____

VOCABULARY

Match the vocabulary word to the correct picture

exit ✓	embarrassed ✓	gather ✓	gasp ✓	janitor ✓
--------	---------------	----------	--------	-----------

1.  janitor	2.  gather	3.  gasp
4.  embarrassed	5.  exit	

Name: _____

VOCABULARY

embarrassed ✓	janitor ✓	exit ✓	gapped ✓	gathered ✓
---------------	-----------	--------	----------	------------

- Emmi gapped in surprise as she opened her present.
- The janitor was sweeping as we left the building.
- We gathered on the carpet for story time.
- Rob gets embarrassed when he is asked to sing out loud.
- The class had to exit the building to get to the playground.

DRAWING

{School's First Day of School}



On the first day of school, I made a new friend named Jack.



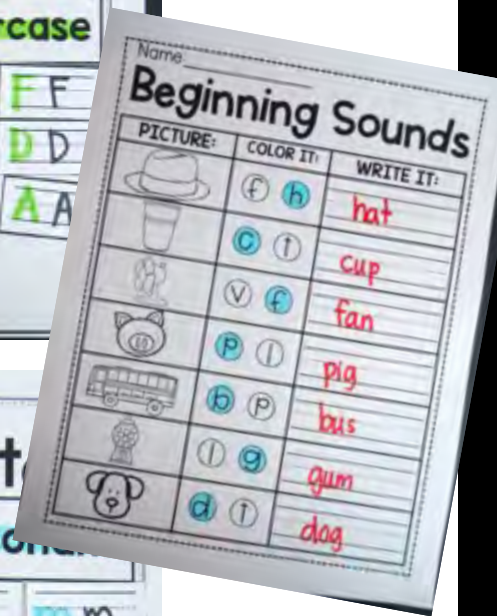
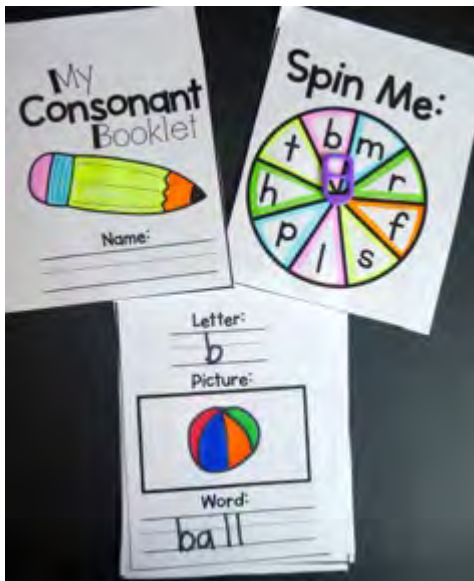
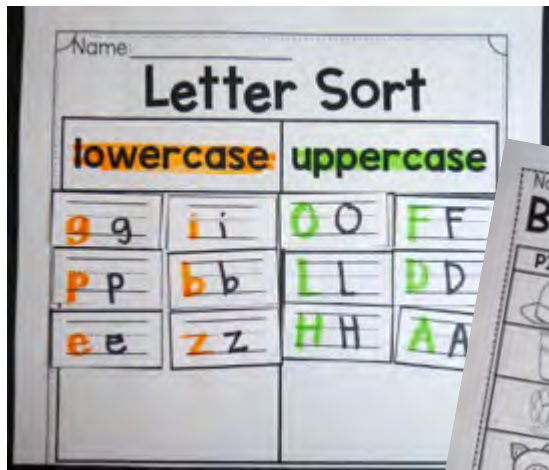
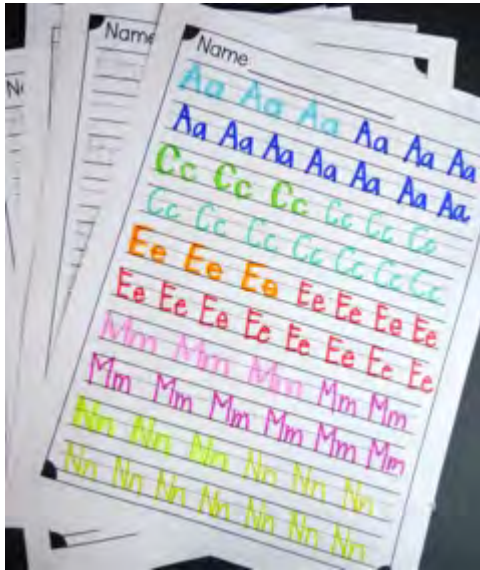
CRAFT

{School's First Day of School}



GRAMMAR

{School's First Day of School}



PHONICS

{School's First Day of School}

Name: _____

Making Words

hat hat hat
fox fox fox
car car car
mad mad mad

Letter tiles: m, a, d, b, c, n, p, s, e, t, h

Letters

There are 26 letters. 21 letters are **consonants**. 5 letters are **vowels**.

Consonants	Vowels
B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, Z, Y, Z	A, E, I, O, U

Name: _____ (Week 1 consonants)

Making Words

Directions: Use your letter squares to make words. Write the words that you create on the lines below.

Name: _____ (Week 1 consonants)

Sentence Scramble

Directions: Write your name in the blank spot at the bottom. Unscramble the words to make a sentence. Glue the sentence, write the sentence, and illustrate it.

Name: _____ (Week 1 Consonants)

Alphabet Soup

Directions: Read the poem. Sort the letters of the alphabet into the correct bowl.

There is a yummy soup in a can.
I am a huge fan.
I slurp the alphabet soup down,
But I made my mom frown.
Because I split my letters all over my seat.
Goodness, my soup just can't be beat.

CONSONANTS VOWELS

(Week 1 Consonants)

Letter Practice

Write the beginning letter 3 times.

ame My

ABCDEF GHIJK LMNOP QRSTUVW XYZ

1st GRADE

Rooted in **READING**
AUGUST



Sylvie
by
Jennifer
Sattler

by Amy Lemons and Katie King

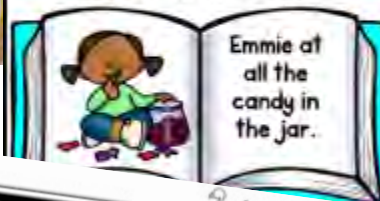
COMPREHENSION

{Sylvie}



Prediction

A prediction is a guess you make using clues from the words or pictures.



How do we talk about predictions?

I think _____ will happen because...



- When I look at the pictures, I notice...
- I bet the character will...
- I predict



- because...
- Because of

Reading Comprehension

Directions: Read the passage and answer the questions.

- Mary loves to read.
 Mary loves to read about birds.
 Mary loves to read about dogs.
 Mary loves to read about cars.
 Mary loves to read about sports.
 Mary has a lot of books!



NAME: _____

COMPREHENSION CHECK

Directions: Color in the bubble by the correct answer.

- Why does Sylvie's mom say that flamingos are pink?
 - They are embarrassed
 - Their feathers are sun burnt
 - From the shrimp they ate
- What turned Sylvie's feathers purple?
 - A lollipop
 - Grapes
 - Popsicles
- What happened when Sylvie finished eating?
 - Her belly hurt
 - She grew really big
 - She flew away
- At the end, what part of Sylvie stayed a different color than pink?
 - Her tail
 - Her legs
 - Her belly
- Sylvie missed her family and looking like a flamingo.
 - Yes
 - No

Who is the passage about?

What is one thing that Mary loves?

Look at the picture. What do you predict?

Circle the word **loves** Read 3 times

CTIONS.

BEFORE

I think the boy will pick the mouse as a pet.

I can M

AFTER

Name: **Michaela**

He will fall!

He will throw the ice cream!

The cat will catch the mouse.

A storm is coming!

Predictions

I predict **broccoli** turned Sylvie **GREEN**.



I predict **grapes** turned Sylvie **PURPLE**.



I predict **chocolate** turned Sylvie **BROWN**.

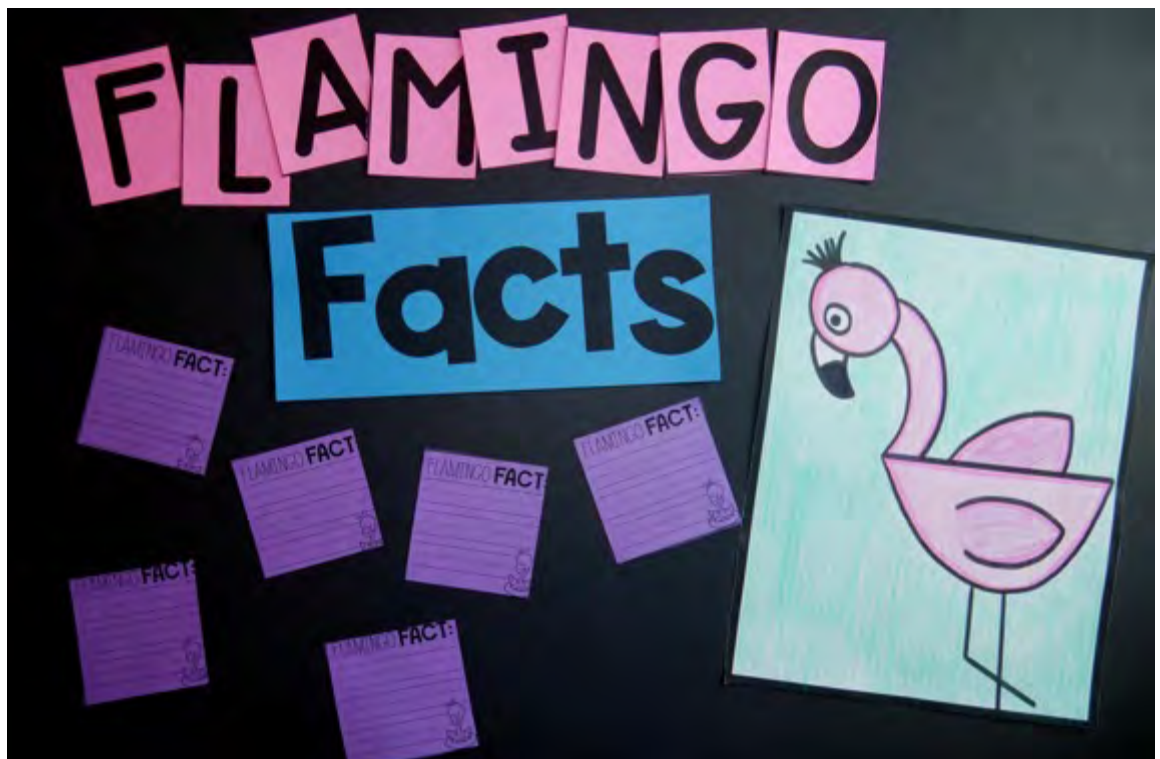


I predict **skittles** turned Sylvie's tail into a **RAINBOW**.



ANCHOR CHARTS

{Sylvie}



NONFICTION READER

{Sylvie}

Where in the World?



There are six different species of flamingos. The Greater flamingo lives in parts of Europe, and the American flamingo lives in the wetlands of Cuba, Aruba, and Venezuela. When flamingos are in their natural areas of large shallow mangrove swamps, they are free. In the United States, it is in captivity.

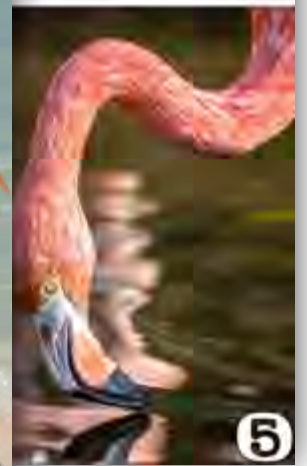
Gang's All

Flamingos sometimes group together in very large groups called flocks. Some flocks are meant to protect themselves from predators. Some flocks stretch their necks out to



What's for Dinner?

The flamingo has an interesting way of eating. He will suck in muddy water to his beak. He will then push the water and dirt back out of the side of his beak. He is able to capture the food this way. Some flamingos will filter feed like other flamingos do. It all depends on what he can



FLASHY FLAMINGOS

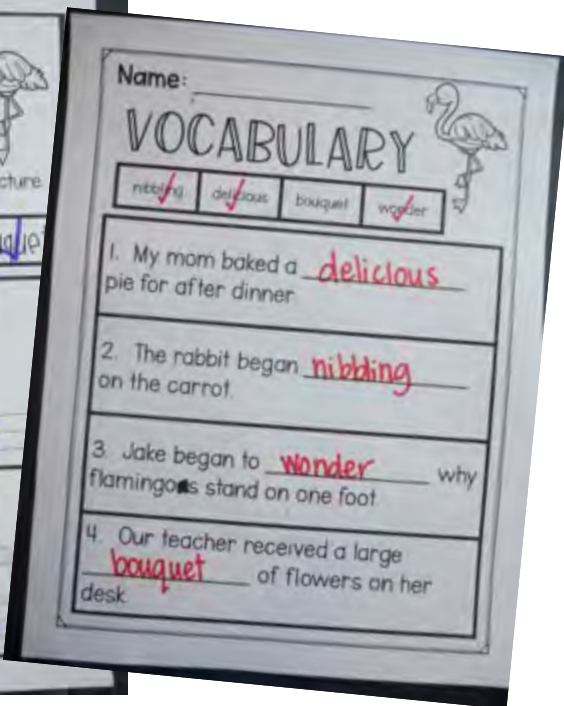
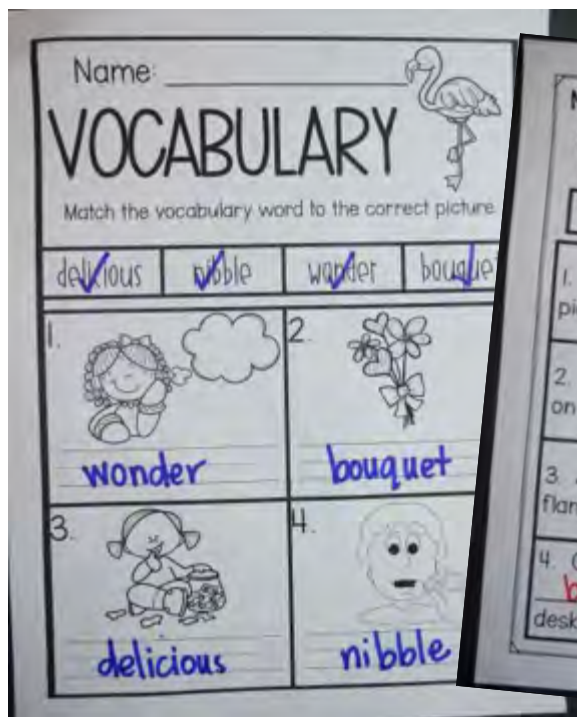
by Amy Lemons and Katie King

4



VOCABULARY

{Sylvie}



DRAWING

{Sylvie}



FLAMINGOS



are birds that are pink because of the shrimp they eat.

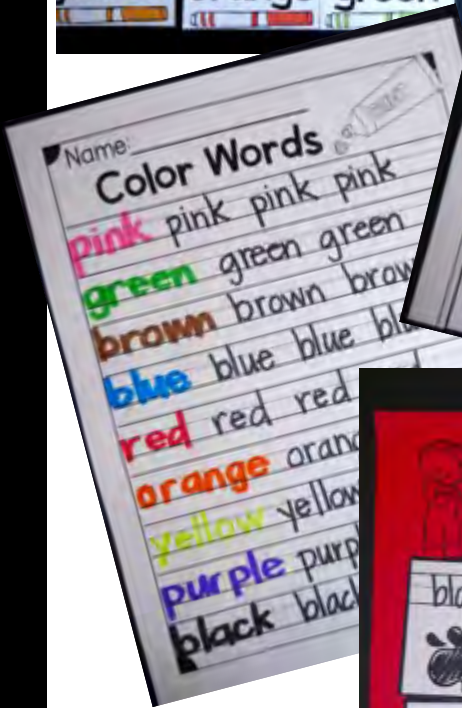
CRAFT

{Sylvie}



GRAMMAR

{Sylvie}



PHONICS

{Sylvie}

Beginning Letters

What letter the word **start** with? We need to know the letter and the sound. This will help us become great readers and writers!

Name: Stephanie

Safari Sounds

Directions: Cut out the pictures on the side. Glue them by the correct beginning letter.

L		H	
B		C	
M		G	
Z		S	

Name: _____ (Week 2: Consonants)

Colorful Pets

Directions: Read the passage. Circle all the -at word family words.

The frog is green. He can jump.
 The cat is orange. She can meow.
 The dog is brown. He can bark.
 The bird is blue. She can sing.
 The butterfly is purple. He can fly.
 The rabbit is white. She can hop.

Draw a pet from the poem. Label what it does.

Write 3 words from the poem.

Name: _____ (Week 2: consonants)

Sentence Scramble

Directions: Unscramble the words to make a sentence. Glue the sentence, write the sentence, and illustrate it.

a blue I bird have

Name: _____ (Week 2: Consonants)

Beginning Letter Practice

Directions: Look at the picture. Write the beginning letter 3 times.

H I J K L M N O P Q R S T U V W X Y Z

1st GRADE

Rooted in **READING**
AUGUST



The Bad
Seed
by Jory
John

by Amy Lemons and Katie King

ANCHOR CHARTS

{The Bad Seed}

We Found

CHARACTERS

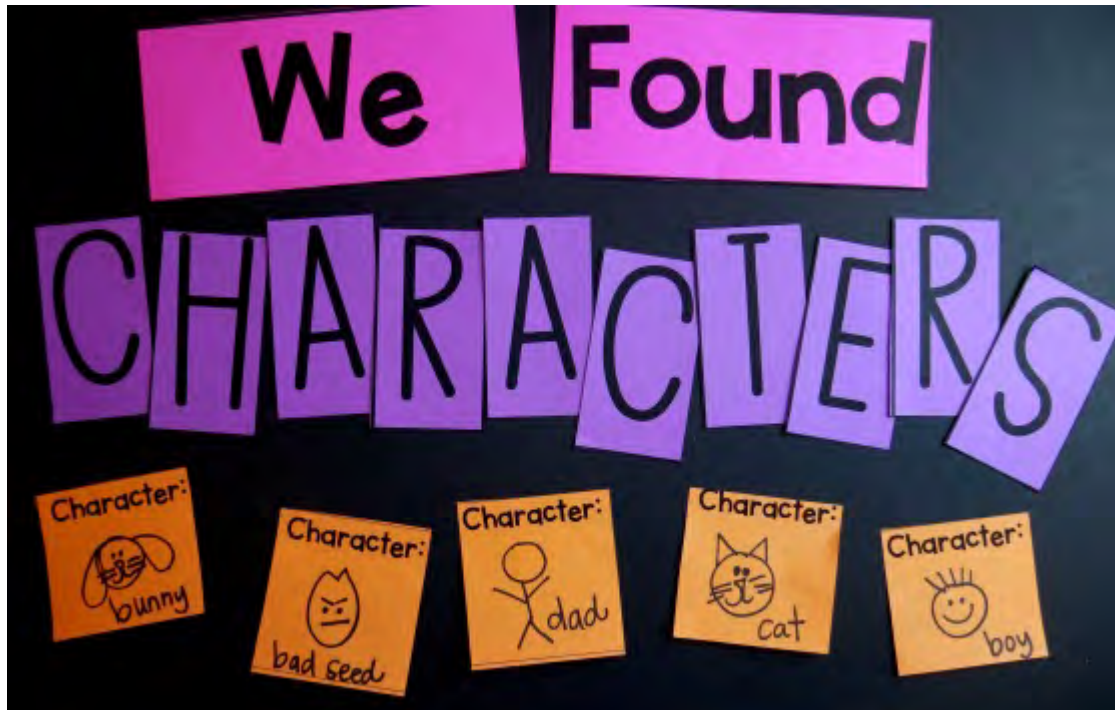
Character: bunny

Character: bad seed

Character: dad

Character: cat

Character: boy



SUNFLOWERS

CAN **HAVE** **ARE**

SUNFLOWERS CAN be made into a type of peanut butter

SUNFLOWERS CAN grow up to 12 feet tall

SUNFLOWERS CAN be used for cooking

SUNFLOWERS HAVE seeds

SUNFLOWERS HAVE petals

SUNFLOWERS HAVE thick stems

SUNFLOWERS HAVE

SUNFLOWERS ARE yellow

SUNFLOWERS ARE tall

SUNFLOWERS ARE beautiful

SUNFLOWERS ARE



NONFICTION READER

{The Bad Seed}

Planting Sunflowers



As long as the plants have enough water, sunflower plants are very easy to grow. To find the best spot for a spot that gets direct sunlight for 6-8 hours a day. Dig a hole for the seed. Make sure the soil is well-draining. Sunflowers love to grow out! To make sure the soil has enough **nutrients**, mix in **compost** or fertilizer. Make sure to water from the roots. After they get bigger, water less often. They will grow deep and sturdy. You can plant seeds in a pot and then move the seedling into the ground.

Growing Tall

Different kinds of sunflowers grow to different heights. A Mammoth sunflower can grow to a little over 12 inches tall where as some can live in a pot or the ground. It is not very hard to grow. You may need to take to your garden. It will give the extra height that it might flop the dirt. Birds don't like to eat them by you may check the head for any moth eggs.

The Seed

If you were to go into a gas station, buy a bag of sunflower seeds, more than half of them are seeds you eat and the other half are seeds meant to be used for snacking, such as in their shells, and salt. The sunflower grows from the ground to the ground to grow.



Katie King and Amy Lemons

SUNFLOWERS:

The
**BRIGHTEST
FLOWERS**

in the

GARDEN

live in a pot or the ground. It is not very hard to grow. You may need to take to your garden. It will give the extra height that it might flop the dirt. Birds don't like to eat them by you may check the head for any moth eggs. any. ③



VOCABULARY

{The Bad Seed}





GLARE  to stare at in an angry way
Draw a picture of you glaring



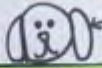
THUD  a heavy sound made when something falls
What are 2 things that would land with a THUD if dropped?


bricks
books

MUMBLE  to whisper or say something that is difficult for others to hear
Draw a picture of how you would feel if someone was mumbling about you

 sad

DROOP  to bend or hang down
Draw a picture of something that is drooping

 droop

HOLLER  to yell or shout
Pretend you are hollering
What would you say?



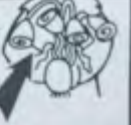
let me in!


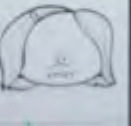
Name: _____

VOCABULARY

Match the vocabulary word to the correct picture.

holler	mumble	glare	thud	droop
--------	--------	-------	------	-------

1 	2 	3 
thud	holler	droop

4 	5 	
mumble	glare	

Name: _____

VOCABULARY

<input checked="" type="checkbox"/> mumble	<input checked="" type="checkbox"/> glare	<input checked="" type="checkbox"/> drooped	<input checked="" type="checkbox"/> hollered	<input checked="" type="checkbox"/> thud
--	---	---	--	--

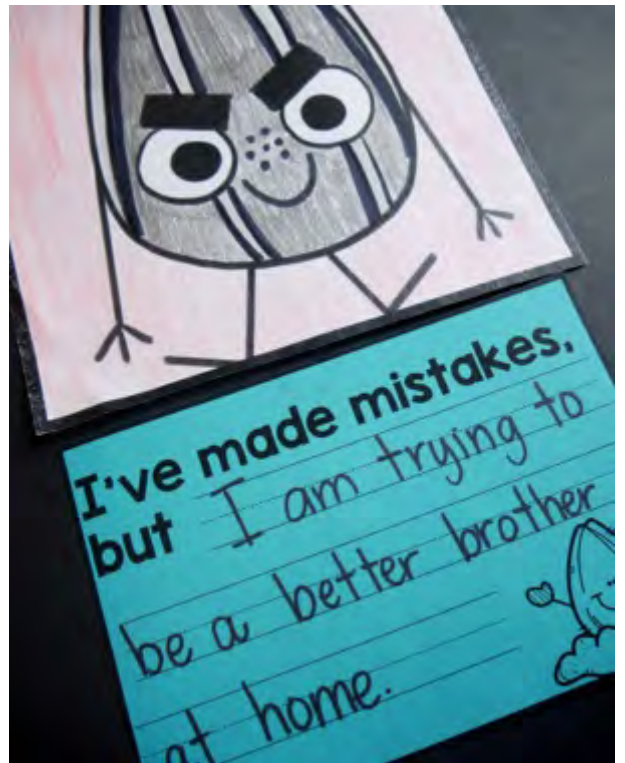
- "OUCH! That hurts!" Abby hollered.
- The blocks fell and landed with a loud thud.
- I cannot hear what you are saying because you are mumbling.
- The flower's petals drooped before they fell off.
- I knew she was mad when I saw her eyes glaring at me.

DRAWING

{The Bad Seed}



I've made mistakes,
but I am trying to
be a better brother
at home.



I've made mistakes,
but I am trying to
be a better brother
at home.

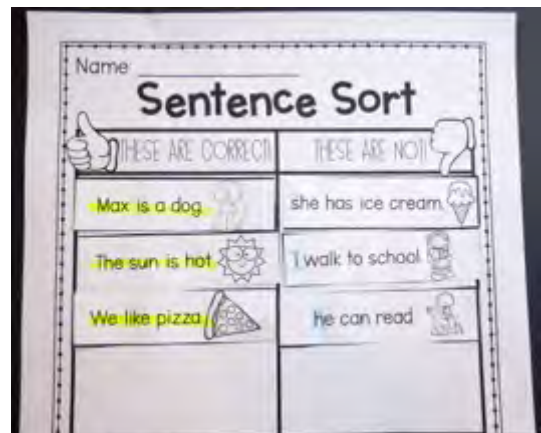
CRAFT

{The Bad Seed}



GRAMMAR

{The Bad Seed}



PHONICS


-at




bat fat mat
cat hat pat

cat


h
m
p
r
s



sat



bat



rat

r a t
c m s f
p b h

Name: _____

-at Word Practice

bat fat mat rat
cat hat pat sat

Name: _____ (Week 3: -at family)

That Fat Cat

Directions: Read the passage. Circle all the -at family words.

Max is a fat cat.

A fat cat who sat on a red mat.

Max likes to chase the rat.

He chases the rat who wears a blue hat.

Mom yells and then picks up the brown bat.

Do not yell Mom! Max, the fat cat, will get that rat!

Write and draw 6 of the -at words

Words


(Week 3: -at family)

Word Scramble

Use the words to make a sentence. Glue the words in the sentence, and illustrate it.

yellow He hat has a

Directions: Choose one word and write a sentence with it.

 _____

1st GRADE

Rooted in **READING**
AUGUST




*Nerdy
Birdy*
by
Aaron
Reynolds

by Amy Lemons and Katie King

COMPREHENSION

{Nerdy Birdy}

Before Reading:
Set the tone and the stage for the book. When reading, bring out most dramatic voices. This will help students to really understand the story.



Setting

The setting is when and where the story takes place.



The setting can change throughout the story.

NAME: _____

COMPREHENSION CHECK

Directions: Color in the bubble by the correct answer.

What is Nerdy Birdy allergic to?

- air
- birdseed
- water

What does Nerdy Birdy like to do?

- Play sports and eat worms
- Travel and explore
- Read and play videogames

Why did Nerdy Birdy like the other nerdy birds so much?

- They were just like him
- They had the best view in town
- They gave him cookies

What happens when Nerdy Birdie invites Vulture over?

- The other nerdy birds fly away
- Nerdy birds get excited about the her
- Nerdy birds are mean

Angs out with Vulture because she is exactly

Name: _____

Reading Comprehension

Directions: Read the passage and answer the questions.

The beach is so fun.
Jayla did get wet.
Jayla did get sandy.
Jayla did get sun.
Jayla did NOT get bored.



What is the setting?

What happened to Jayla today?

What did Jayla NOT feel?

Circle the word **get** Read 3 times ()

Name: **Nash**

Directions: Cut out the pictures on the sides of the paper. Glue the pictures by the story or song that has that setting. What is your favorite setting on here?

LITTLE RED RIDING HOOD 	THE SNOWY DAY 
WHEELS ON THE BUS 	OLD MACDONALD 
PETER RABBIT 	THE POUT-POUT FISH 

I like the ocean.

SPACE
A hiking trip with family.


NEW YORK
ON A BOAT




John

SETTING

Draw and write about the setting in Nerdy Birdy.



The setting is the top of the trees in the daytime.

ANCHOR CHARTS

{Nerdy Birdy}

SEARCHING FOR SETTINGS

Setting: meadow

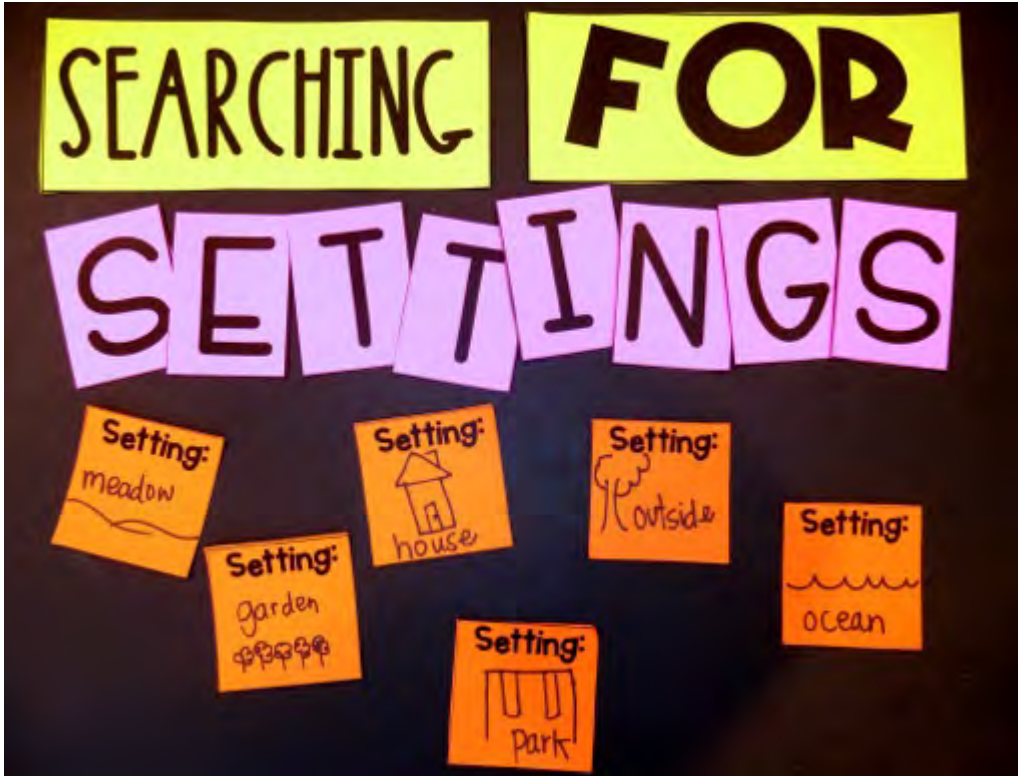
Setting: house

Setting: outside

Setting: garden

Setting: park

Setting: ocean



Extraordinary EAGLES

EAGLE FACT: Eagles are predators.

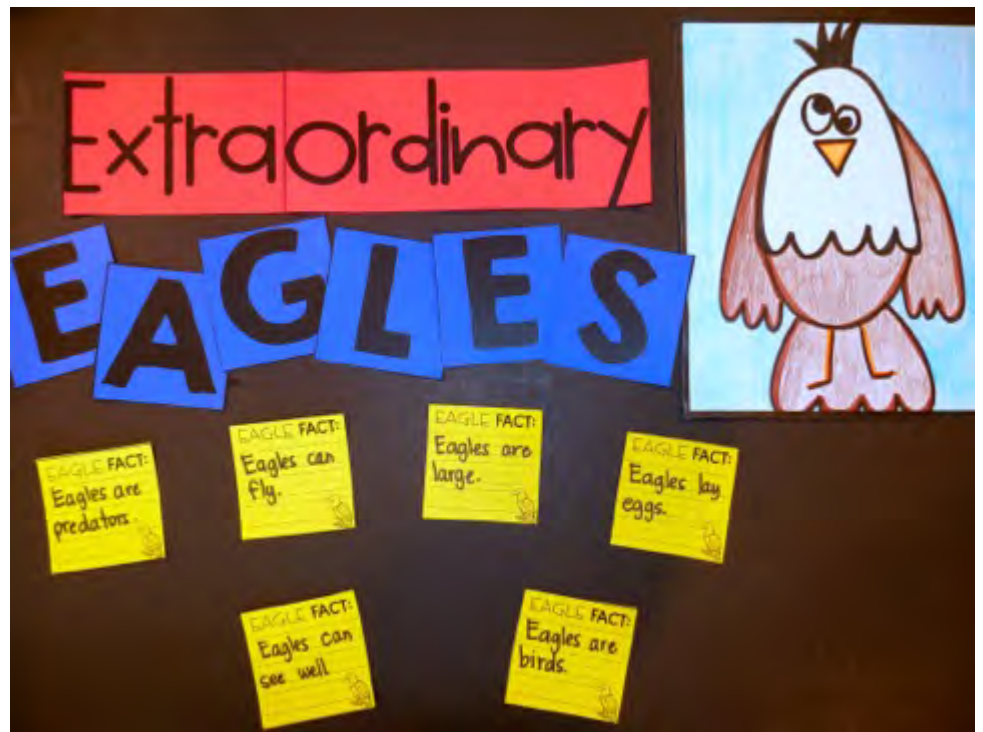
EAGLE FACT: Eagles can fly.

EAGLE FACT: Eagles are large.

EAGLE FACT: Eagles lay eggs.

EAGLE FACT: Eagles can see well.

EAGLE FACT: Eagles are birds.



NONFICTION READER

Diagram of an Eagle

{Nerdy Birdy}

The Nest

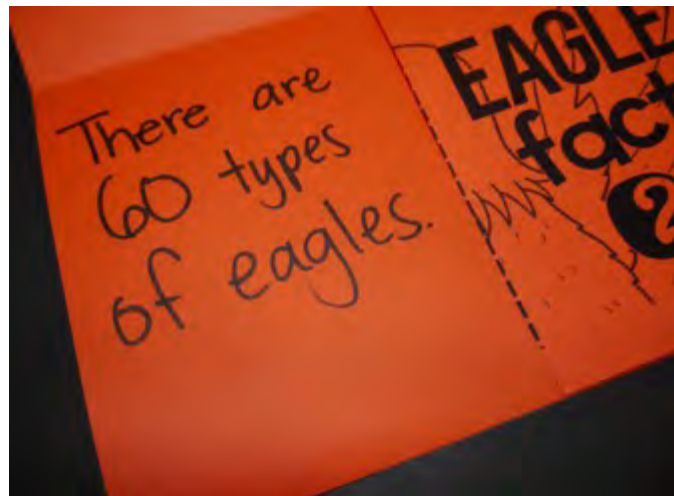
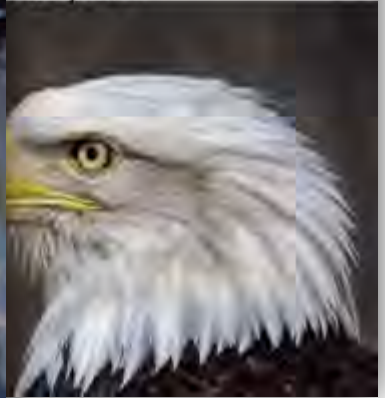
A Symbol

by Amy Lemons and Katie King

Bald eagles mate for life. A baby eagle is called a chick. A young eagle is called a fledgling. A fully grown eagle is called an adult. A bald eagle has white fluffy feathers called down. When eaglets are hatched, they are covered in down. They are kept warm by sitting on a nest. Eagle parents are very protective of their babies and keep a close eye on them even when they go on their own. Bald eagles will start to learn to fly about 8-14 weeks.

Founding Fathers chose the bald eagle as the national symbol. Bald Eagles were once common in North America, but in the 1800s they began hunting bald eagles and they became extinct. In the 1940s they were protected in the United States. It is illegal to kill a bald eagle. Bald eagles include power and pollution. Bald Eagles live for 20-35 years.

Fly High Eagles



VOCABULARY

{Nerdy Birdy}



LONELY when someone is sad because they do not have friends or company
How can you help someone who feels lonely?

I can ask them to play

SCRUNGE to look around and search for food
What did Nerdy Birdy scrounge around for?

He scrounged around for crumbs.

ENORMOUS very large
What are three things that are enormous?

Mountains, Giants, Giraffes

IMPRESS to make a strong and positive impact on someone, to amaze someone
How might you impress or amaze your teacher?

I can impress Mrs. King by doing my best.

FLOCK a group of birds that feed, rest and travel together
Draw a flock of birds.

Flock

Name: _____

VOCABULARY

Match the vocabulary word to the correct picture.

enormous	scrounge	flock	impress	lonely
----------	----------	-------	---------	--------

1. **lonely**

2. **impress**

3. **enormous**

4. **flock**

5. **scrounge**

Name: _____

VOCABULARY

impressed	enormous	lonely	flock	scrounge
-----------	----------	--------	-------	----------

- Sierra felt **lonely** on the playground because she had no friends.
- The elephant looked **enormous** next to the mouse.
- My mom was **impressed** when I cleaned my room by myself.
- During the winter, the animals **scrounge** around for food.
- The **flock** of birds flew south for the winter.

DRAWING

{Nerdy Birdy}



CRAFT

{Nerdy Birdy}



GRAMMAR

{Nerdy Birdy}



PHONICS

-et



pet jet net
get met set

p
j et 
n
s
w
v



met



get

jet







pet
g v m w
j s n

Name: _____

Directions: Write the word by each picture.

Asses

Directions: Choose one word and write it.

Name: _____ (Week 4: -et family)

-et Word Practice

pet jet net vet
get met set wet

Name: _____ (Week 4: -et family)

My pet, Jet

Directions: Read the passage. Circle all the -et word family words.

I took my pet to the vet.
My pet is a dog named Jet.
I set him down.
The vet did frown.
Jet met a cat and began to race.
I need a net to get Jet back from this chase.



Write and draw 6 of the -et words.

Draw what happened in the poem.

dog pet I have a