

# 1<sup>st</sup> GRADE

# Rooted in READING DECEMBER



by Amy Lemons and Katie King

- Oskar and the Eight Blessings  
by Richard and Tanya Simon
- The Animals' Santa  
by Jan Brett
- Over and Under the Snow  
by Kate Messner
- The Great Spruce  
by John Duvall

# UNIT 5: DECEMBER

BOOK:	READING:	CC:	GRAMMAR:	CC:	PHONICS:	CC:
Oskar & the 8 Blessings	Mental Images	RLI.4 RLI.7	Plural Nouns Suffix s, es	L.I.I.C L.I.4B L.I.4C	-ill family Blend: tr	RF.I.3, RF.I.3B, RF.I.2B
The Animals' Santa	Analyze illustrations and use to describe the story	RLI.7	Plural Nouns in Sentences	L.I.I.C	-ee pattern Blend: cr	RF.I.3, RF.I.3B, RF.I.2B
Over and Under the Snow	Information in pictures vs information in texts	RII.6	Pronoun: I, me, my	L.I.I.D	-ea pattern Blend: dr	RF.I.3, RF.I.3B, RF.I.2B
The Great Spruce	Establish purpose for reading	RLI.5	Verb Tenses	L.I.I.E	-ay pattern Blend: fr	RF.I.3, RF.I.3B, RF.I.2B

# UNIT 5: DECEMBER

BOOK:	READING:	TEKS:	GRAMMAR:	TEKS:	PHONICS:	TEKS:
Oskar & the 8 Blessings	Mental Images	1.6D	Plural Nouns Suffix s, es	1.1IDiii	-ill family Blend: tr	1.2Bi, 1.2Bii 1.2Cii, 1.2Ciii
The Animals' Santa	Analyze illustrations and use to describe the story	1.10C	Plural Nouns in Sentences	1.1IDiii	-ee pattern Blend: cr	1.2Bi, 1.2Bii 1.2Cii, 1.2Ciii
Over and Under the Snow	Information in pictures vs information in texts	1.9Di i	Pronoun: I, me, my	1.1IDvii, 1.1IDviii	-ea pattern Blend: dr	1.2Bi, 1.2Bii 1.2Cii, 1.2Ciii
The Great Spruce	Establish purpose for reading	1.6A 1.10A	Verb Tenses	1.1IDii	-ay pattern Blend: fr	1.2Bi, 1.2Bii 1.2Cii, 1.2Ciii

# LESSON PLANS

## Over and Under the Snow

READING	VOCABULARY
<p>Introduce <i>Over and Under the Snow</i> to the students. Use the questioning cards to introduce the book. Read it all the way through and then talk to the students about their general feelings.</p> <p><b>Before Reading:</b> Show the students the digital anchor chart for Nonfiction Texts and discuss. Then show students the anchor chart for Narrative nonfiction and discuss the difference between the two. Read the book all the way through and talk to students about how they feel about the book.</p>	<p>Show students the five vocabulary words for the week. Discuss the pictures and words.</p> <p>Introduce one word to the students using the picture card. Locate the word in the story. Discuss the meaning and how it was used in the book.</p>

READING	VOCABULARY	GRAMMAR
<p>Review the anchor chart for Information Gained from Text vs. Illustrations. Use the four picture/story cards. Do two together as a class and discuss. Then have students do two on their own.</p>	<p>Review the two words that you have introduced to the class this week.</p> <p>Discuss a new vocabulary word and locate it in the story.</p>	<p>Roll, Cover, and Write: Students get with a partner. Students need dice and a highlighter or marker.</p> <p>Students roll the dice. Students look at the noun that matches the number that comes up. Students write a sentence using the noun.</p>

## THE GREAT SPRUCE

READING	VOCABULARY	GRAMMAR
<p>Before introducing the book of the week of all look at the digital anchor chart for Establishing a Purpose for Reading. First discuss the word "purpose" (The reason for why something is done). Either have students go to the classroom library or use their individual read to self books for reading these books. They can use their own words or refer to the anchor chart. Keep in mind, since this is the first time we are really reading for purpose, this is an introduction and looking for purpose. This is an introduction and looking for purpose. This is an introduction and looking for purpose. This is an introduction and looking for purpose.</p>	<p>Show students the five vocabulary words for the week. Discuss the pictures and words.</p> <p>Introduce one word to the students using the picture card. Locate the word in the story. Discuss the meaning and how it was used in the book.</p>	<p>This week we will be focusing on verb tenses. Have a discussion to recall what verbs are. We use verb tenses to tell when the action happened. Use the digital posters to discuss past, present, and future verb tenses.</p> <p>Verb Anchor Chart: Put the cards to the story. Students come up and read. Decide if the past, present, or future verb tense is used in the story.</p>

READING	VOCABULARY	GRAMMAR
<p>Review the digital anchor chart for reading a text multiple times. Practice as a class with the provided passage. They will have time to practice on their own on their reading passage of the week!</p> <p>Introduce the Reading Comprehension passage for the week. Each student should have a copy and if possible have a copy projected in front of the class. Have students track with their finger as you read the passage to have students complete.</p>	<p>Review the two words that you have introduced to the class this week.</p> <p>Discuss a new vocabulary word. Locate it in the story. Discuss the meaning and what is happening in the picture.</p> <p>Students complete a vocabulary journal prompt.</p>	<p>Verb Tense Christmas Trees: Students cut out the three trees. Students glue only under the top of each tree so that the tree lifts up. Students will generate a sentence for each type of verb.</p>

## OSKAR & THE 8 BLESSED THE ANIMALS' SANTA

READING	VOCABULARY	GRAMMAR
<p>Introduce <i>Oskar and The Eight Blessings</i> to the students. Use the questioning cards to introduce the book.</p> <p><b>Before Reading:</b> Read the page where Oskar and the man sing together without showing students the pictures. Show students the digital anchor chart for Mental Images and discuss. Talk to students about what was going on in their heads as you read about how the students practice with the pictures. Either read to the students or have them read independently depending on their ability level. Use student examples to discuss.</p> <p>Now read the book all the way through showing the pictures and discussing.</p> <p><b>Follow Up Activity:</b> Complete the Whole Class Anchor Chart for Mental Images together as a class. Students will draw and write about what was going on in their heads as you were reading the text to them. You might even consider doing this chart with another read aloud that includes showing pictures, and have students draw/write their mental images.</p> <p><b>Before Reading:</b> Introduce the digital anchor chart for How Mental Images are like Movies. Discuss as a class.</p> <p>Use the questioning cards to dig in deeper for the second read of <i>Oskar and The Eight Blessings</i>. Read again, stopping to talk about any observations that students have.</p> <p><b>Follow Up Activity:</b> Have students write and draw about how their mental image changed while you were reading on the Flip-Flap. Have students pair up and discuss their answers.</p>	<p>Show students the five vocabulary words for the week. Discuss the pictures and words.</p> <p>Introduce one word to the students using the picture card. Locate the word in the story. Discuss the meaning and how it was used in the book.</p> <p>Students glue the vocabulary prompt for that word in their spirals. Students respond to the prompt.</p> <p>Choose another vocabulary word to discuss today. Discuss the word and locate it in the story.</p> <p>Students glue the vocabulary prompt for that word in their spirals. Students respond to the prompt.</p>	<p>Introduce Singular and Plural Nouns digital poster.</p> <p>Use the Anchor-Sorting Cards and whole group less the cards out. Students bring up and read it to the class. Students decide if it is singular or plural. Students also discuss if it is singular or plural by adding s.</p> <p>Noun Promptable: Students will add three nouns that need 's' to make it plural. They will add nouns that need 's' to make them plural. Students write a sentence using one of their plural nouns.</p> <p>Review and discuss singular and plural nouns. Students will fold their flap-book on the dark line. The will cut on the dotted line. Students will glue nouns to sort underneath their flaps. Option: Have students choose one noun from each flap to write in a sentence at the top of the flap-book.</p>

READING	VOCABULARY	GRAMMAR
<p>Introduce <i>The Animals' Santa</i> to the students. Use the questioning cards to introduce the book. Read it all the way through and then talk to the students about their general feelings.</p> <p><b>After Reading:</b> Show them the digital anchor chart for Analyzing Illustrations and discuss. Jan Brett has such a distinct style with her side illustrations and style so she is a perfect illustrator for this concept! Walk through the book looking at the sides and discuss.</p> <p><b>Follow Up Activity:</b> Pass out the half sheet. Have students pick one of the side illustrations to try and replicate on their own paper. Then have them write about why they chose the illustration they did and why they liked it. What did they learn from this illustration? Have a few students share out with the class.</p> <p>Use the questioning cards to dig in deeper for the second read of <i>The Animals' Santa</i>. Read again, stopping to talk about any observations that students have.</p> <p><b>After Reading:</b> Look at the digital anchor chart for Drawing Conclusions. Talk to them about how it is not good enough to just look at the illustrations. They also need to think about what they already know. Use an example of your choice from the book to discuss as a class. Have students complete their own example to add to the Whole Class Anchor Chart.</p> <p><b>Follow Up Activity:</b> Have students complete the promptable to demonstrate understanding. They should look at each picture and write about what they think is going on. When you go over these illustrations as a class, ask students to explain how they came to the conclusion that they did.</p>	<p>Show students the five vocabulary words for the week. Discuss the pictures and words.</p> <p>Introduce one word to the students using the picture card. Locate the word in the story. Discuss the meaning and how it was used in the book.</p> <p>Students glue the vocabulary prompt for that word in their spirals. Students respond to the prompt.</p> <p>Choose another vocabulary word to discuss today. Discuss the word and locate it in the story.</p> <p>Students glue the vocabulary prompt for that word in their spirals. Students respond to the prompt.</p>	<p>Review plural nouns from last week. Discuss different plural nouns found throughout the story.</p> <p>Noun Sort: Students sort the words into two categories: Plural Nouns and Not.</p> <p>Students choose 2 plural nouns to write in sentences.</p> <p>Unscrambling Sentences: Students will work on one sentence at a time. Students cut apart the word cards and unscramble to create a sentence. Students highlight the plural noun in each sentence.</p>



# LESSON PLANS

## PHONICS

PHONICS: LESSONS and acTIVITIes	
M	<p><b>-eat</b></p> <p>Introduce the word family of the week. Allow students to brainstorm -eat words that they can think of, then show them this list</p> <p>Creating the word sliders. These would be perfect to take home to allow family practice.</p>
T	<p>Making words! Ask students to start with the -eat rime. Then instruct them to add different letters to the beginning and practice blending the words.</p> <p>Eating Out!</p> <p>Introduce the phonics passage. Read as a class and allow students to read independently too</p>
W	<p>These picture cards and word cards can be used in whole group. You can also laminate them and use them as a pocket chart center.</p> <p>Sentence Scramble</p>

## PHONICS

-eat family



## PHONICS

PHONICS: LESSONS and acTIVITIes	
M	<p><b>-ay</b></p> <p>Introduce the word family of the week. Allow students to brainstorm -ay words that they can think of, then show them this list</p>
T	<p>Making words! Ask students to start with the -ay rime. Then instruct them to add different letters to the beginning and practice blending the words.</p>
W	<p>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.</p>
TH	<p>Play an -ay word family song or video from YouTube. Here is one option.</p>
F	<p>Play Sparkle! Have students stand in a circle. Teacher calls out the word "clap" and go around the circle spelling the word. The student after "p" says Sparkle and then the next student is "ou". Students are also "ou" if they misspell. Play until only one person is standing!</p> <p>Assessment</p> <p>Assess for students proficiency with the -ay family!</p>

## PHONICS

-fr blend

PHONICS: LESSONS and acTIVITIes	
T	<p>*Begin the blend of the week on Tuesday. Use one of the two posters. As a class brainstorm words that begin with -fr. Have students complete the coloring activity.</p>
W	<p>Introduce students to the -fr PowerPoint. This can be used as a warm-up. Students should fill in the missing blend and then practice reading the words with the help of the pictures!</p>
TH	<p>Show students the PowerPoint to get more exposure to the -fr words. *Option- stop on the pictures and let students attempt to write the words. Students should match the -fr picture to the correct word.</p>
F	<p>Use the -fr blend practice paper as a center, seatwork, early finisher... you name it!</p>



**1<sup>st</sup> GRADE**

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**DECEMBER**



Oskar  
and the  
Eight  
Blessings  
by Richard  
and  
Tanya  
Simon

*by Amy Lemons and Katie King*

# COMPREHENSION



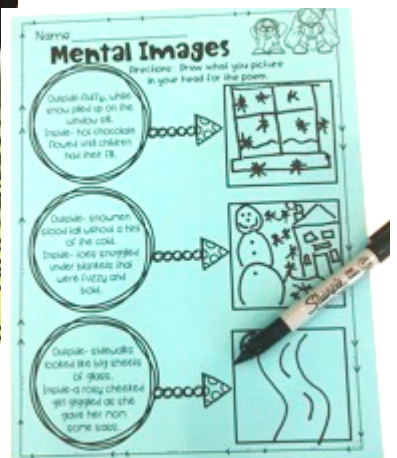
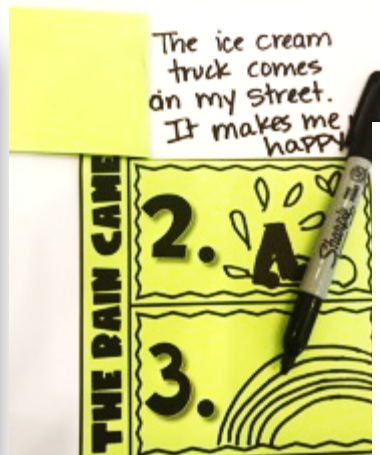
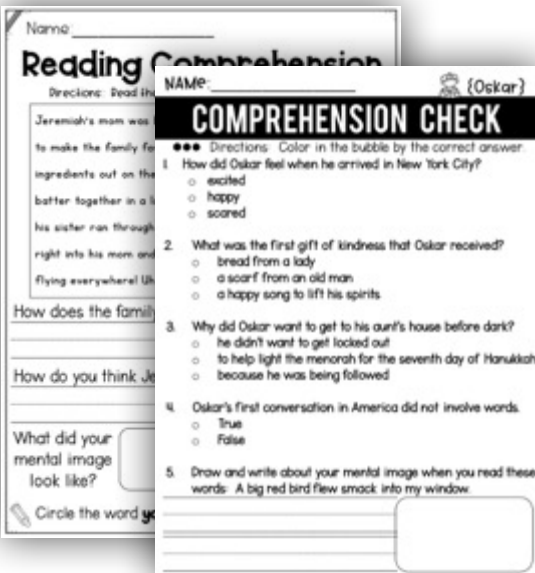
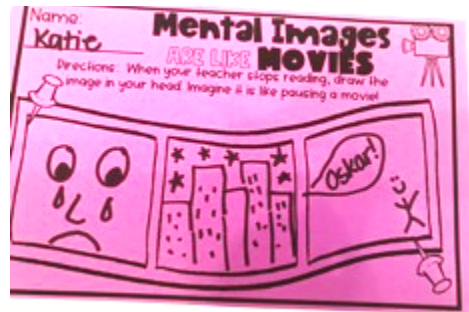
**Book Questions:** Use these questions to guide the discussions that the class has during the read aloud throughout the week. Keep them nearby so that you can facilitate a meaningful classroom discussion!

**Digital Anchor Charts:** Use these posters during your mini-lessons. Display them after the lesson to serve as a reminder or helpful tool for students who need it.

**Follow-Up Activities:** These printables are designed to check student understanding. Most can be glued right into notebooks to keep for future reference. If you are needing grades, these activities would serve that purpose.



Check for Understanding:  
Reading Passage  
Comprehension Check





# NONFICTION READER

The NF reader can be displayed digitally or printed off. I like to laminate and bind mine so students can read them over and over again!



The flap-ups can be used to respond to the nonfiction reader. They can be glued onto construction paper or into students' spirals.



# ANCHOR CHARTS





# ART & WRITING



## OSKAR and the EIGHT BLESSINGS

Oskar comes to America to find his aunt. He walks through the city to find her.

Name: \_\_\_\_\_



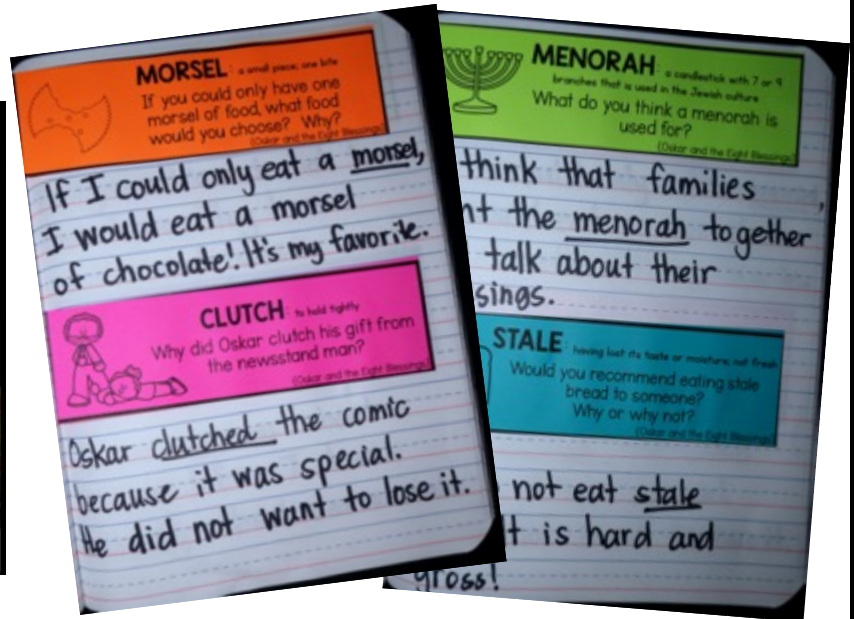
## HANUKKAH TRADITIONS

Each day the families light a candle on their menorah.

Name: \_\_\_\_\_

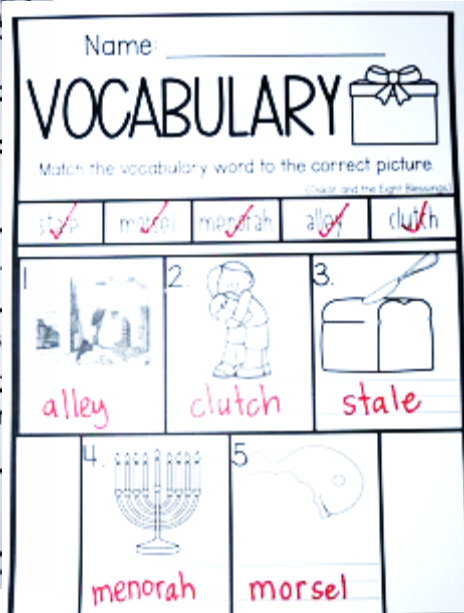
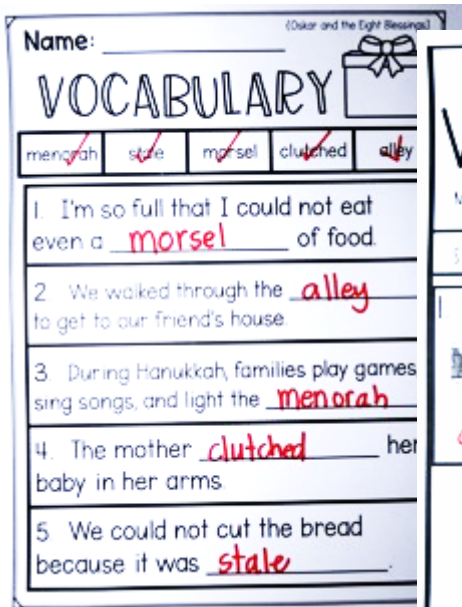


# VOCABULARY



Vocabulary Cards can be used to introduce unfamiliar terms in the book. They can be displayed for students to refer to throughout the week.

Vocabulary Prompts are great warm-ups. These helps students to think about and use the new terms. They can be glued into an interactive notebook. You may just want to choose a couple for the week rather than tackling every single one.

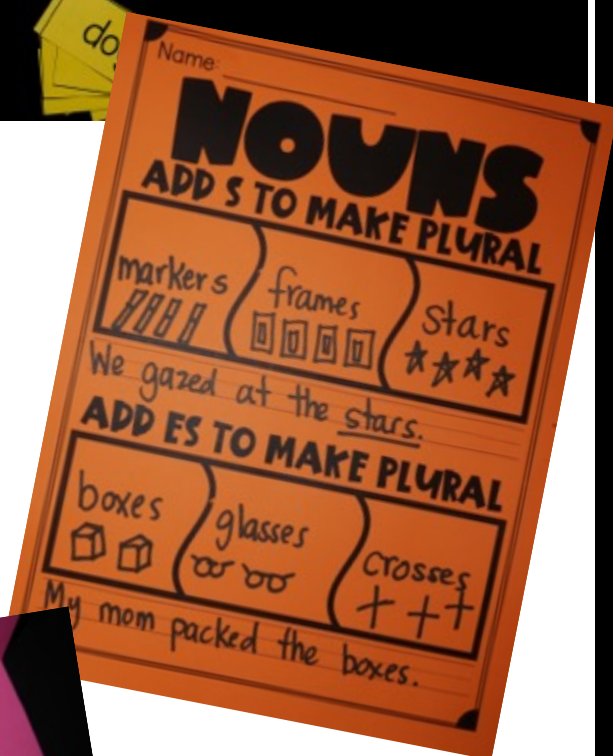
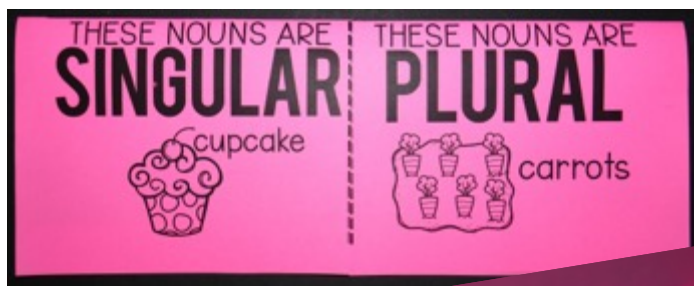
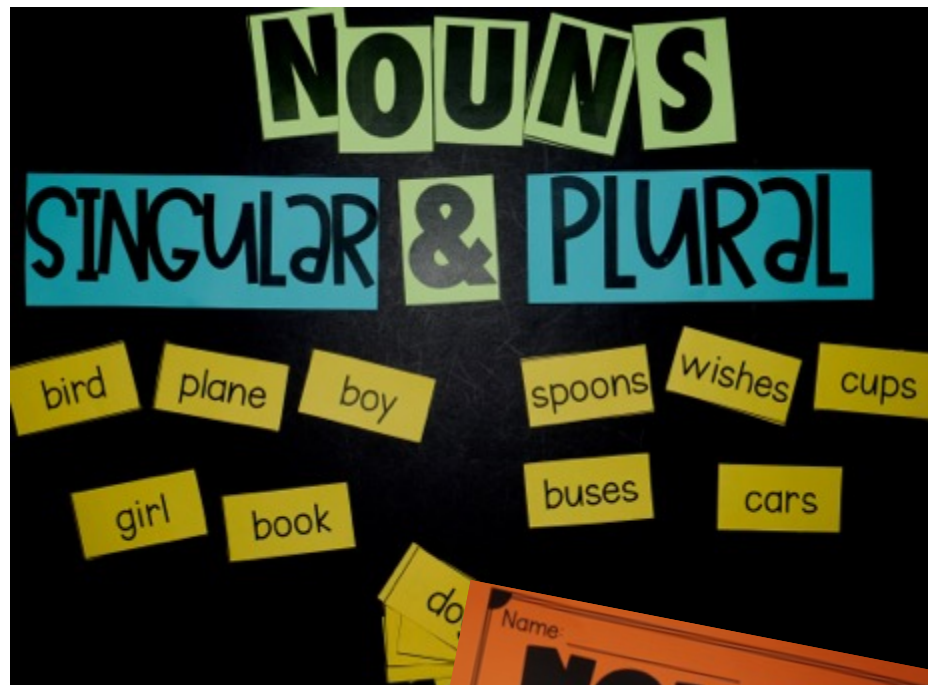


Vocabulary Printables: These can be used as an assessment towards the end of the week OR they can be used throughout the week during the whole group lesson. It may be that you want to complete these together so that your students learn the format.

# GRAMMAR

M: Singular and Plural Noun Anchor Chart/Sort and Printable

T: Singular and Plural Noun Flap-book with sort



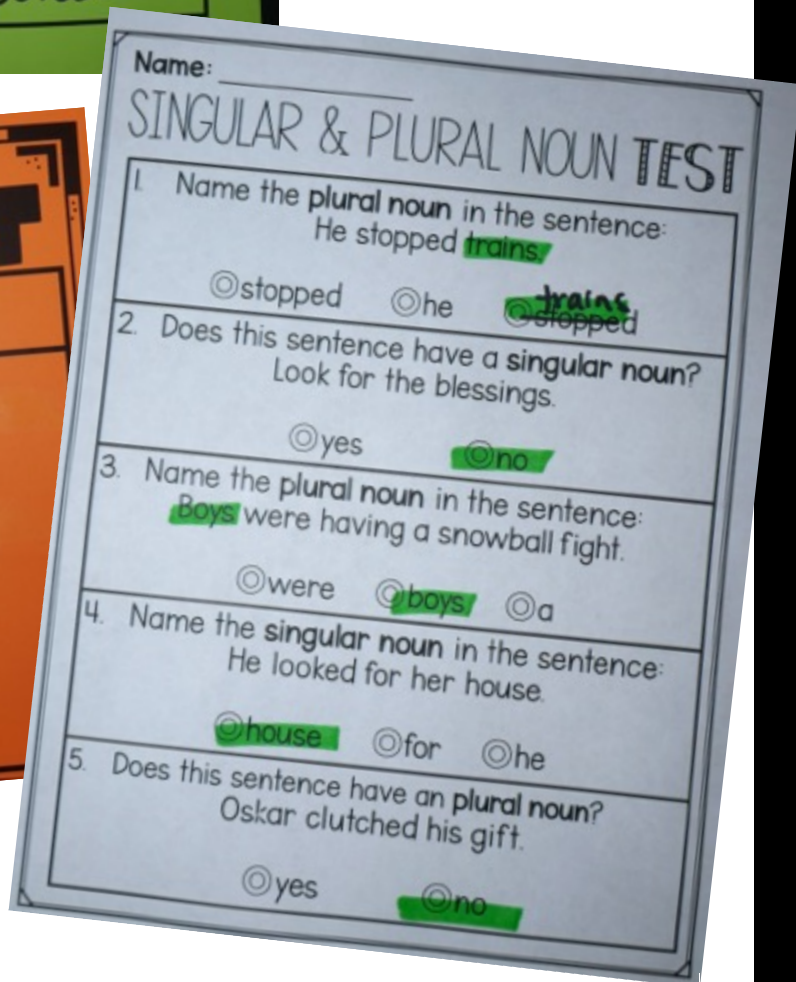
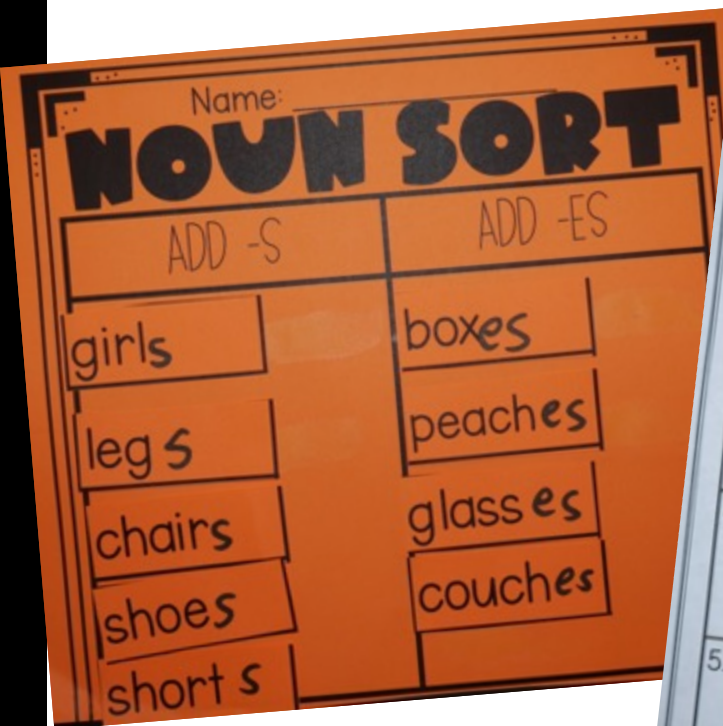
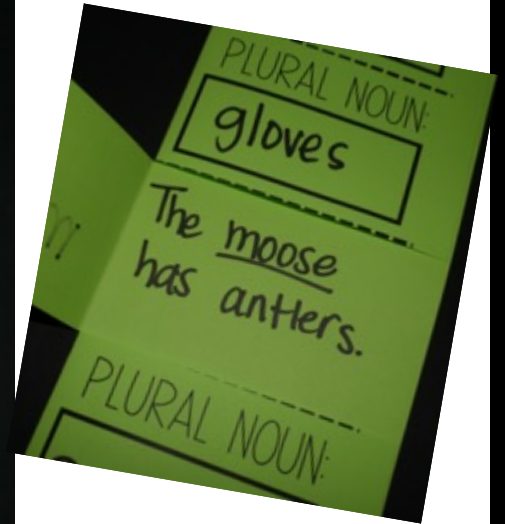
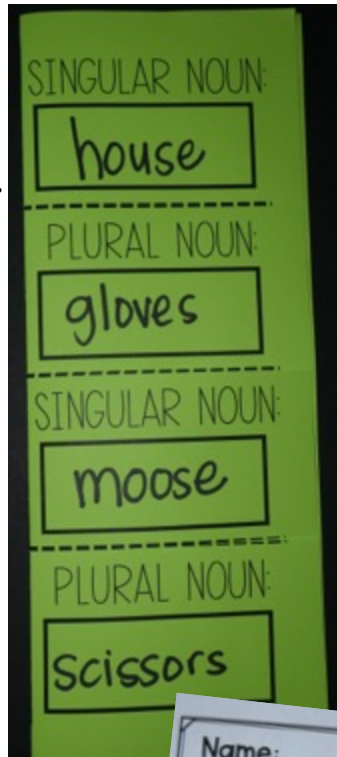


# GRAMMAR

W: Singular and Plural Noun Flapbook

TH: Noun Sort

F: Singular and Plural Noun Test



# PHONICS

**-ill**

bill    gill    pill    grill  
fill    bill    drill    spill

**tr**

sp p b f  
dr gr c  
b i ll  
drill

**tr WORDS**

Name: Francesca

**tr**

**WORDS**

(Week 17)

one word by each picture

**Assessment**


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

\_\_\_\_\_

(Week 17: -ill family)

**The Great Spill**

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

One night Dad was cooking hot dogs on the grill, and Grandma was trying to fill all the cups with milk. All of the sudden Bill, the family dog, came running down the hill behind the house. He busted through the door and ran right into the kitchen. "Ahh! That dog can be such a pill!" Grandma said. "Guys know the drill. Marcy grab the first aid kit. Erent, take Bill out to the garage."

Circle 5 of the -ill words:

○    ○    ○  
○    ○    ○

Draw what happened in the story.

\_\_\_\_\_

**tr**

trampoline


spill    pill    grill    bill  
drill    gill    fill    hill

the | those | burgers | Are

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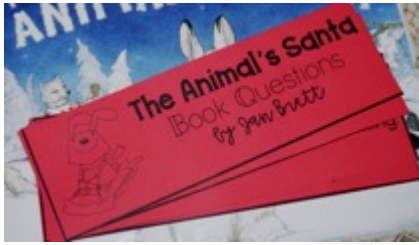


The  
Animals'  
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# COMPREHENSION



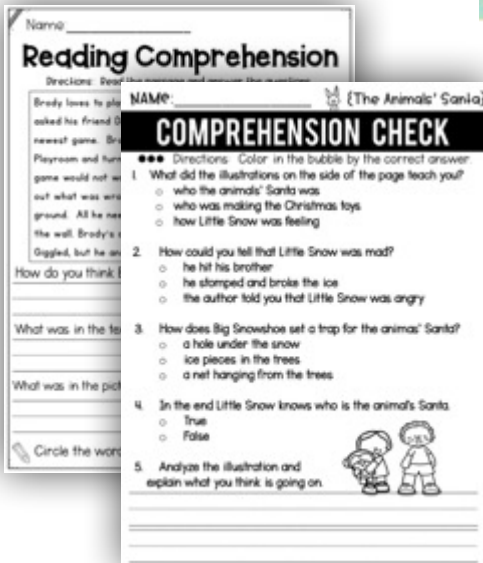
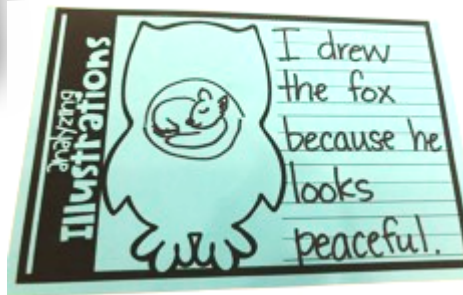
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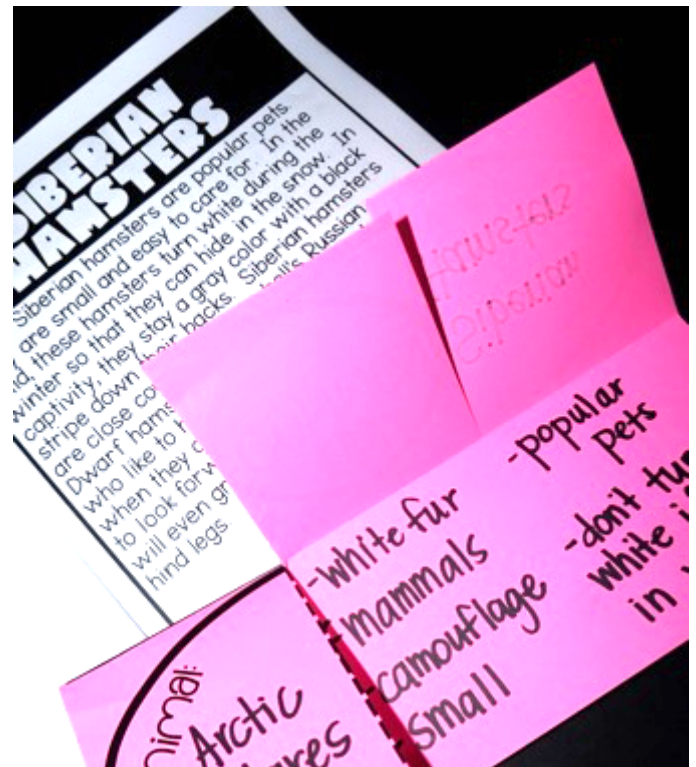
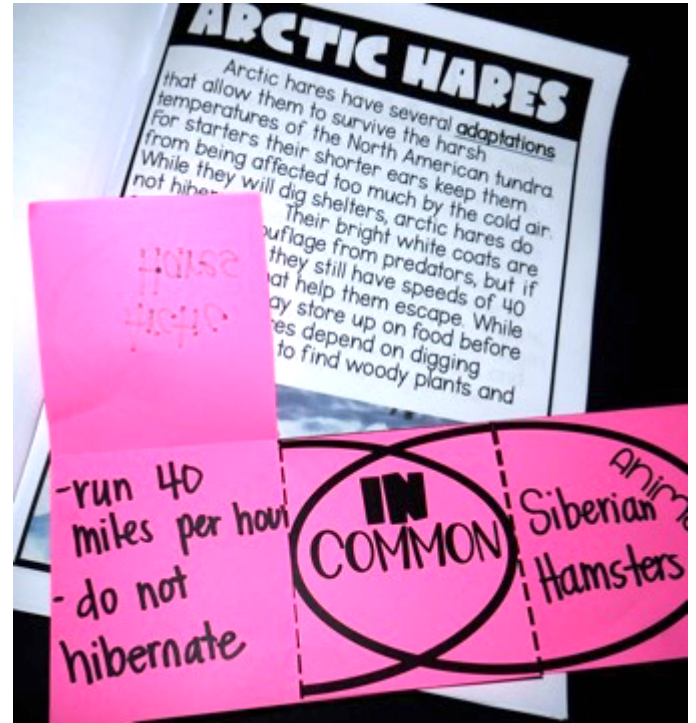
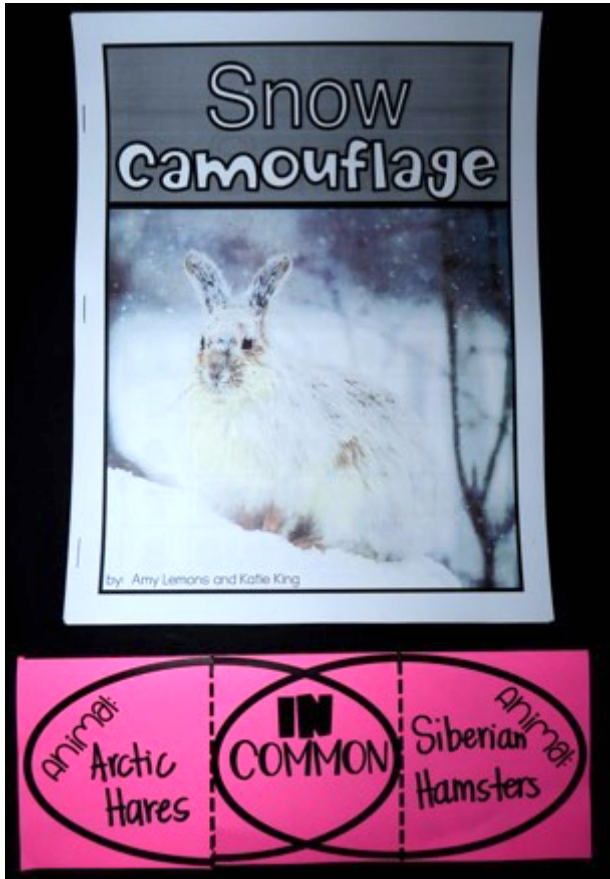
Check for Understanding:  
Reading Passage  
Comprehension Check





# NONFICTION READER

The NF reader can be displayed digitally or printed off.



Students use the Venn Diagram Flap-book to compare 2 animals from the Nonfiction Reader. Students fold and cut their flap-book. Students write the animals on the outside. Students compare and contrast under the flaps.

# ANCHOR CHARTS

## THE ANIMAL'S SANTA

ILLUSTRATION	MY THINKING	CONCLUSION
	Some animals sleep in dens.	They do this to keep safe and warm.

Other empty anchor chart templates are visible, each with columns for Illustration, My Thinking, and Conclusion.

## ANIMALS THAT CAMOUFLAGE IN THE SNOW



ARCTIC HARES



ARCTIC FOXES



CARIBOU



SIBERIAN HAMSTERS

**ANIMAL:**  
Ptarmigans

**SIMILARITIES**

**ANIMAL:**  
Weasels



PTARMIGANS



WEASELS

**FACT:**  
They have feathers.

**FACT:**  
Ptarmigans live near Arctic Circle.

**FACT:**  
Both animals are white in winter.

**FACT:**  
Both animals camouflage.

**FACT:**  
Weasels hunt rodents.

**FACT:**  
Weasels live in Ireland.



# ART & WRITING



## SNOW CAMOUFLAGE

Both the arctic fox and  
the caribou go from  
brown to white during  
winter.

Name: \_\_\_\_\_



## THE ANIMAL'S SANTA

The animals are getting ready  
for Christmas. They learn that  
the animals' Santa is an owl!

Name: \_\_\_\_\_

December 1, 2018

## Dear Santa,

Hello there! How are  
you? I can't wait for  
Christmas! Thank you for  
always bringing gifts.  
This year I would like a  
new bicycle! I hope you  
have a safe flight!

Love,  
Amy

# CRAFT



## The **ANIMAL'S** SANTA

The animals are getting ready for Christmas. They learn that the animals' Santa is an owl!

Name: \_\_\_\_\_

December 1, 2018

**Dear Santa.**

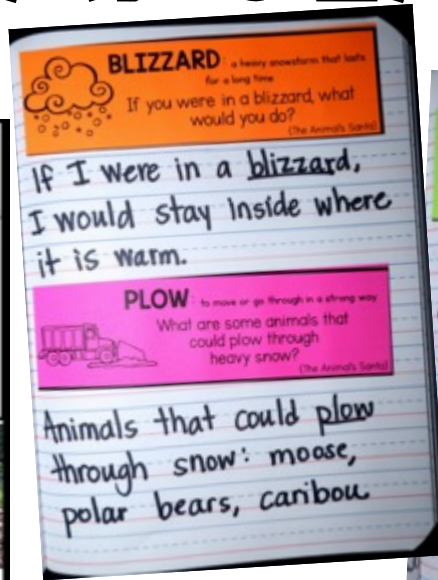
Hello there! How are you? I can't wait for Christmas! Thank you for always bringing gifts. This year I would like a new bicycle! I hope you have a safe flight!

Love,  
Amy

Students make Santa. They can add cotton balls to the hat. Students either write a letter to Santa or write about the story.

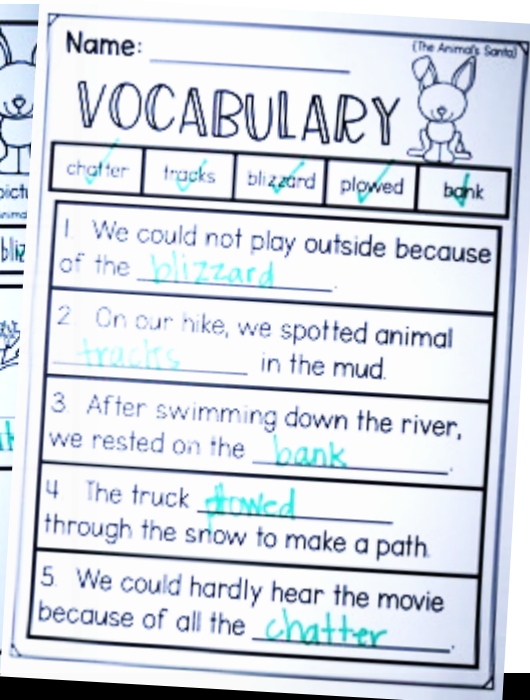
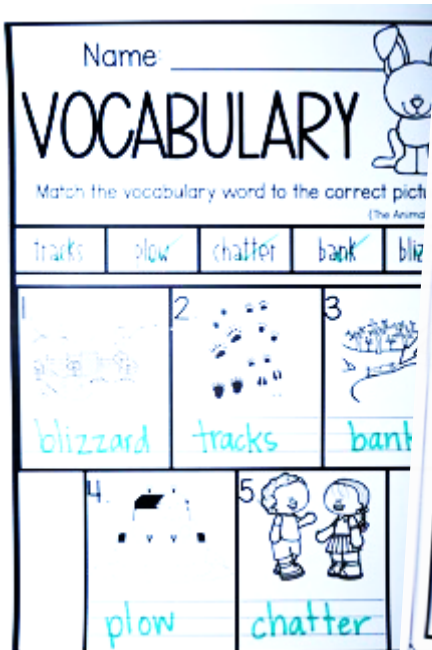


# VOCABULARY



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# GRAMMAR

M: Plural Noun  
Sort

T: Unscrambling  
Sentences


Name: \_\_\_\_\_

## NOUN SORT


PLURAL NOUN		Not!	
tracks	animals	fox	bed
friends	branches	home	brother

1. My friends are Pete and ...


2. He hung on the branch ...

We saw the tracks 


↑ plural noun

We open the presents 

↑ plural noun

The ravens cawed loudly. 

↑ plural noun

The animals looked up. 

↑ plural noun



# GRAMMAR

W: Nouns in Sentences

TH: Plural and Singular Noun Flap-book

F: Plural Noun Test

7 I see my name on that gift.

Name: \_\_\_\_\_

### NOUNS IN SENTENCES

	NOUN:	TYPE: SINGULAR OR PLURAL
1	tree	S
2	ornaments	P
3	stockings	P
4	pie	S
5	lights	P
6	cookies	P
7	gift	S
8	boxes	P
9	bed	S

These sentences have **PLURAL NOUNS**

These sentences have **SINGULAR NOUNS**

We find presents from him.

The forest animals chimed in.

Have you seen his tracks in the snow?

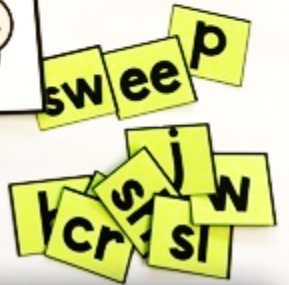
These sentences have **SINGULAR NOUNS**

Name: \_\_\_\_\_

### PLURAL NOUN TEST

- Name the plural noun in the sentence:  
We find presents from him on Christmas.  
 find  presents  Christmas
- Is the underlined word a plural noun?  
The animals chimed in.  
 yes  no
- Name the plural noun in the sentence:  
I opened my eyes.  
 I  opened  eyes
- Name the plural noun in the sentence:  
We woke up to acorns.  
 acorns  woke  up
- Is the underlined word a plural noun?  
Someone left me a brush.  
 yes  no
- Name the plural noun in the sentence:  
Did you see his tracks in the snow?  
 see  tracks  snow
- Is the underlined word a plural noun?  
We think he is a badger.  
 yes  no
- Is the underlined word a plural noun?  
He tied ice to the branches.  
 yes  no

# PHONICS



C

Name \_\_\_\_\_ (Week 15: -eep family)

### -eep Word Practice

	_____		_____
	_____		_____
	_____		_____
	_____		_____

jeep beep sheep  
deep weep sweep

Name: \_\_\_\_\_

### Sleep

Directions: Read the story.

Trevor has a hard day. He read a book about a jungle where the mom suggests that maybe he should sleep at last. Ahhh, sleep at last!

Write and draw 6 of the words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Draw what happened in the story.

Name: \_\_\_\_\_ (Week 15)

### Assessment

Directions: Write the word by each picture.

	_____		_____
	_____		_____
	_____		_____
	_____		_____

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

\_\_\_\_\_

Name: \_\_\_\_\_ (Week 15: -ee pattern)

### Word Scramble

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Jesse sweep had

**1<sup>st</sup> GRADE**

*Rooted in* **READING**  
**DECEMBER**



Over and  
Under the  
Snow

by Kate  
Messner

*by Amy Lemons and Katie King*



# COMPREHENSION



**Book Questions:** Use these questions to guide the discussions that the class has during the read aloud throughout the week. Keep them nearby so that you can facilitate a meaningful classroom discussion!

**Digital Anchor Charts:** Use these posters during your mini-lessons. Display them after the lesson to serve as a reminder or helpful tool for students who need it.



**Follow-Up Activities:** These printables are designed to check student understanding. Most can be glued right into notebooks to keep for future reference. If you are needing grades, these activities would serve that purpose.

**Check for Understanding: Reading Passage Comprehension Check**

Name: \_\_\_\_\_

**Reading Comprehension Check**

Directions: Read the passage and answer the questions.

Jack's mom wanted a hobby because he said Mom said Jack needed a game controller. So he would like music. That a good jam session he had kids to sit with.

What does Jack like to do?

Why did Jack join the band?

What instrument did he play?

Circle the words that are **nonfiction**.

---

NAME: \_\_\_\_\_ (Over and Under the Snow)

**COMPREHENSION CHECK**

Directions: Color in the bubble by the correct answer.

- Which of these books is most likely Nonfiction?
  - The Life Cycle of the Frog
  - Pustonia the Pig has a Bad Day
  - Butterflies, Unicorns, and Colorful Rainbows! Oh My!
- What kinds of animals does the girl see? Circle TWO.
  - reptiles
  - large mammals
  - birds
- How does the reader see animals at the end of the book?
  - under the ground
  - in the stars
  - Running in the summer
- All animals hibernate in the cold winter.
  - True
  - False
- Look at the picture. What **information from the pictures** did you gain?
 

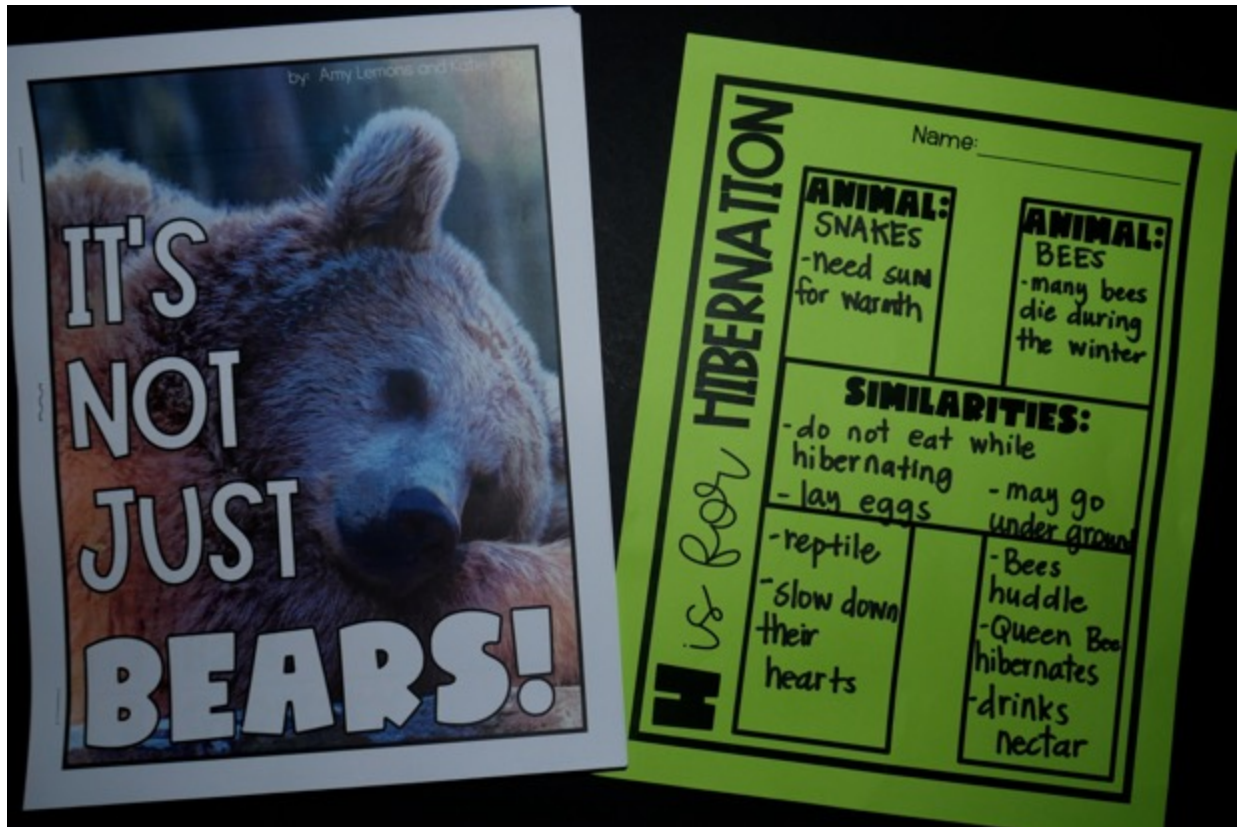
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\_\_\_\_\_

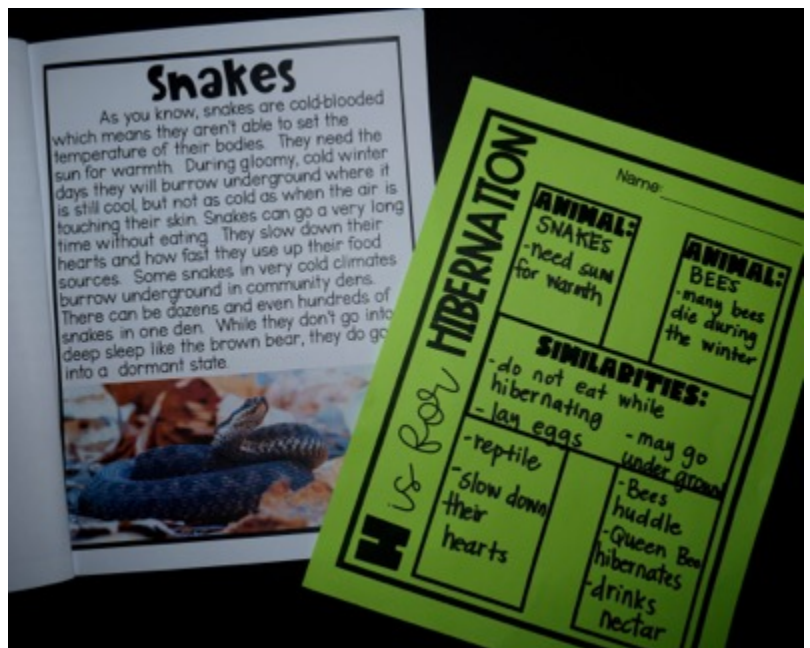


# NONFICTION READER

The NF reader can be displayed digitally or printed off.



This H-Chart is used for comparing and contrasting. Students compare two animals from the nonfiction reader. On the sides, students write difference. In the middle, students write similarities.





# ANCHOR CHARTS

## I CAN LEARN FROM

the WORDS & PICTURES

I can run.

I can run.

WORDS:	PICTURES:

WORDS:	PICTURES:
animals stay safe under the snow	Squirrels eat acorns

WORDS:	PICTURES:

WORDS:	PICTURES:

WORDS:	PICTURES:

## ANIMALS THAT HIBERNATE

CHIPMUNKS

BATS

GROUNDHOGS

ANIMAL: Bees

SIMILARITIES

ANIMAL: Box Turtle

SNAKES

BEES

BOX TURTLE

FACT: Don't go far under the ground.

FACT: Both go underground.

FACT: Some bees die during the winter.

FACT: Lay eggs when they wake up.

FACT: May come out for food.

FACT: Turtles live for 75-80 years.



# ART & WRITING



## ANIMALS THAT HIBERNATE

Chipmunks and groundhogs  
both hibernate in dens underground.  
But, chipmunks wake up every few days.

Name: \_\_\_\_\_



## OVER & UNDER <sup>the</sup> SNOW

As the people are skiing,  
the animals are eating,  
burrowing, and sleeping.

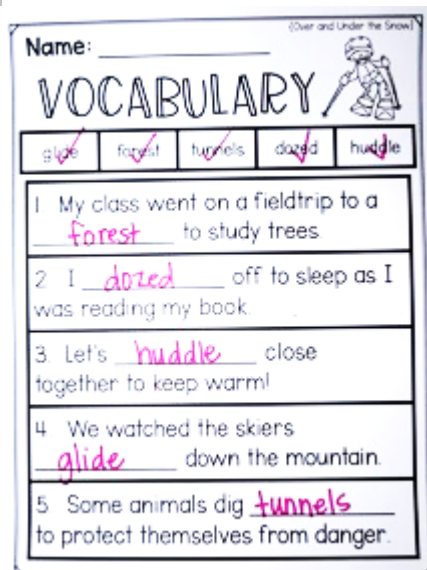
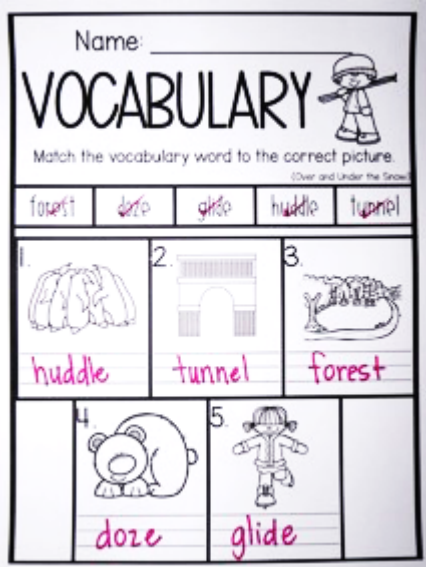
Name: \_\_\_\_\_

# VOCABULARY



Vocabulary Cards can be used to introduce unfamiliar terms in the book. They can be displayed for students to refer to throughout the week.

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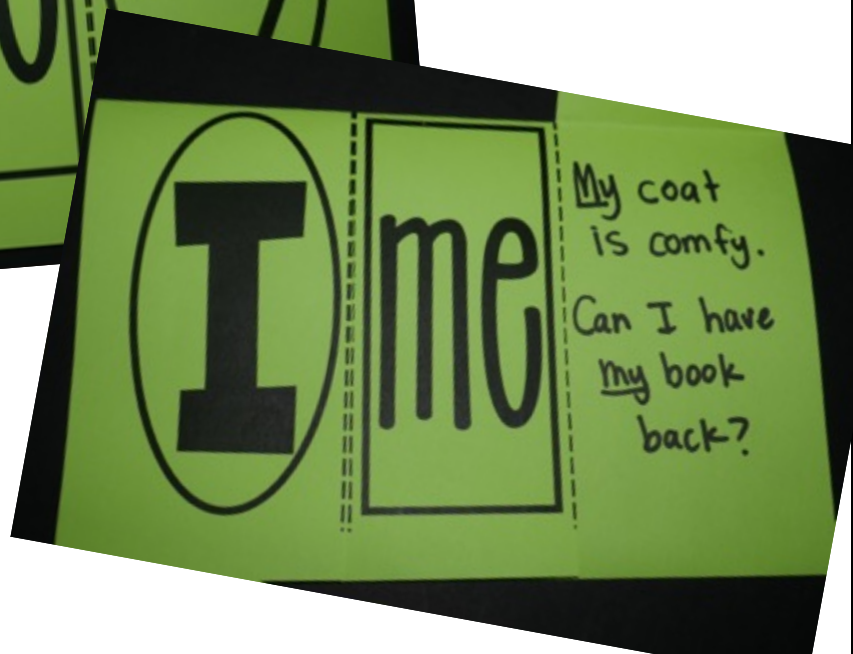
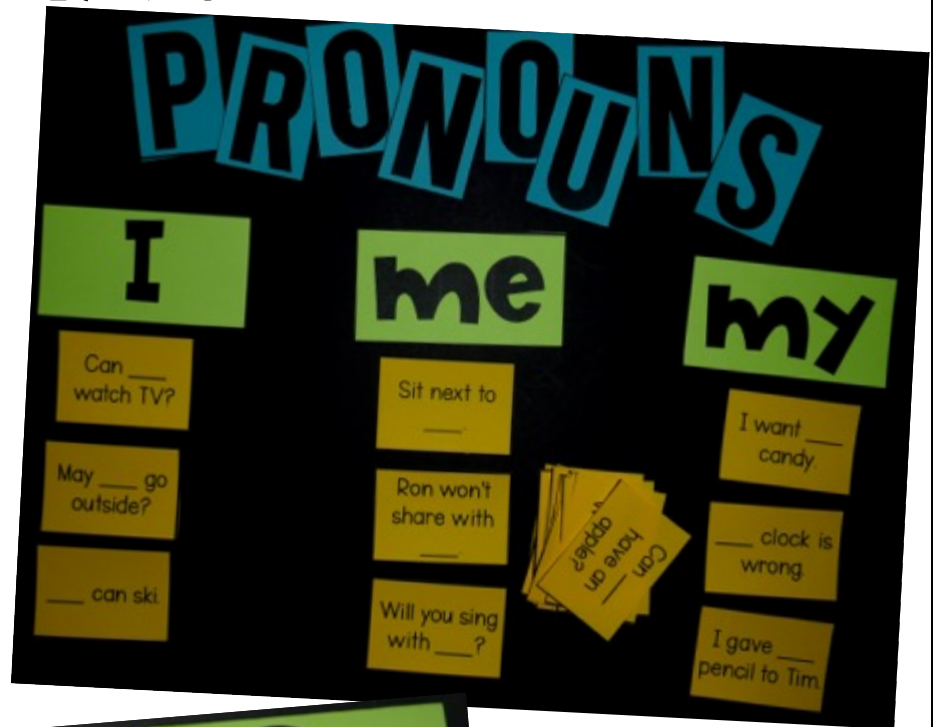
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# GRAMMAR

M: Pronoun  
Anchor  
Chart

T: Pronoun  
Flap-Book





# GRAMMAR

W: Pronoun Game

TH: Pronoun Pocket Book

F: Pronoun Assessment

Name: \_\_\_\_\_

## Roll, Cover, Write

1 I can sing.	2 My best friend is Sam.	3 I go to sleep.	4 My dad is at work.
5 Will you be my friend?	6 Please play with me.	7 Come with me to the game.	8 I play with my friends.
9 Can you please help me?	10 I go to the store.	11 Can you see me?	12 Can you hear me?
13 My mom is nice.	14 Tell me your name.	15 I will fix my hair.	16 I like to run.

#	PRONOUN
10	I
4	My
12	me
7	me
5	my
9	me
13	My
16	I
15	I
1	I
2	My

• ME	•• I	••• MY
•• I	••• MY	•••• ME

## I CAN USE PRONOUNS!

by: \_\_\_\_\_

Can you sing with ~~me~~ me?

Can you sit with ~~me~~ me?

THESE SENTENCES ARE NOT CORRECT

THESE SENTENCES ARE CORRECT

## PRONOUN PICK IT

- I can ski.      I me my
- Where is my watch?      I me my
- Will you read to me?      I me my
- My dog is brown.      I me my
- Can I have a cookie?      I me my
- Where is my pencil?      I me my
- Come and sit by me.      I me my
- My foot hurts.      I me my

Name: \_\_\_\_\_

# PHONICS

**-eat**



beat meat seat pleat

**dr** WORDS



William

b  
m eat  
s cl wh



**dr**



**WORDS**



neat  
eat  
heat  
cleat  
wh  
t  
ea  
s  
n  
cl  
h  
tr  
m

**dr**



drums

Name: \_\_\_\_\_

Directions: Write the word by each picture

**Assessment**

Directions: Choose one word and write it in a sentence

\_\_\_\_\_

Name: \_\_\_\_\_ (Week 19: -eat family)

**Eating Out!**

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

When my family goes out to eat, we like to get a table close to the kitchen. I like to get a seat where I can see right into the back. I watch the chef as she adds heat to the meat on the stove or in the oven. My favorite part is when they bring the rolls out to the table. I spread butter on the wheat bread. What a treat it is to go out to eat!



Write and draw 6 of the -eat words

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Draw what happened in the story

\_\_\_\_\_

**1<sup>st</sup> GRADE**

*Rooted in* **READING**  
**DECEMBER**



The  
Great  
Spruce  
by John  
Duvall

*by Amy Lemons and Katie King*



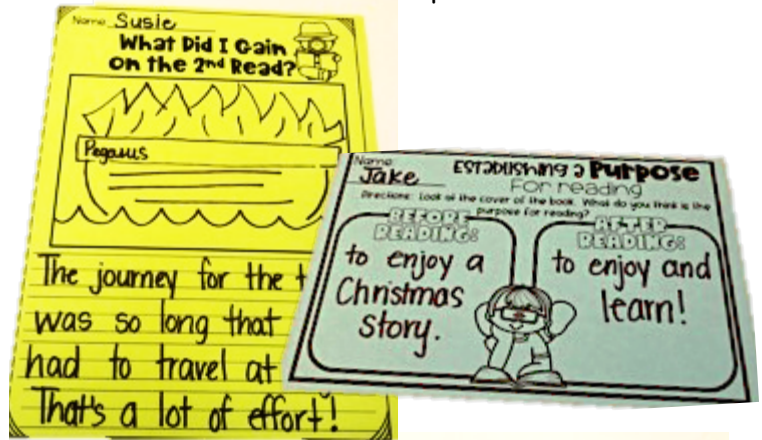
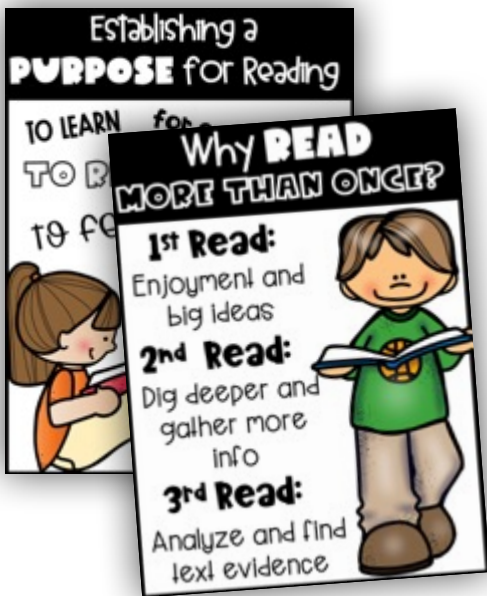
# COMPREHENSION



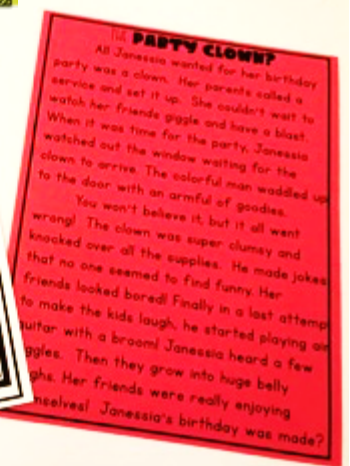
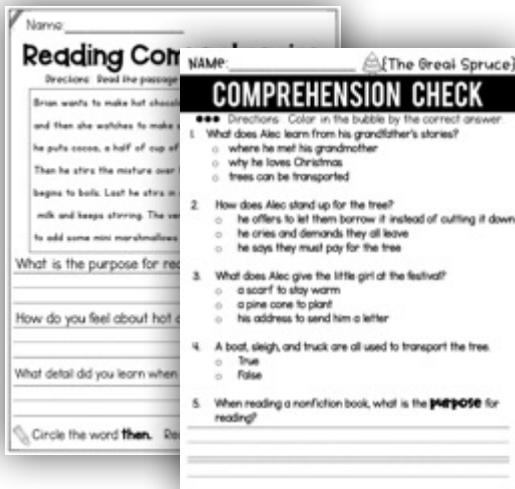
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**Check for Understanding:**  
Reading Passage  
Comprehension Check



# NONFICTION READER

The NF reader can be displayed digitally or printed off. I like to laminate and bind mine so students can read them over and over again!

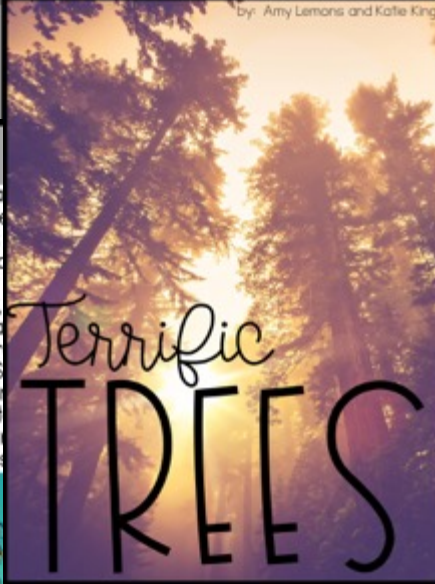
## WEeping WILLOW TREES

Weeping willows have distinct rounded branches with leaves that droop towards the ground. Willow trees grow very quickly and can reach a mature height within three years. They may even grow up to eight feet a year! This type of tree has an aggressive root system that can cause effects close to the water.



## PALM TREES

Palm trees love hot, moist climates. They have large evergreen leaves called fronds. These leaves form at the tops of trees and look like fans. The fruit of palm trees vary depending on the species. Palms have coconuts, acai fruit, dates, etc. The tallest species is known as the Washingtonian and can be found in Colombia and Peru. They can reach heights of about 200 feet! Since most palms are tall, it may be surprising to learn that their roots stay very close to the top of the soil. They spread out and dig into the soil to get nutrients from the surface.



## OAK TREES

There are over 600 different kinds of oak trees. They can be divided into two categories: white oaks and red oaks. White oaks have rounded leaves, and red oaks have pointed leaves. Trees that have mild winters tend to have acorns, whereas oaks in cold places have leaves after they change colors. Oaks grow slowly. It can take twenty or more years for a tree to be full grown. This is a picture of a live oak on John's Island, South Carolina, known as Angel Oak. It is estimated to be 400 years old. There are many folk tales about the ghosts of former slaves living in the hollows of the trees.



**SWAMP**  
swamp  
are  
are  
able  
water.  
ive the  
aren't  
it or if  
water.  
a bald  
think it

Students choose two types of trees from the Nonfiction reader to compare on their graphic organizer.

Name: \_\_\_\_\_

### LET'S COMPARE TREES

- Used as Christmas trees
- needles
- cones
- TREE: Pine**
- leaves change color
- leaves fall off
- TREE: Maple**
- both have bark
- both grow over 140 feet

**SIMILARITIES**



# ANCHOR CHARTS

## WHY DO READERS READ?

**REASON:**  
To have fun

**REASON:**  
To become smarter!

**REASON:**  
To forget about things

**REASON:**  
Because they enjoy reading

**REASON:**  
To make connections

**REASON:**  
To learn information

## DIFFERENT TYPES OF TREES

**TREE:**  
Pine Trees

**TREE:**  
Palm Trees

**SIMILARITIES**

**FACT:**  
Pine trees have cones.







**FACT:**  
Pine trees have needles.

**FACT:**  
Both are evergreen trees.

**FACT:**  
Both have trunks.

**FACT:**  
Palm trees can grow coconuts or dates.

**FACT:**  
Palm trees thrive in warm climates.





# ART & WRITING



## TERRIFIC TREES

Pine trees are evergreen trees.  
They do not lose their leaves. Maple  
trees have leaves that change color  
and fall off.

Name: \_\_\_\_\_

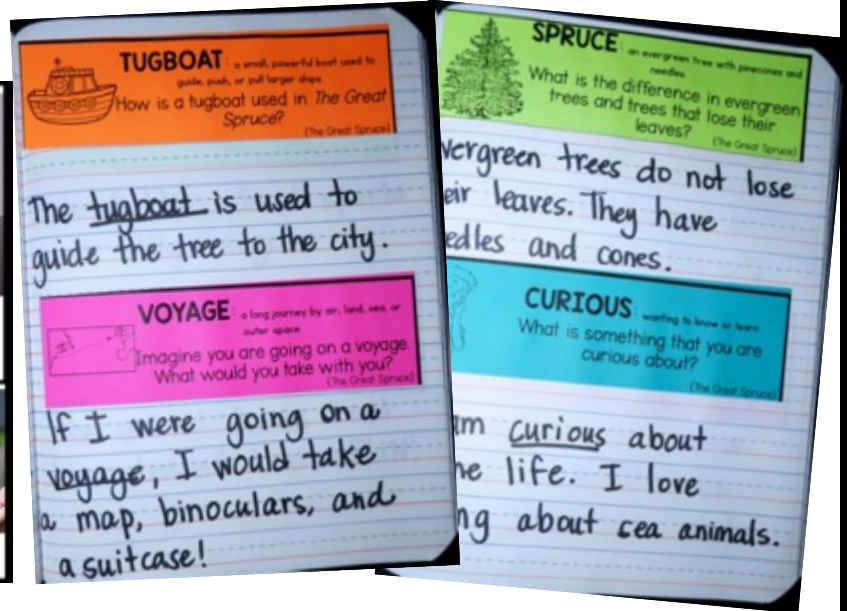


## THE GREAT SPRUCE

Alec helped transplant their  
tree to the city. They took  
a tugboat and a sleigh.

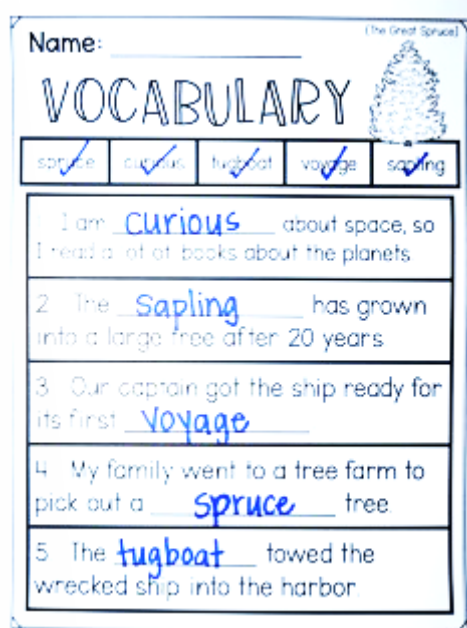
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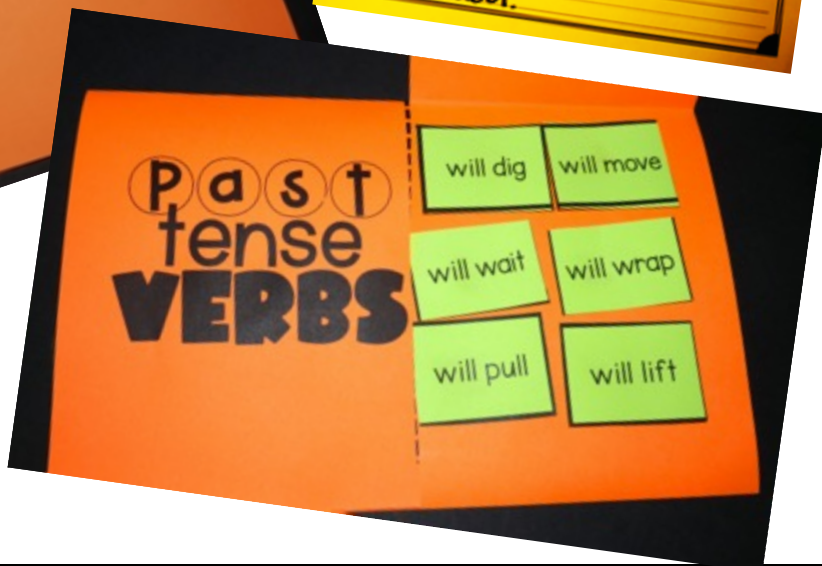
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# GRAMMAR

M: Verb  
Anchor Chart  
and Graphic  
Organizer

T: Verb Tenses  
Flap-Book Sort



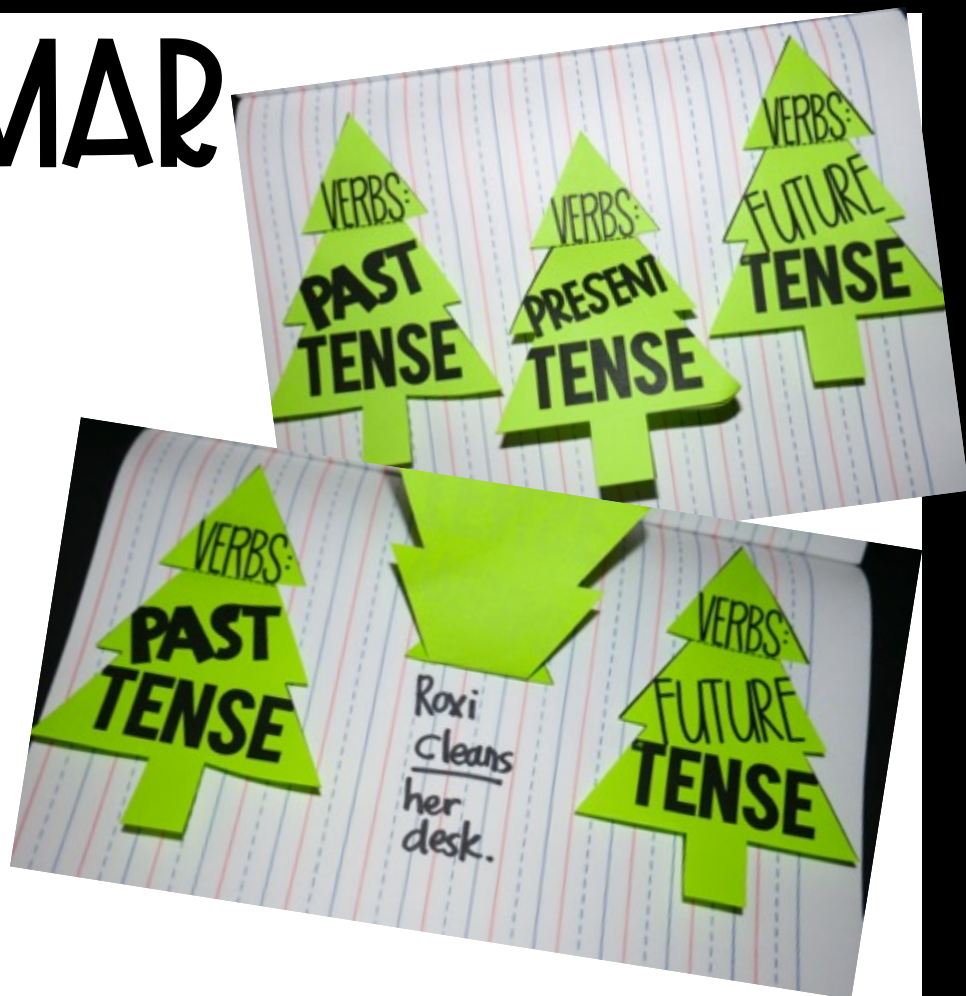


# GRAMMAR

W: Verbs in Spirals

TH: Verb Game

F: Verb Tenses Assessment



THE VERB TENSE TRACK

1. Start on the star

2. Spin the Number Spinner to see if you get to move one or two spaces.

3. Move to a verb.

4. Spin the Verb Tense Spinner. Write the correct tense of the verb on the game-board.

5. The first person to the star wins!

Number Spinner: 1, 2

Verb Tense Spinner: PAST, PRESENT

plant plants	ask asked	blink will blink	need needed	join joins
call calls				sail sails
pull will pull				crash will crash
jump jumped				point pointed
cross crossed				love loved
miss will miss				serve serves
help helped				fetch will fetch
ski skis	spray sprays	count counted	visit visits	wait waits
				kick kicked

Name: \_\_\_\_\_

## VERB TENSES

PAST	PRESENT	FUTURE
played	plays	will play
walked	walks	will walk
cooked	cooks	will cook
picked	picks	will pick
helped	helps	will help
listened	listened	will listen
talked	talks	will talk
smiled	smiles	will smile

# PHONICS

**-ay**



**fr**  
**WORDS**

**fr**


h  
p

fr

st ay

pl spr

fr WORDS



st ay

spr

pl d

clay

spray

pay

ay


pl

hay

Name \_\_\_\_\_ (Week 20: -ay family)

### Sentence Scramble

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




of a new pack got clay Shayla

Name \_\_\_\_\_ (Week 20: -ay family)

### ng Out

Circle all the -ay word family words.

friend. When Mrs. Jacobs went out for 3 days and she agreed to thing he did was play with er to stay when g he did was to ith water. all on the counter!




○ ○

○ ○

Name \_\_\_\_\_ (Week 20: -ay family)

### Assessment

Write the word by each picture.



one word and write it in a sentence.

ice

ay

ay