

1st GRADE

Rooted in READING JANUARY



- Penguin in Peril

by Helen
Hancocks

- Ida Always

by Caron Levis

- Chameleons
are Cool

by Martin Jenkins

- The Darkest
Dark

by Chris Hadfield

by Amy Lemons and Katie King

UNIT 6: JANUARY

BOOK:	READING:	CC:	GRAMMAR:	CC:	PHONICS:	CC:
Penguin in Peril	Characteristics of a Genre	RL1.5	Shades of Meaning Adjectives	L.1.5.D	-oa/ow pattern Blend: sn	RF.1.2BR F.1.3.B
Ida Always	Words or phrases that indicate feeling	RL1.4	Pronouns	LI.1.D	-ine word family Blend: sp	RF.1.2BR F.1.3.B RF.1.3.C
Chameleons are Cool	Main Topic and Details	RII.2	Text Features	RII.5	-ake family Blend: gr	RF.1.2BR F.1.3.B RF.1.3.C
The Darkest Dark	Author's Purpose	RL1.5	Suffix: ing	L.1.4.B, L.1.4.C	--ike family Blend: pr	RF.1.2BR F.1.3.B RF.1.3.C

UNIT 6: JANUARY

BOOK:	READING:	TEKS:	GRAMMAR:	TEKS:	PHONICS:	TEKS:
Penguin in Peril	Characteristics of a Genre	1.10A	Shades of Meaning Adjectives	1.1IDiv	-oa/ow pattern Blend: sn	1.2Bi, 1.2Bii 1.2Biii 1.2Cii, 1.2Ciii
Ida Always	Words or phrases that indicate Feeling	1.10D	Pronouns	1.1IDvii	-ine word family Blend: sp	1.2Bi, 1.2Bii 1.2Biii 1.2Cii, 1.2Ciii
Chameleons are Cool	Main Topic and Details	1.9Di 1.6G	Text Features	1.9Dii	-ake family Blend: gr	1.2Bi, 1.2Bii 1.2Biii 1.2Cii, 1.2Ciii
The Darkest Dark	Author's Purpose	1.10	Suffix: ing	1.3C	--ike family Blend: pr	1.2Bi, 1.2Bii 1.2Biii 1.2Cii, 1.2Ciii

LESSON PLANS

PENGUIN IN PERIL

READING	VOCABULARY	GRAMMAR
<p>Introduce <i>Penguin in Peril</i> to the students. Use the questioning cards to introduce the book.</p> <p>Before Reading: Introduce the digital Fiction anchor chart. Tell students to be on the lookout for ways that they can tell if this book is fiction or not.</p> <p>Now read the book all the way through showing the pictures and discussing.</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.</p>	<p>This week we focus on Short Meaning, but I getting start that, we will introduce a synonym.</p> <p>Use the digital anchor chart to introduce.</p>

PENGUIN IN PERIL

READING	VOCABULARY	GRAMMAR
<p>Tell students that today they are going to get to try their hand at writing a short fiction paragraph and a short non-fiction paragraph about CATS! To make sure all students have some knowledge on cats watch this short informational video: http://bit.ly/9KRCats. If you were to read it to students that is great too, just don't show them pictures! After the video, have each student a flip-flap and have them write sentences of fiction and non-fiction.</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>Today we are going to start ordering synonyms. We order words based on their strength. Use the pointers to introduce ordering synonyms.</p> <p>Students have three sets of synonyms. They will cut one set out at a time and will order them.</p>

CHAMELEONS ARE COOL

READING	VOCABULARY	TEXT FEATURES
<p>Introduce <i>Chameleons are Cool</i> to the students. Use the questioning cards to introduce the book. Read the book all the way through and discuss.</p> <p>After Reading: Since students will most likely be really excited about chameleons, let them write down one fact that they are really excited about on the half sheet! If there is time, share a few as a class.</p> <p>Show students the digital anchor chart for <i>Chameleons are Cool</i>. Stress to students that the main idea of <i>Chameleons are Cool</i> is chameleons.</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 story.</p>	<p>This week we will be focusing on Nonfiction Text Features rather than a grammar skill. You have a variety of NF Text Feature posters, but you will not need some of them. We will focus on Caption, Index, Labels, Header, Electronic Menu, and Table of Contents. Since I have a book of the week do include all of these features, we will be looking at the NF Text Features. Use of these features in your class.</p>

CHAMELEONS ARE COOL

READING	VOCABULARY	TEXT FEATURES
<p>Show students the digital anchor chart for helping to find the Main Idea. Discuss as a class. Students will be practicing on their own with a text about sharks! If the text is too difficult for the students, read it with them. We are trying to see if they can find the Main Idea and a Supporting Detail, not assessing their decoding skills!</p> <p>Introduce the Reading Comprehension passage for the week. Each student should have a copy and if possible class. Have students track with their finger as you read the passage to have students complete.</p> <p>Read the Nonfiction Text Features.</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>Today we are going to focus on using the captions in a Nonfiction Text to learn more information. Our story has many different captions throughout. Go through the story and locate some of the captions.</p> <p>Show page 6 to students using a projector, or have it available for them to see. Students can use the captions to learn about 3 different animals. Students will record what they can learn about each animal.</p>

Idea, always

READING	VOCABULARY	GRAMMAR
<p>Introduce <i>Izzy Always</i> to the students. Use the questioning cards to introduce the book.</p> <p>After Reading: This is an extremely emotional book for many teachers and students so really take some time to talk it over! Then look at the digital anchor chart for <i>Showing not Telling</i>. Have students help you create the whole class anchor chart for words or phrases that convey sadness.</p> <p>Follow Up Activity: Complete the printable where students should focus on one small snippet of the book. We wanted to start with a pretty obvious feeling, but remember that not all feelings are hard for some of them! Discuss as a class after completion.</p> <p>Before Reading: Introduce the digital anchor chart for How Characters Feelings Change and discuss. Ask students to pay attention to how Gus' feelings change throughout the book.</p> <p>Use the questioning cards to dig in deeper for the second read of <i>Izzy Always</i>. Read again, stopping to talk about any observations that students have.</p> <p>Follow Up Activity: Students should complete the flip-flap writing (or drawing for students that need to) about where Gus experienced all three emotions in 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> <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 I always using the digital anchor chart. This week we are on the pronoun she, the she, the she, the she.</p> <p>Use the anchor chart to discuss the different pronouns. Pass sentence cards to students. Shut bring up their sentence and read it to the class. Decide which pronoun could be used to replace the underlined noun. Students sort as a class.</p> <p>Continue discussing pronouns. Pronoun Flip-book: Student fold on the black line and cut on the dotted lines. Students will use each pronoun in a sentence underneath the flaps. Students draw a picture for each sentence.</p>

Idea, always

READING	VOCABULARY	GRAMMAR
<p>Review digital anchor charts and discuss as a class. Tell students they are going to analyze a new book where the author does a great job of showing character emotion. Either read <i>City Dog, Country Frog</i> OR show this video: http://bit.ly/9KRCats. I would prefer to read it out loud if I had shared copy! Have students talk about City Dog's feelings and how they change. They can demonstrate understanding on the half sheet.</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>Roll, Cover, and Write: Students share a game-board and a dice. Students roll to find a pronoun. Students look for a sentence that would use that pronoun on the board. Students write that number and the pronoun needed on the chart. Students are trying to get four in a row.</p>
<p>Read the Nonfiction Reader: <i>Animal Emotions</i>. Discuss what students learned about different animals and how they express themselves.</p> <p>After Reading: Use the whole class anchor chart and/or the printable to compare to record information learned. Students should complete the elephant directed drawing. You can ask them to write directly about elephants or a different animal, but make sure they share new information learned in complete thoughts.</p>	<p>There are two words left. Discuss both words their pictures, and the meanings. Choose one of the vocabulary prompts to complete in class. Students glue the vocabulary prompt in their spirals and respond to the prompt.</p>	<p>Pronoun Pocketbook: Students fold the pocketbook to create a folder. Students only glue on the outside of the pockets so that the cards can slide in. Students will then cut apart their sentences and replace the underlined nouns with pronouns. Students sort the sentences in the correct pocket.</p>
<p>Students should complete the Comprehension chart. **Izzy students through the assessment as a class. Make sure to demonstrate how to fill in the circles.</p> <p>Have students complete the Polar Bear Craft. Have students share about the different emotions that Gus experienced throughout the book <i>Izzy Always</i>.</p>	<p>Discuss all five words from the week. Review the words using the picture cards.</p> <p>Students complete either or both of the vocabulary pages. You might want to do one of them together. Students match the word with the picture or the sentence.</p>	<p>Pronoun Pick It! This can be done with a highlighter or paint dabber. Students read the sentence (you may want to read these aloud). Students will highlight the pronoun that would replace the underlined nouns.</p>

LESSON PLANS







PHONICS

PHONICS





-sn
blend

-ow/-oo
family





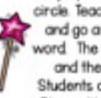
PHONICS: LESSONS and acTIVITIes

M	 <p>-ow</p> <p>Introduce the word family of the week. Allow students to brainstorm -ow words that they can think of, then show them this list.</p>	 <p>Create the word sliders. These would be perfect to take home to allow family practice.</p>
T	 <p>-oa</p> <p>Making words! Ask students to start with the -oa rime. Then instruct them to add different letters to the beginning and practice blending the words.</p>	 <p>The Snow Storm</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>	

PHONICS: LESSONS and acTIVITIes

		<p>*Begin the blend of the week on Tuesday. Use one of the two posters. As a class brainstorm words that begin with -sn. Have students complete the coloring activity.</p>
		<p>Introduce students to the -sn 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>













PHONICS

TH	M	 <p>-ine</p> <p>Introduce the word family of the week. Allow students to brainstorm -ine words that they can think of, then show them this list.</p>
TH	T	 <p>Making words! Ask students to start with the -ine word family. Then instruct them to add different letters to the beginning and practice blending the words.</p>
TH	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	TH	 <p>Play an -ine word family song. Miss Molly has a great one on YouTube!</p>
TH	F	 <p>Play Sparkle! Have students stand in a circle. Teacher calls out the word "shine" and go around the circle spelling the word. The student after "e" says Sparkle and then the next student is "out". Students are also "out" if they misspell. Play until only one person is standing!</p>

PHONICS

-sp
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 -sp. Have students complete the coloring activity.</p>
W				<p>Introduce students to the -sp 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 -sp words. Have students complete the printable for the correct words for each sentence. If students are struggling read it with them!</p>
F				<p>Use to assess students on reading and writing the -sp words!</p>

1st GRADE

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JANUARY



Penguin
in Peril
by Helen
Hancocks

by Amy Lemons and Katie King

COMPREHENSION

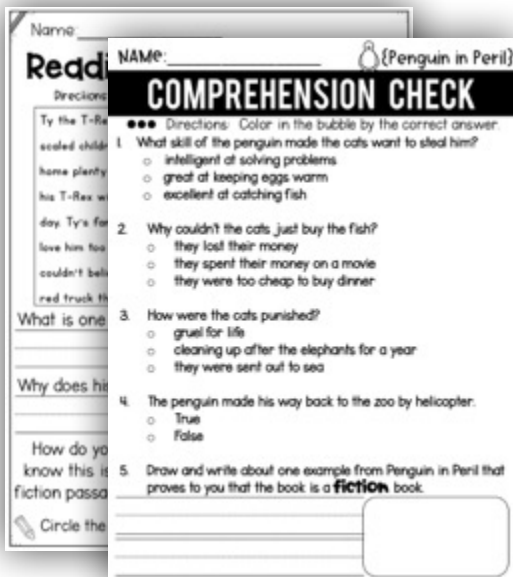
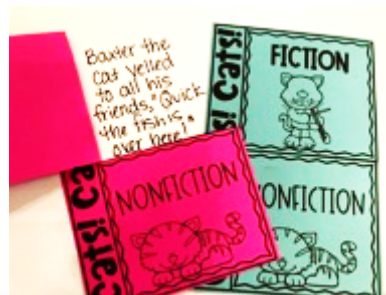


Book Questions: Use these questions to guide the discussions that the class has during the read aloud throughout the week. Keep them nearby so that you can facilitate a meaningful classroom discussion!

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!

MACARONI

EMPEROR

There are 17 different species of penguins in the world, but all types of penguins have a few things in common. They all have feathers, lay eggs, and are warm-blooded. Although you may see penguins at the zoo or aquarium, in the wild, they all live in the southern hemisphere. There is a false assumption that all penguins live in extremely cold temperatures. This is just not true! Africa, Australia, and South America are home to penguins too! Some penguins can even be found on warm beaches!



The most well known kind of penguin, also the largest, is the emperor penguin. Standing at almost 4 feet tall, the emperor penguin is the only animal that can withstand the extreme conditions of the open ice in Antarctica during the winter. Males are in charge of the egg, while the female goes on a long excursion to bring back food from the ocean. While dad balances the egg on his feet under his brood pouch, mothers are fishing in the ocean. The mother will be gone for two months.

sharp contrast to the emperor, the adult penguin will weigh only 12 pounds. One of the smallest penguins, the macaroni penguin, got its name for the bright yellow crests on his head. He spends six months out of the year in the ocean for small fish and crustaceans. Like other penguins, he will also swallow rocks to help break up his food. They can hold their breath for a couple of hours for food. When on land, they usually lay two or three smaller eggs and since eggs need to be kept warm, there will only be

and graceful. They are found and can be found on the King penguins, who look like penguins, also don't build nests. The egg is incubated on the ground and father will take care of the other penguin can stay with their parents. Early explorers were surprised by king penguins that came from their parents. Their black and white feathers are in about the time that they are with their parents.



without any penguins
combs of feathers
a journey of
keeping eggs warm
to live or occupy (p 6)
the action of following (p 4)
sliding over snow or ice
on bellies (p 7)

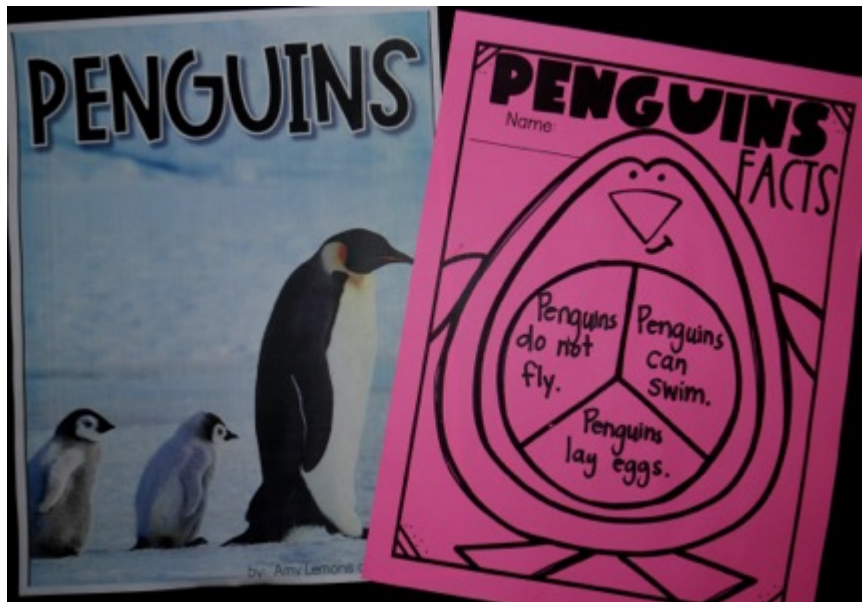
PENGUINS



by: Amy Lemons and Katie King



Students use the graphic organizer to record facts from the NF reader.



The graphic organizer is a pink sheet of paper with a large outline of a penguin. The word "PENGUINS" is written in large, bold letters at the top. Below it, the word "FACTS" is written in a similar style. The penguin's body is divided into three sections by lines that meet at its center. Each section contains a fact: "Penguins do not fly.", "Penguins can swim.", and "Penguins lay eggs." At the top of the penguin's head, there is a line for the student's name, labeled "Name".

ANCHOR CHART

WHAT IS FICTION?

BOOK: 3 Little Pigs

BOOK: Bear Shoes On

BOOK: Stand Tall Molly Lou Mellon

BOOK: Batman

BOOK: Mother Bruce

BOOK: The Very Hungry Caterpillar

TYPES OF PENGUINS

ADELIE
FACT: They live in Antarctica.

CHINSTRAP
FACT: They eat fish and krill.

KING
FACT: King Penguins are 3 feet tall.

MACARONI
FACT: They have a yellow crest.

ROCKHOPPER
FACT: They jump on rocks.

LITTLE BLUE

EMPEROR

ART



PENGUIN ^{IN} PERIL

Penguin in Peril is a
fiction book because
it has talking animals.

Name: _____

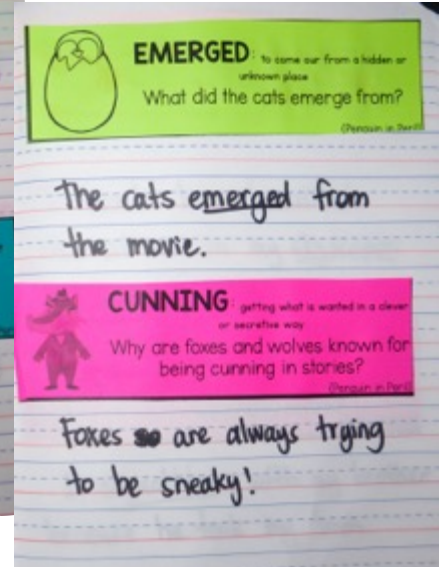
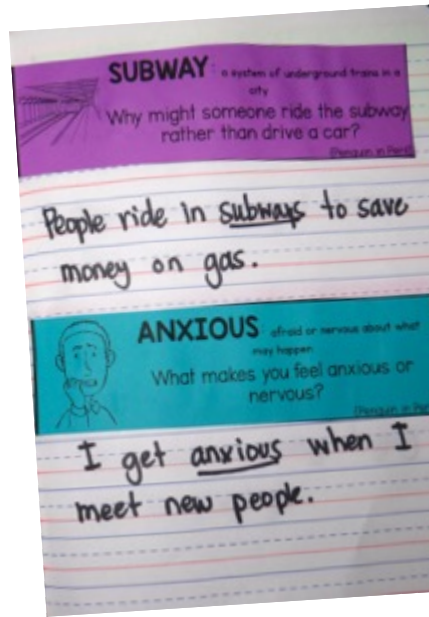


PENGUINS

Rockhopper penguins
like to jump over rocks.

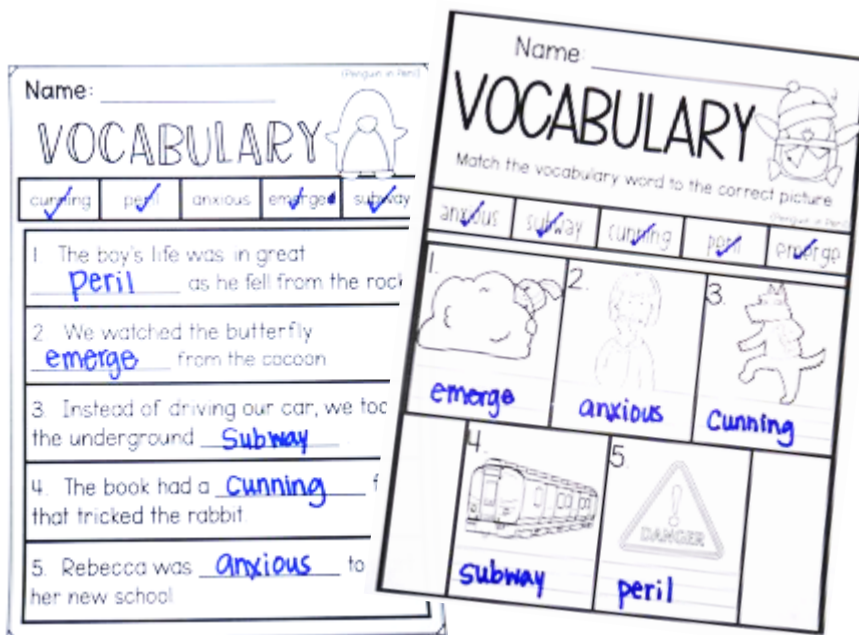
Name: _____

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.


PHONICS

-oa

-ow

sn

snail






ow grow
ow snow



Name: _____ (Week 21 -oa family)

-oa Word Practice











	_____		_____
	_____		_____
	_____		_____
	_____		_____

boat road
toad goat

Name: _____ (Week 21 Level 2)

Directions: Write the word by each picture

Assessment

	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____

is one word and write it in a sen

Name: _____ (Week 21 -ow family)

-ow Word Practice











	_____		_____
	_____		_____
	_____		_____
	_____		_____

bow tow snow mow
low blow grow row

Name: _____ (Week 21 Level 1)

Directions: Write the word by each picture

Assessment

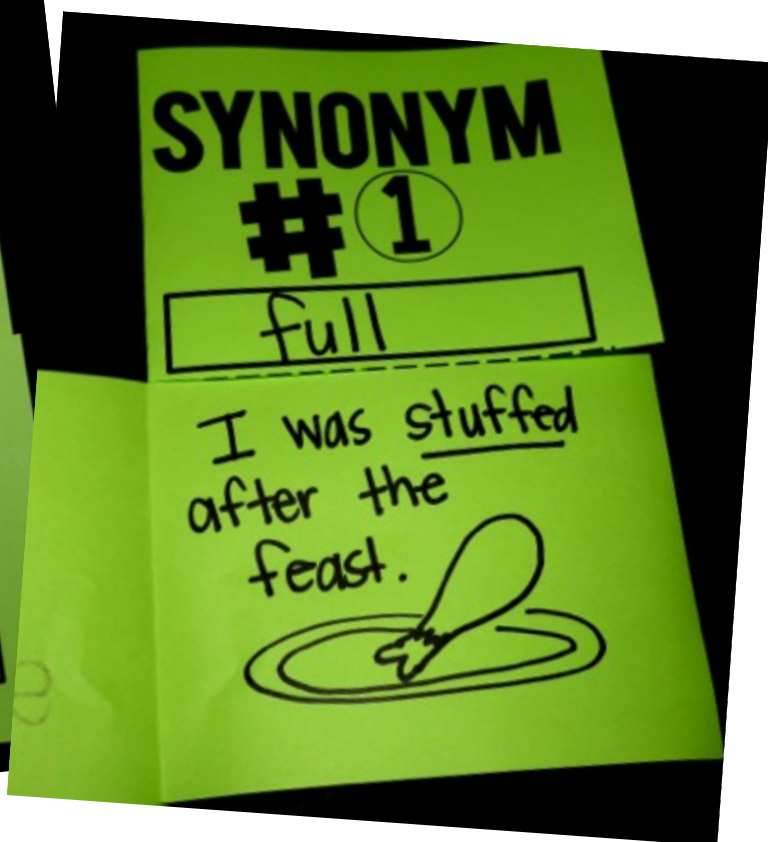
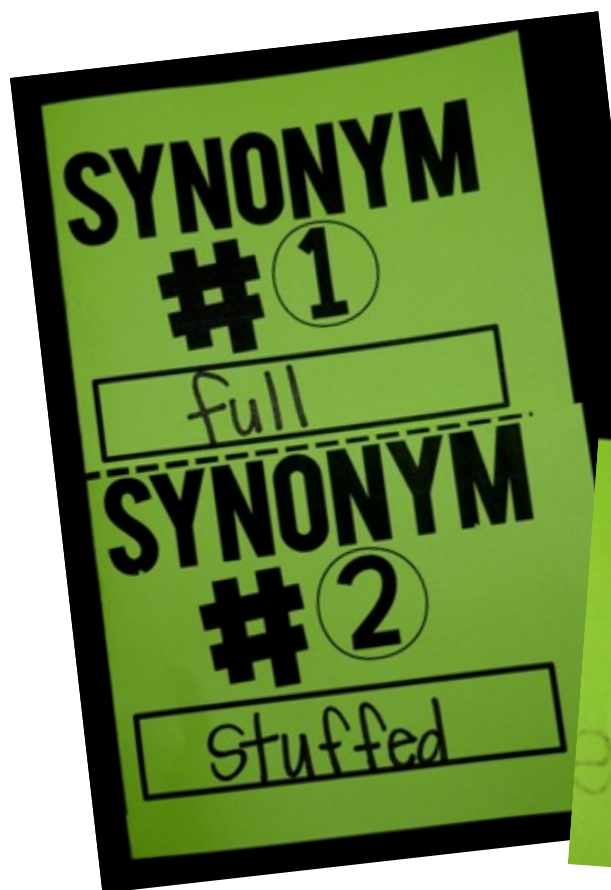
	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____

Directions: Choose one word and write it in a sentence

GRAMMAR

M: Synonym
Match

T: Synonym
Flap-Book



GRAMMAR

W: Shades of
Meaning:
Ordering
Synonyms

TH: Penguin in
Peril: Ordering
Adjectives

F: Synonym Test



1st GRADE

Rooted in **READING**
JANUARY



Ida,
Always
by
Caron
Levis

by Amy Lemons and Katie King

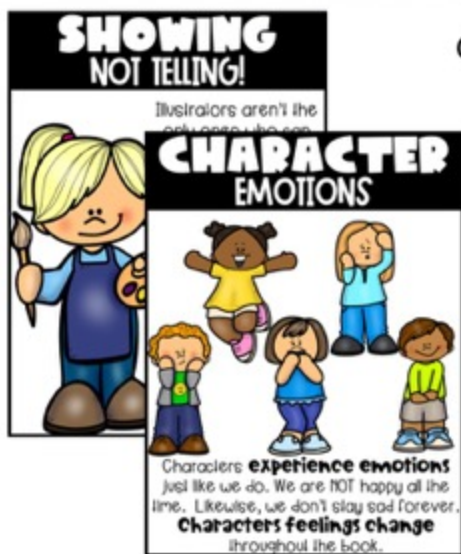
COMPREHENSION



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!

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Check for Understanding: Reading Passage Comprehension Check

Name _____

Reading Comprehension

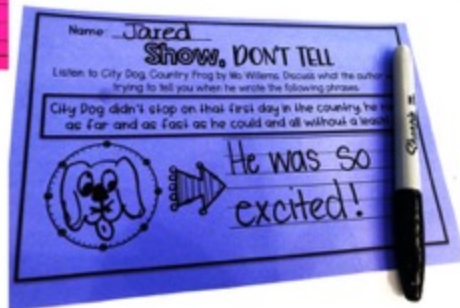
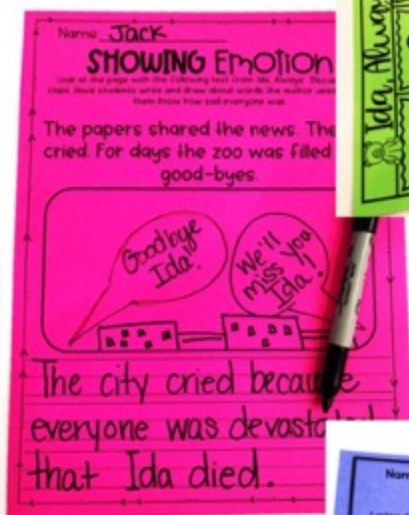
Directions: _____

NAME: _____ (Ida Always)

COMPREHENSION CHECK

Directions: Color in the bubble by the correct answer.

- What kinds of things do Ida and Gus enjoy doing together?
 playing
 resting
 listening to the city
 all of the above
- When Gus found out that Ida was sick, what emotion did he express first?
 anger
 happiness
 boredom
- How does the illustrator help show sadness?
 all the characters look mad
 He leaves the pages blank
 the illustrations become darker
- Gus finds peace at the end of the book knowing Ida is always with him?
 True
 False
- How could an author **show** us that a character is sad without saying directly "he is sad"?



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!

INTRODUCTION

Before Jane Goodall's groundbreaking research with chimpanzees, it was assumed that only humans were intelligent enough to make and use tools. After Dr. Goodall witnessed a chimp strip a stick of its leaves, bend it, and go fishing in a log for ants, opinions changed. The same could be said about animals and emotions. Recent studies show that animals are capable of experiencing not only basic emotions such as happiness and sadness, but more complex emotions such as jealousy and sympathy. It is important to learn about animal emotions, because the more that we know, the more that we will do to ensure that animals are treated fairly all over the world.

CHIMPANZEES

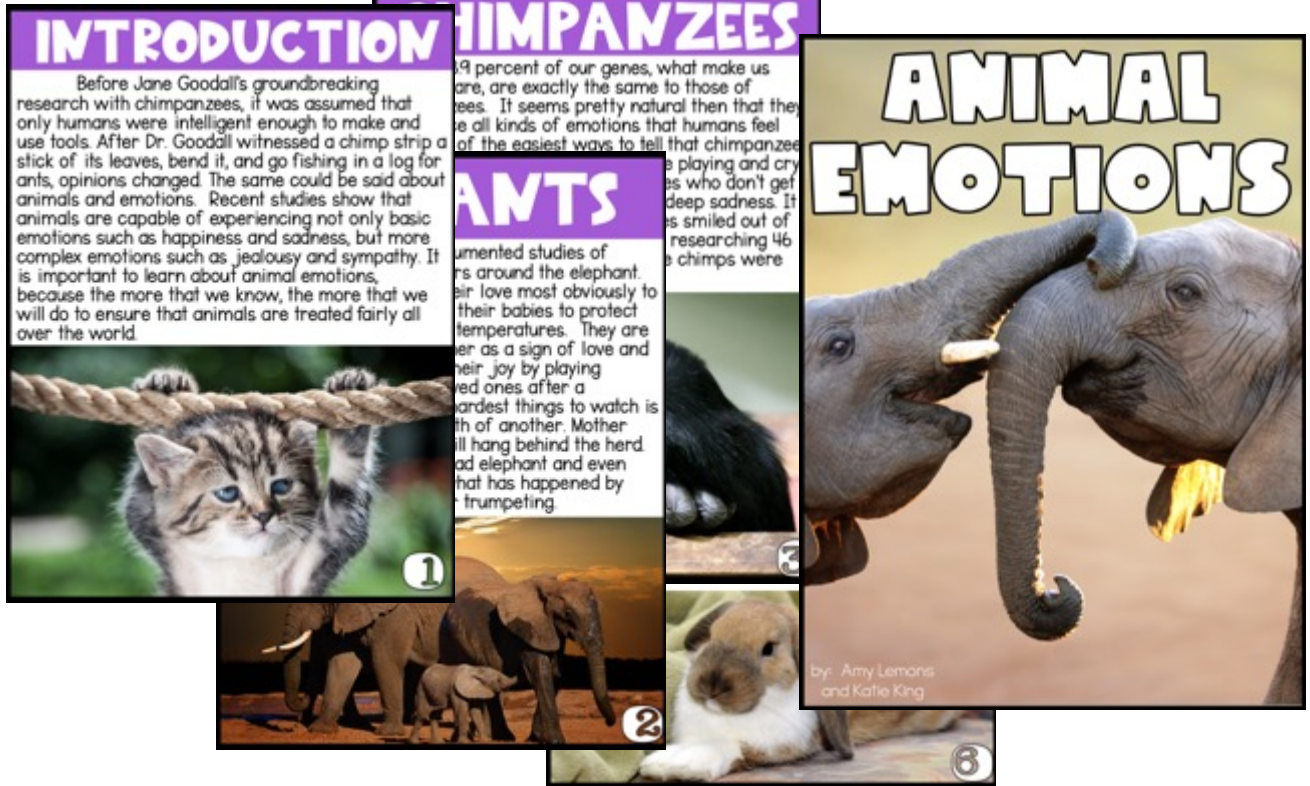
99 percent of our genes, what make us are, are exactly the same to those of chimps. It seems pretty natural then that they feel all kinds of emotions that humans feel. One of the easiest ways to tell that chimpanzees are playing and crying is when they who don't get what they want. It's a deep sadness. It's a smile that comes out of the blue. Researching 46 chimpanzees were

ANTS

Documented studies of ants around the elephant. Their love most obviously to their babies to protect temperatures. They are seen as a sign of love and their joy by playing dead ones after a hard thing to watch is the death of another. Mother will hang behind the herd and elephant and even that has happened by trumpeting.

ANIMAL EMOTIONS

by: Amy Lemons and Katie King



Students use the graphic organizer to write information learned from the NF reader.

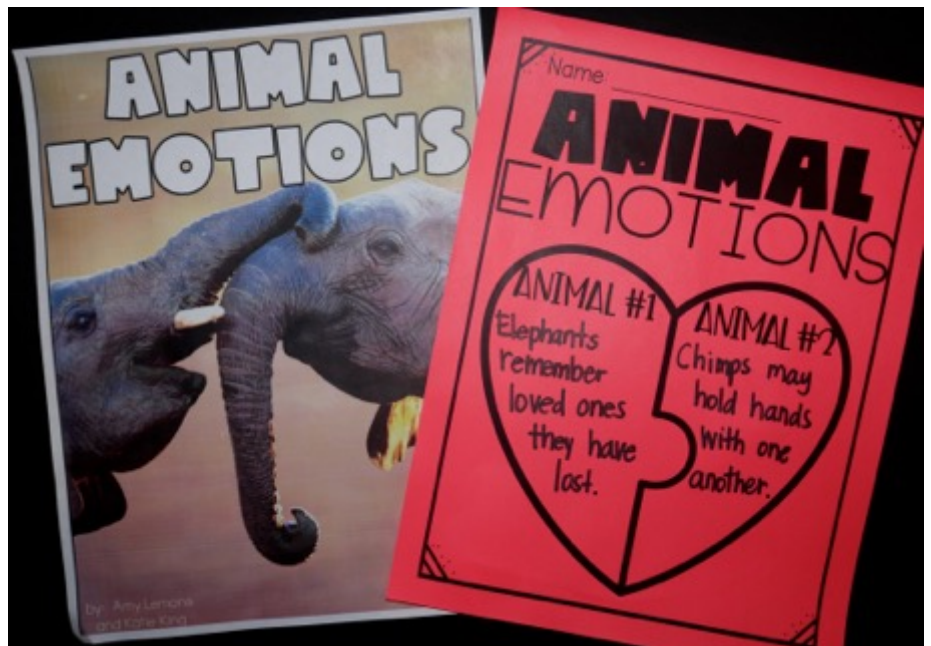
ANIMAL EMOTIONS

Name _____

ANIMAL EMOTIONS

ANIMAL #1
Elephants remember loved ones they have lost.

ANIMAL #2
Chimps may hold hands with one another.



ANCHOR CHART

WORDS AND PHRASES THAT SHOW SADNESS



IDA, Always
We know Gus misses Lola because he rests when he is lonely.
Name _____

TEXT: "DON'T GO!" Gus growled.

TEXT: They huddled together.


TEXT: Gus wasn't sure if he should smile.

TEXT: Lola spent days in her cave.

TEXT: Gus helped Ida.


TEXT: There were growling days.

ANIMAL EMOTIONS



HORSES

FACT _____



DOGS

FACT: Many people find comfort around dogs.




RABBITS

FACT _____



CHIMPANZEES

FACT _____




PIGS

FACT: Pigs can be playful.



DOLPHINS

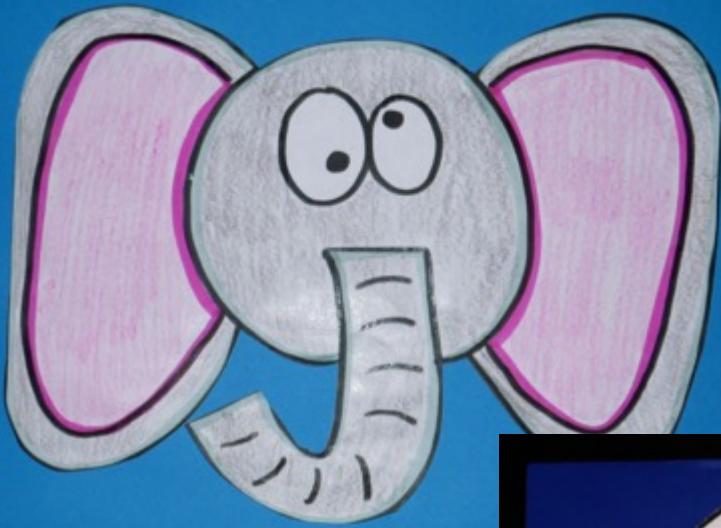
FACT: Dolphins protect their young.



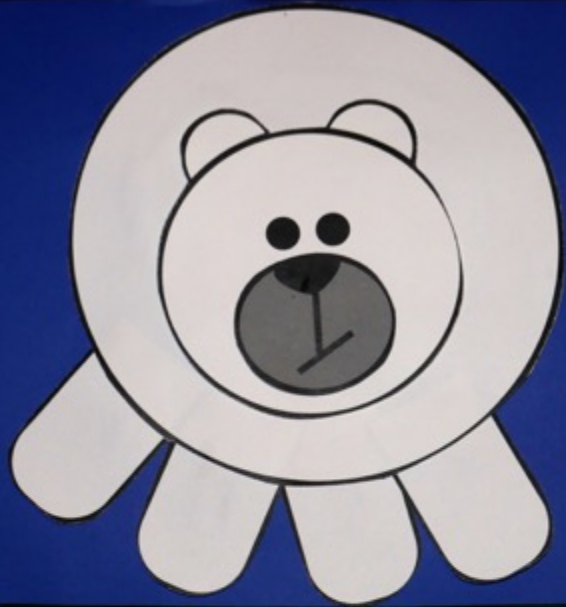
ELEPHANTS

FACT: Elephants express joy when a baby is born.

ART



**ANIMAL
EMOTIONS**
Elephants show they
are happy by playing
with each other.
Name: _____



IDA, Always
We know Gus misses
Ida because he rests when
he is lonely.
Name: _____

VOCABULARY



ZOOKEEPER to person who takes care of the animals in a zoo
 What would you do all day if you were a zookeeper?
(Ida Always)

If I were a zookeeper, I would feed the animals.

LUMBERED to move in a slow or awkward way
 Why was Gus lumber over to Ida's cave?
(Ida Always)

Gus lumbered over to Ida's cave to check on

SKYSCRAPER is a very tall building in a city
 Imagine you owned your own skyscraper. What would you keep in it?
(Ida Always)

I would keep beautiful decorations in my skyscraper.

SQUABBLE to argue loudly about things that are not important
 What is a reason you have squabbled before?
(Ida Always)

I squabbled with my brother because he took my book.

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.

Name _____

VOCABULARY

Match the vocabulary word to the correct pic
(Ida Always)

lumbered ✓ squabble ✓ echo ✓ zookeeper ✓ skyscraper ✓

1. zookeeper

2. skyscraper

3. lumbered

4. squabble

5. echo

Name: _____ (Ida Always)

VOCABULARY

lumbered ✓ skyscraper ✓ echo ✓ zookeeper ✓ squabble ✓

1. We could see the whole city from the top of the skyscraper.

2. I like taking care of animals, so I want to be a Zookeeper.

3. My sister and I got into a squabble over the new toys.

4. The herd of elephants slowly lumbered near the pond.

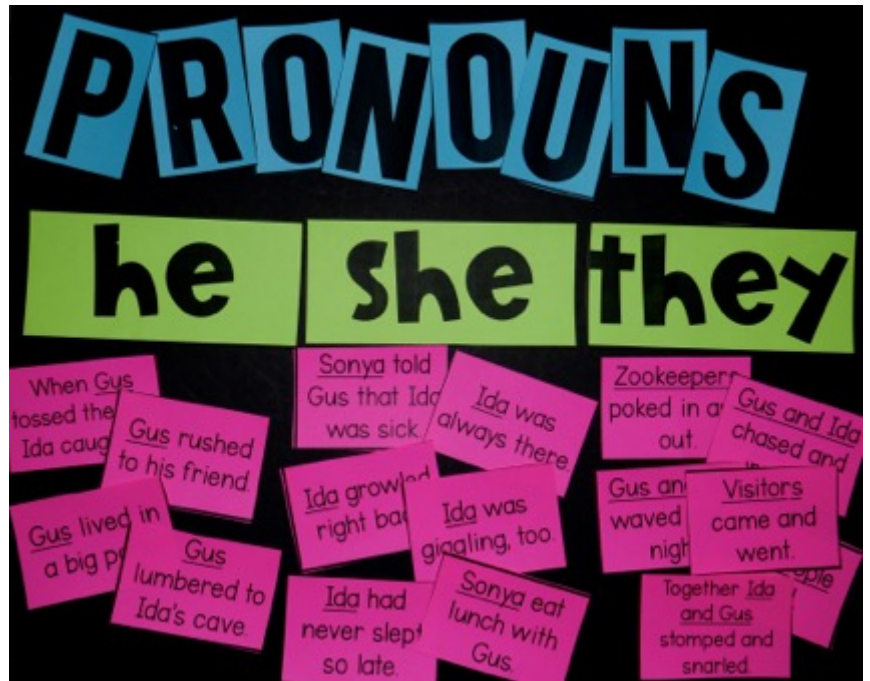
5. You could hear my echo in the cave.

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: Pronoun Chart and Sort

T: Pronoun Flap-Book



GRAMMAR

W: Roll, Cover, Write

TH: Pronoun Pocket-Book

F: Pronoun Pick It!

Roll, Cover, Write

1. Robert can dance.	2. <u>Sally</u> came home.	3. <u>Mark</u> and <u>Kim</u> play.	My dog went to work.
5. <u>Tom</u> likes pizza.	6. <u>Beth</u> was sick.	The children sang.	Can Fred go outside?
9. Did Carla fall asleep?	10. Max and dad cooked.	He Jones read a book.	12. <u>Ben</u> wrote a letter.
The teachers are nice.	14. <u>Gus</u> and <u>Ida</u> like to play.	15. <u>I</u> will fix my hair.	Donna eats ice cream.

#:	PRONOUN:
7	they
13	They
1	He
16	She
10	They
4	He
11	He
8	he



• HE

•• SHE

••• THEY

•• SHE

••• HE

•••• THEY

I CAN USE PRONOUNS!

by: _____

THESE SENTENCES NEED **HE OR SHE**

She Mrs. Martin loves to read.

THESE SENTENCES NEED **THEY**

The students do their work.

Sam wall

Jan ski-

Nick the store

Carl

PRONOUN PICK IT!

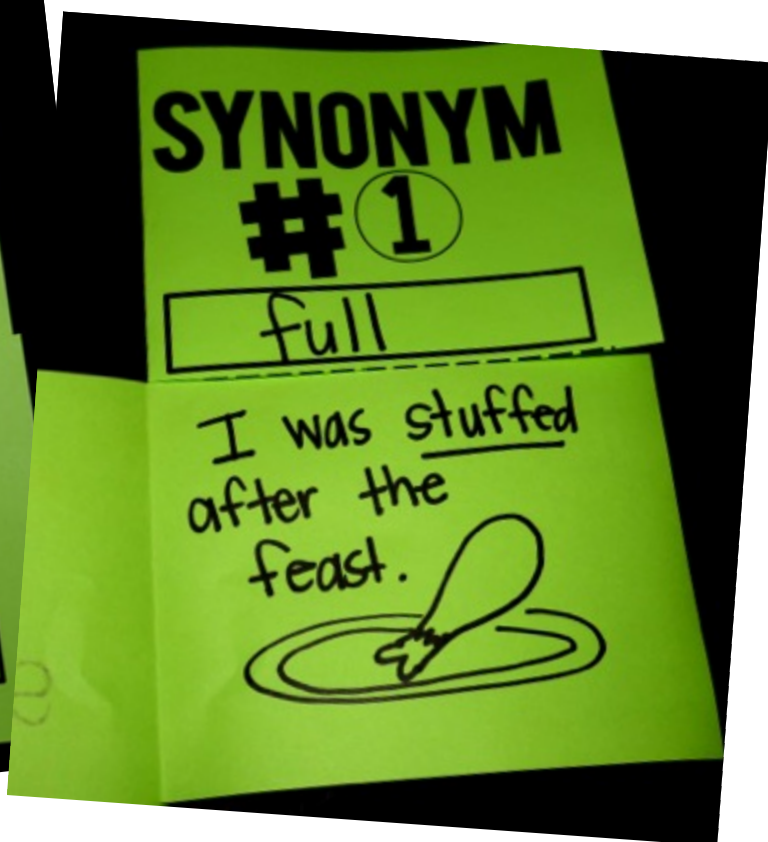
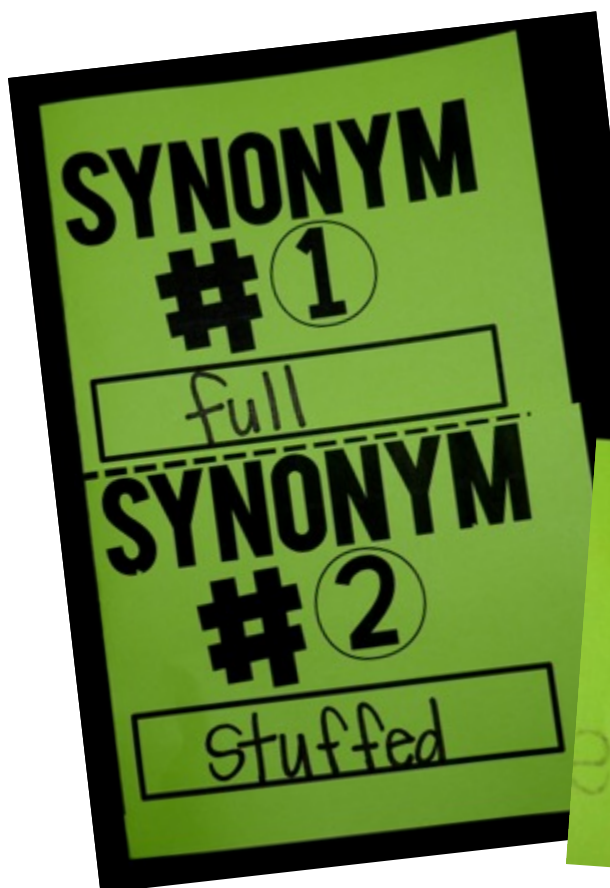
1. The two friends flopped onto their favorite rock.	he she they
2. <u>Gus</u> sat in their sunniest spot and waited.	he she they
3. <u>Ida</u> did not come.	he she they
4. <u>Sonya</u> talked to <u>Gus</u> .	he she they
5. <u>Gus</u> and <u>Ida</u> giggled.	he she they
6. <u>Gus</u> helped.	he she they
7. <u>Ida</u> slept in her cave.	he she they
8. The keepers took good care of her.	he she they

Name: _____

GRAMMAR


M: Synonym
Match

T: Synonym
Flap-Book



PHONICS


-ine



sp

dine
line

space



-in words

-ine words

sp

line shine mine vine dine

SP WORDS

Name: _____



Name: _____ (Week 22 -ine family)

Blend Assessment

Name: _____ (Week 22 -ine family)









-ine Word Practice

Name: _____ (Week 22 Level 1)

Assessment

Directions: Write the word by each picture.









Read each sentence and decide which word completes the sentence the best.

- Astronauts train for two years before they ever go to _____.
- Hold my hand and I will _____ you in a circle.
- My mom makes me eat _____ at dinner at least one time a week.
- Jackie dropped her _____ she was so excited about the ice cream.
- "Don't _____ with your _____ all of food!"

(Week 22 Level 2)

Name: _____ (Week 22 -ine family)

-ine Word Practice

spine twine mine dine
shine vine line nine

SPIN AND COLOR

Name: _____

- Color your spinner 2 different colors. Spin.
- Color a word that is in the same word family with that picture.
- Spin until all the boxes are filled.

spin	spine	win
tin	chin	dine
mine	bin	twine
line	twin	pin

Directions: Choose two words and write them in a sentence.

Name: _____

Directions: Write the word by each picture.

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

spin spinach
back space

Color in the pictures that begin with sp. Cross out the pictures that do NOT begin with sp.



1st GRADE

Rooted in **READING**
JANUARY



Chameleons
are Cool
by Martin
Jenkins

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!

WHAT IS THE MAIN IDEA?
I NEED HELP WITH MAIN IDEA!
 HERE ARE SOME CLUES:



- Look at the **Title** and **Headings**. What is the text **mostly** talking about?
- Look at the **photographs** or **illustrations**.
- Notice **repeated words** or **phrases**.
- Reread the **first page** and **last page**.

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: _____ (Chameleons Are Cool)

COMPREHENSION CHECK

Name: _____

Reading Comprehension

Directions: Read the passage and answer the questions.

Every chicken hatches from an egg. Once the hatching pecks its way out of its egg using its egg teeth, it will be covered in a sticky substance that had protected it when he or she was inside the egg. The young chicken is called the chick or hatchling. Chicks need to be kept warm and provided plenty of food and water. Over the next several weeks they will start to get their real feathers in. After about eight weeks they are teenagers and in chicken terms known as pullets. Once a female chicken lays her first egg at about 18 weeks old, she is considered an adult! Male chickens or roosters will be practicing their crowing around this time too!



How does a chick get out of the egg? _____

What is a teenage chicken called? _____

What is one detail you learned about chickens? _____

Circle the word **need**. Read 3 times.

Name: Joey
Chameleons
 I learned that chameleons are territorial.
 That's mine!

Name: Smith
 Even though they look scary, sharks are very important.
We Need Sharks!
 Sharks are essential to our oceans. Did you know over 100 million sharks a year are killed? We need to be careful because they are important! They eat dead animals that no other animals want. They keep large populations of fish from overcrowding the oceans. And if or not, some sharks serve as food for other sharks or whales. If one piece of the large food chain goes missing, like the shark, it can be a disaster for our oceans.

What is the **Main Idea**?
Sharks are essential to our oceans.
 What is on **Supporting Detail**?
If sharks go extinct, other fish could die off too!

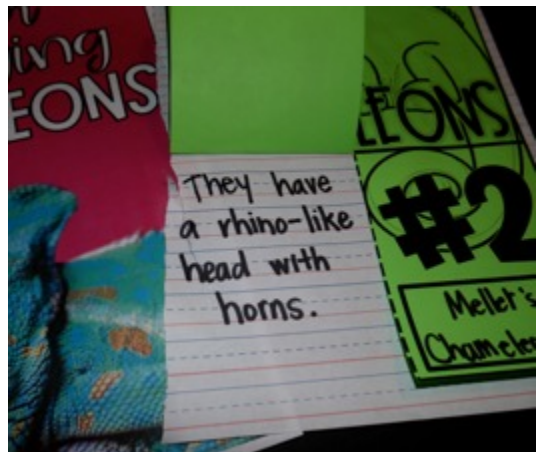
MAIN idea
CHAMELEONS ARE COOL
 The main idea is chameleons are cool.
 Detail
 Detail
 Detail

NONFICTION READER

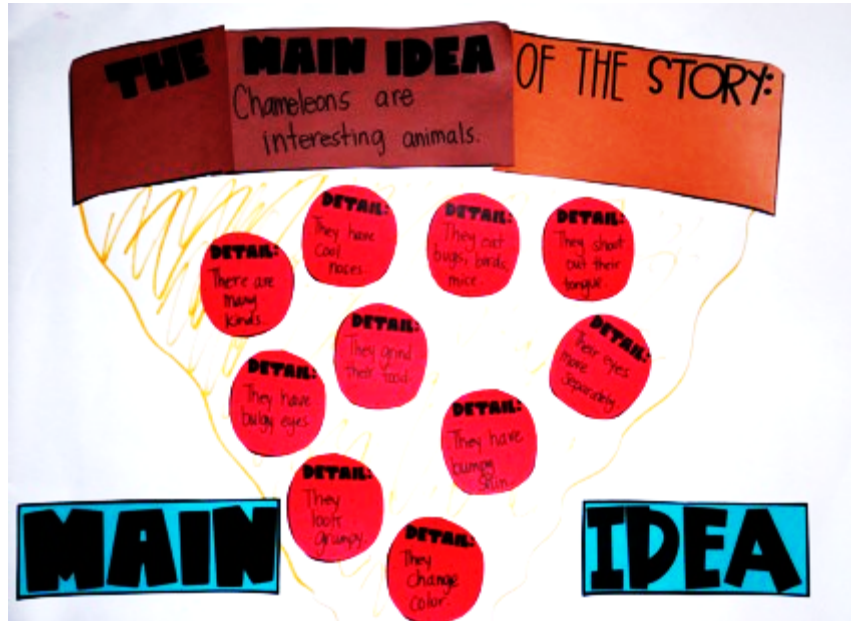
The NF reader can be displayed digitally or printed off. I like to laminate and bind mine so students can read them over and over again!



Students write information learned about chameleons underneath the flaps.



ANCHOR CHART



COLOR CHANGING CHAMELEONS

- FACT:** They are from tropical forest areas.
- PANTHER CHAMELEON**
- FACT:** They are very small.
- veiled CHAMELEON**
- FACT:** They have rough, bumpy skin.
- JACKSON'S CHAMELEON**
- PYGMY CHAMELEON**
- FACT:** Have a giant horn.
- CARPET CHAMELEON**
- FACT:** Known as the jeweled chameleon.



Color Changing CHAMELEONS

ART

**CHAMELEONS
Are COOL**

The main idea is
chameleons are cool.

Name: _____

MAIN idea

- Detail
- Detail
- Detail

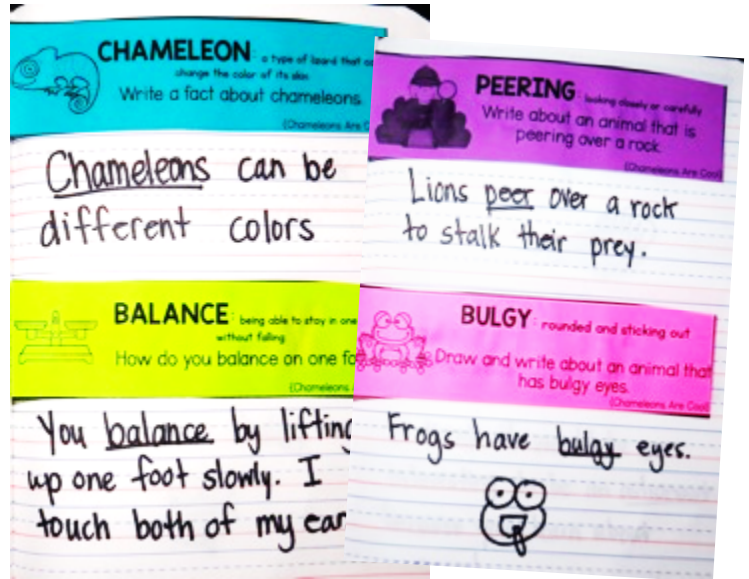


COLOR CHAMELEONS
CHANGING

They can change color
when they are angry,
cold, hot, or sick.

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.

Name: _____ (Chameleons Are Cool)

VOCABULARY

balance ✓	prey ✓	peering ✓	chameleon ✓	bulgy
-----------	--------	-----------	-------------	-------

1. She kept peering over her shoulder to see what was happeni
2. The frog watched for prey with his bulgy eyes.
3. Lions stalk their prey through the long grass.
4. The girl lost her balance and fell down.
5. The chameleon can change colors.

Name: _____

VOCABULARY

Match the vocabulary word to the correct picture (Chameleons Are Cool)

bulgy	peering	chameleon	prey ✓	balance ✓
-------	---------	-----------	--------	-----------

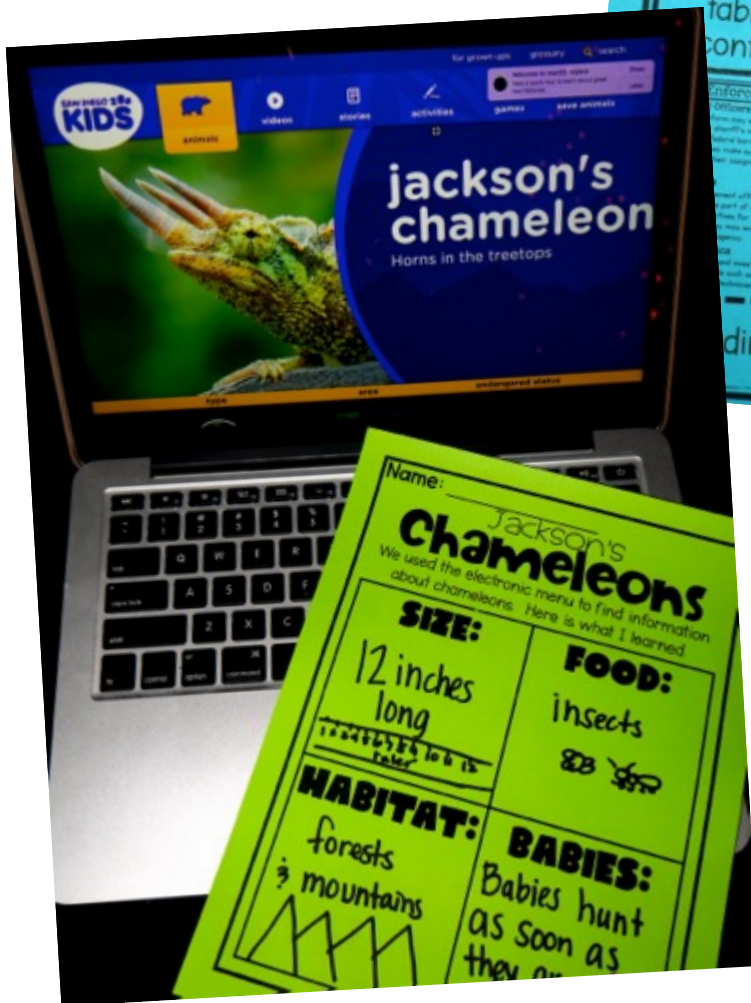
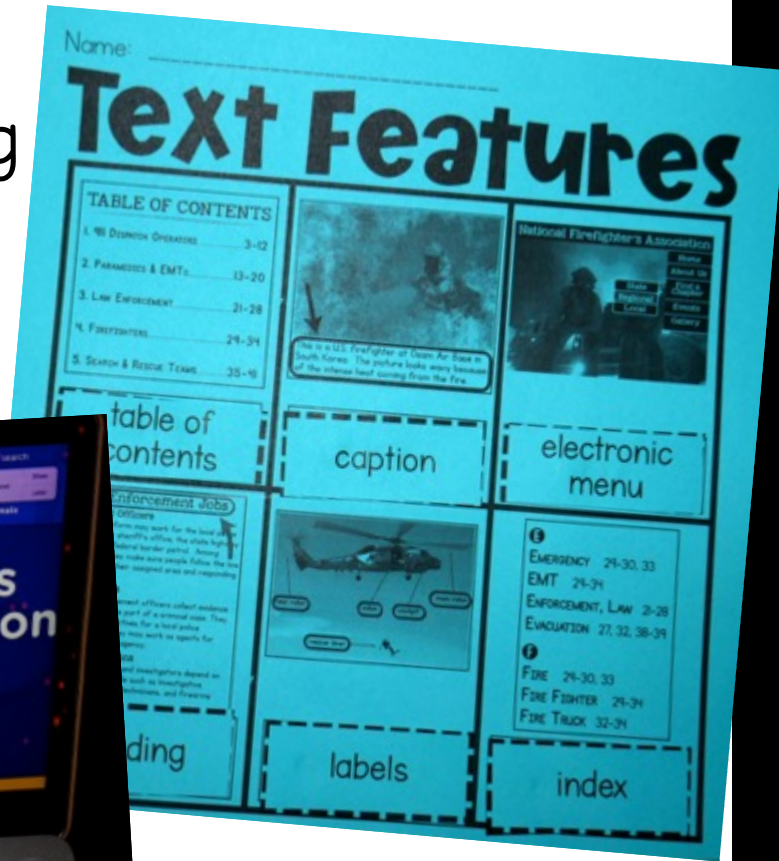
1. balance
2. prey
3. bulgy
4. peering
5. chameleon

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.

TEXT FEATURES:

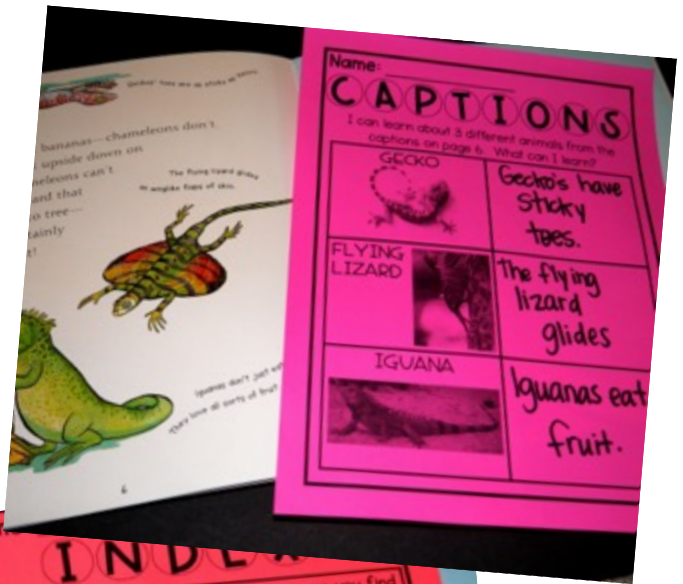
M: Use Posters and Text Feature Match

T: Website
kids.sandiegozoo.org
with Jackson's
Chameleon
printable

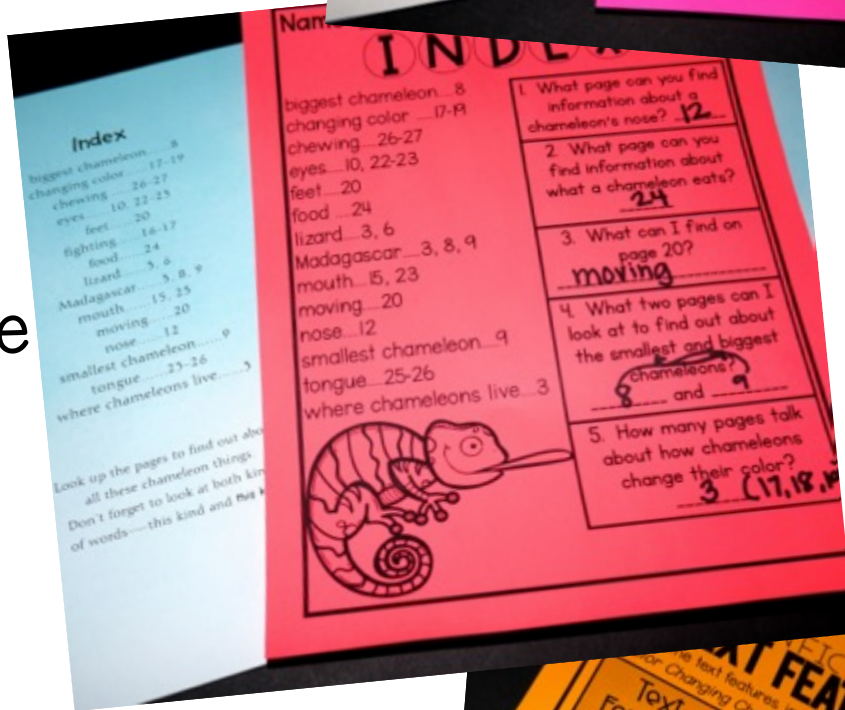


TEXT FEATURES:

W: Use Captions with Page 6 from book and Captions Printable



TH: Index from the back of the book and Index printable



F: Use NF Reader and the Nonfiction Text Features Printable



PHONICS

-ake

-ack

gr

grapes

stack

quack

gr WORDS

gr

shake

bake words

-ack words

b c m

sh E L C O

snack

bake

Name _____ (Week 22: -ake family)

-ake Wo

Name _____ (Week 22: -ake/ack family)

-ake/ack Word Practice

		_____	_____
		_____	_____
		_____	_____
		_____	_____

rack cake stack snack
lake back quake snake

Color in the pictures that begin with the sound 'gr'. Circle the pictures that do NOT.



grill grin grizzly graph
green grub groom grab

Match the picture to the correct gr word by drawing a line. Write a sentence using one gr word.

grin

graph

grill

grab

grub

Name _____ (Week 22: -ake/-ack words)

Let's Stack the Cake

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

Joyce's school was hosting a bake sale. They asked everyone to bring in a donation. Joyce and his mom set out to make the biggest and best cake in town. While the four layers of cake cooled on the rack, his mom picked up the sprinkles and gave the container a good shake. She even let Joyce sneak a quick snack of ices. This cake was...

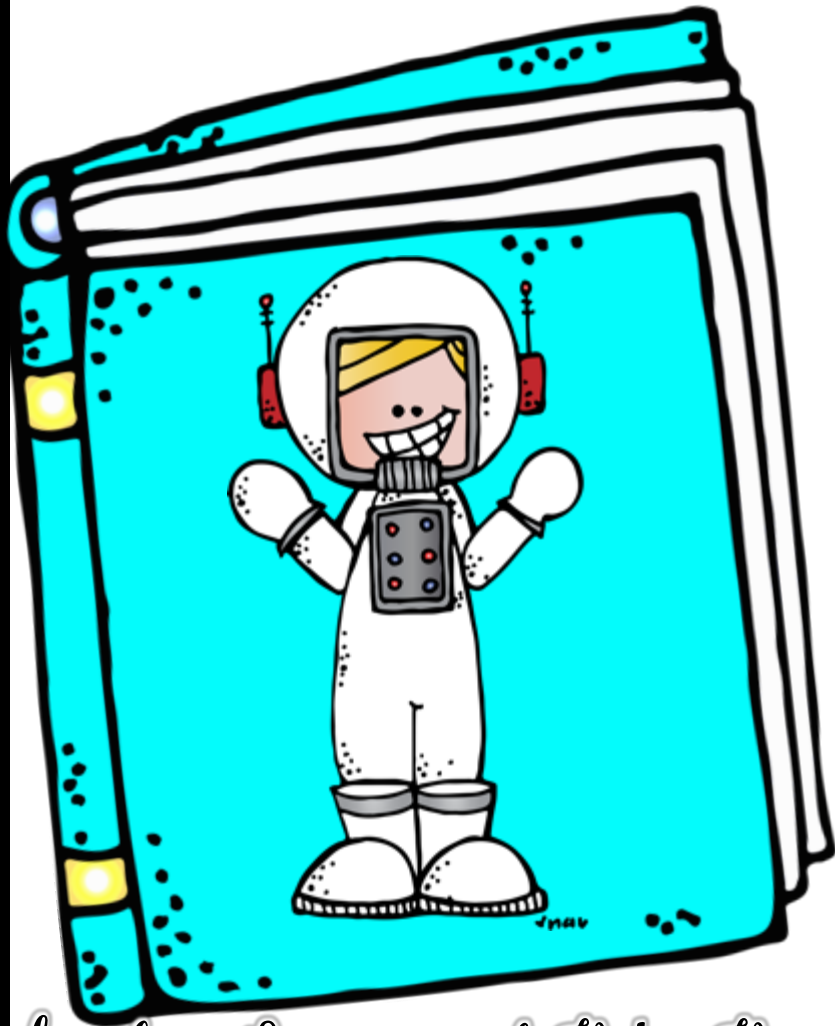
Read each sentence and decide which word completes the sentence the best.

1. My dad cleaned off the _____ before making hamburgers.
2. The _____ light was out and traffic was at a stand still.
3. Suzi brought in wet _____ in the house on her shoes.
4. James didn't mean to _____ Luke's arm during the basketball game.
5. The chicken enjoyed a nice snack of a green _____.

grab green grass
grill grub

1st GRADE

Rooted in **READING**
JANUARY



The
Darkest
Dark
by Chris
Hadfield

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!

Nonfiction Texts


Purpose:
Why do authors write?

There are three main reasons that authors write. Here is an easy way to remember them:

PERSUADE
INFORM
ENTERTAIN



As a reader, this is important for you to realize. **How you read** these different kinds of books depends on the **author's purpose**.



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: _____

Rec NAME: _____ (The Darkest Dark)

COMPREHENSION CHECK

Directions: Color in the bubble by the correct answer.

- What was young Chris scared of the most?
 - having to eat broccoli
 - scary things in the dark
 - his dog
- What is one way that life was different when Chris was a kid?
 - only one television for a lot of houses
 - there were scary things at night
 - no one could really become an astronaut
- How did the night sky change after Chris watched the astronauts?
 - it became more powerful and scary
 - It became lighter because he always carried a flashlight
 - it didn't change but Chris and his attitude changed
- Chris Hadfield is a famous astronaut.
 - True
 - false
- Write a sentence that **informs** about dogs.

Chris
HADFIELD

Take notes about the parts of text that you learned from.

TEXT
Chris Hadfield spent his summer in Ontario!

TEXT
Neil Armstrong inspired him!

TEXT
He was a fighter pilot first!

Take notes about the parts of text that you learned from.

VIDEO
Every minute of an astronaut's day is scheduled.

VIDEO
He was trained by the world's best photographers.

VIDEO


WHAT I LEARNED

Chris Hadfield was scared of the dark, but astronauts made him feel brave!

Name: Katie

How Can I Relate?

I am very scared of rollercoasters.



NONFICTION READER

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Famous Astronauts

Astronaut Training

Someone who receives special training to travel to outer space is known as an astronaut. Astronauts need to learn all about the space shuttles and spaces stations, and they also go through medical training in case of emergencies. Sometimes astronauts even need to learn Russian so that they can communicate with the Russian Mission Control Center. Models are used to help astronauts feel what it is like to be weightless in space. Astronaut training can take up to two years to complete.

Flight

...ce shuttle to make it take off vertically. ...tional pull that tries to ...aving. In order to ...tational pull, it is ...gain speed extremely ...ving earth must reach ...This is known as the ...you some ...each speeds of 500-

Before becoming an astronaut, Neil Armstrong was a fighter pilot for the Navy during the Korean War. As 600 million people watched on television, Neil Armstrong was the first man to walk on the moon in 1968. He announced to the world 'The eagle has landed'.

by Amy Lemonis and Katie King

OUT OF THIS WORLD



Students add facts about astronauts under the flap-ups.



ANCHOR CHART

WHAT CAN WE INFORM OTHERS ABOUT

MY IDEA: cheer

MY IDEA: butterflies

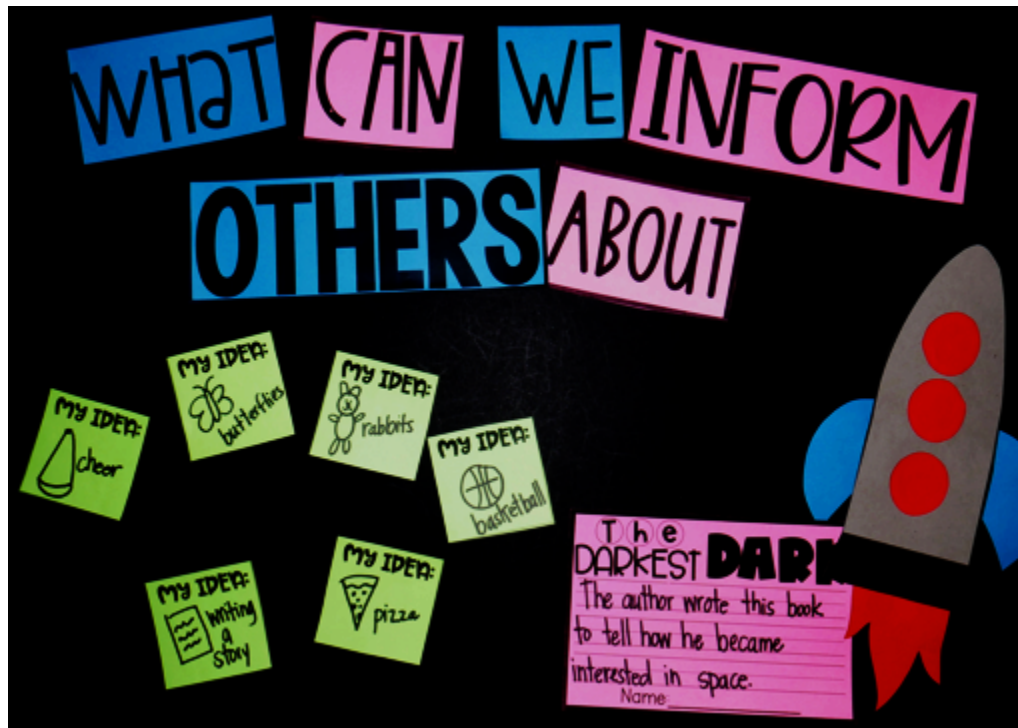
MY IDEA: rabbits

MY IDEA: basketball

MY IDEA: writing a story

MY IDEA: pizza

The **DARKEST DARK**
The author wrote this book to tell how he became interested in space.
Name _____



ALL ABOUT

ASTRONAUTS

HOW THEY TRAIN

FUN FACTS

WHAT THEY EAT

ANIMALS IN SPACE

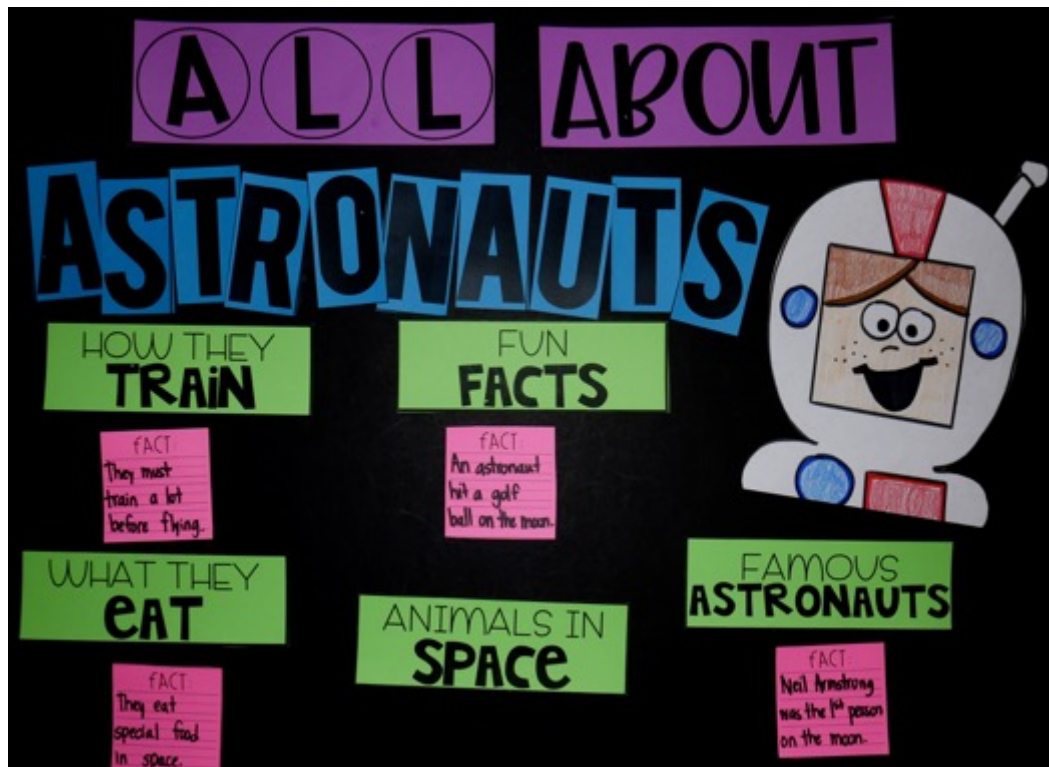
FAMOUS ASTRONAUTS

FACT: They must train a lot before flying.

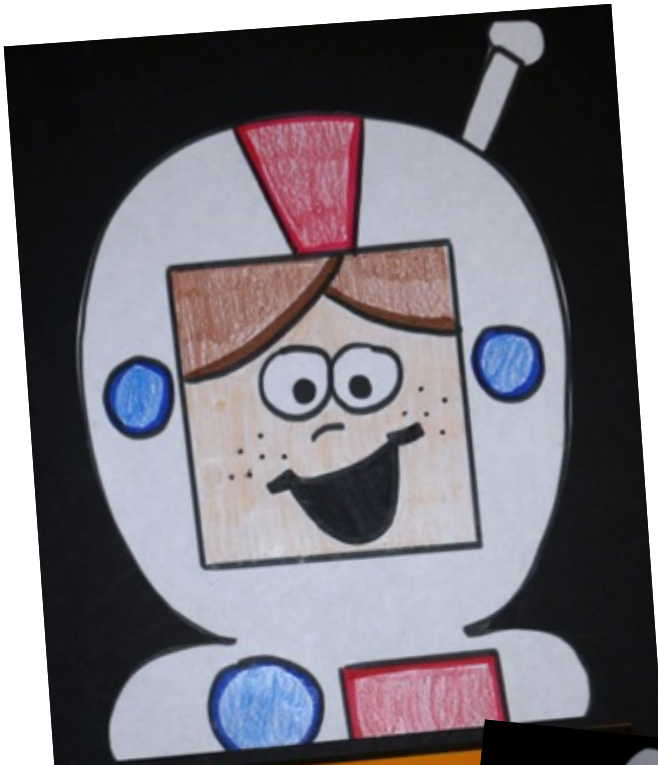
FACT: An astronaut hit a golf ball on the moon.

FACT: They eat special food in space.

FACT: Neil Armstrong was the 1st person on the moon.



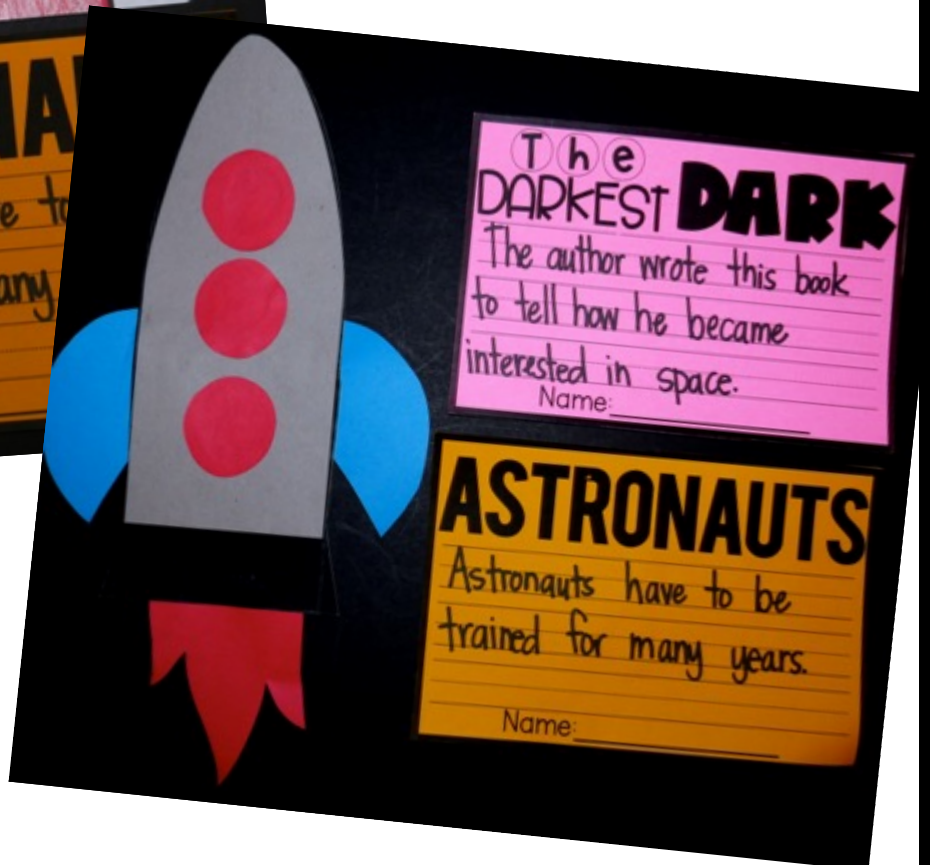
ART



ASTRONAUTS

Astronauts have to be trained for many years.

Name: _____



The DARKEST DARK

The author wrote this book to tell how he became interested in space.

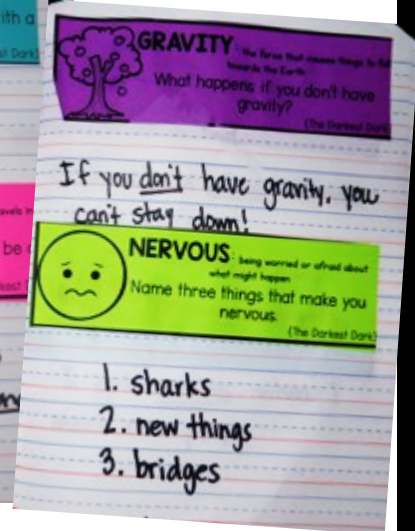
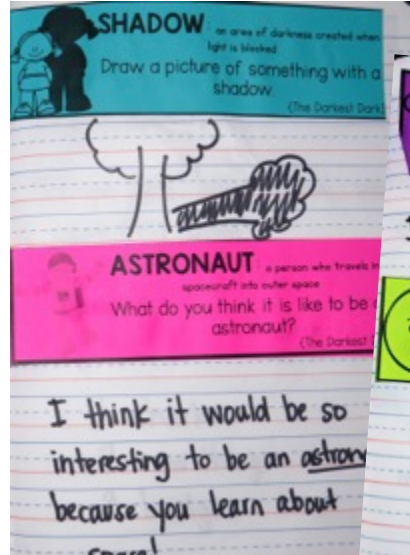
Name: _____

ASTRONAUTS

Astronauts have to be trained for many years.

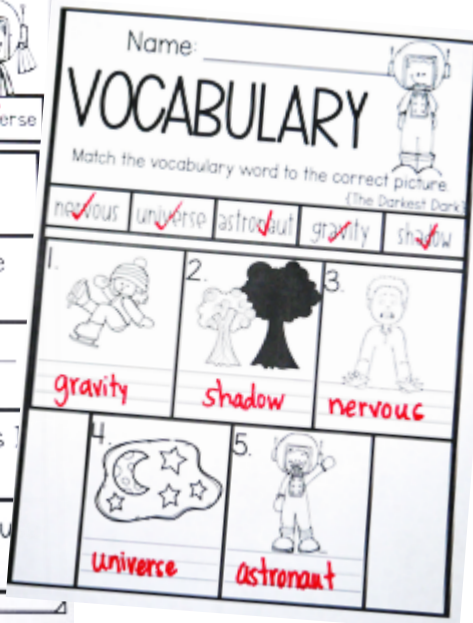
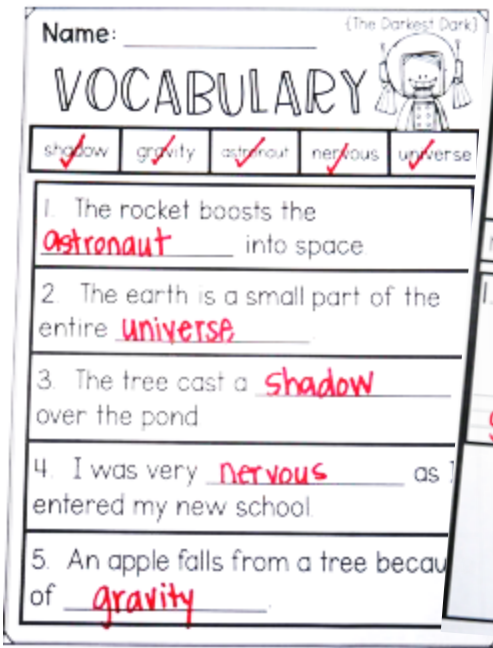
Name: _____

VOCABULARY



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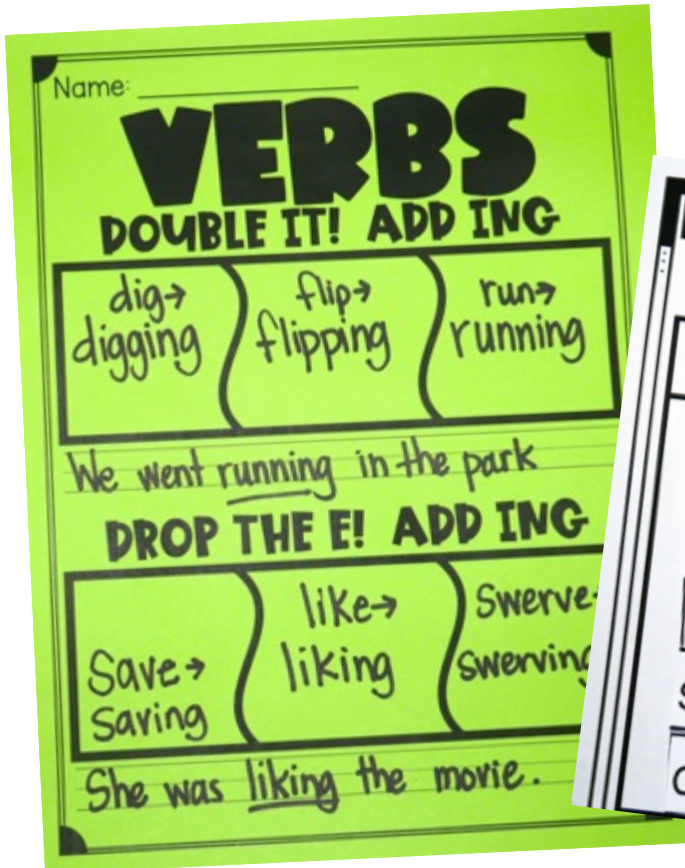


Vocabulary Printables: These can be used as an assessment towards the end of the week OR they can be used throughout the week during the whole group lesson. It may be that you want to complete these together so that your students learn the format.

GRAMMAR

M: Suffix -
ing Anchor
Chart Sort
and
Printable

T: Verb
Sort

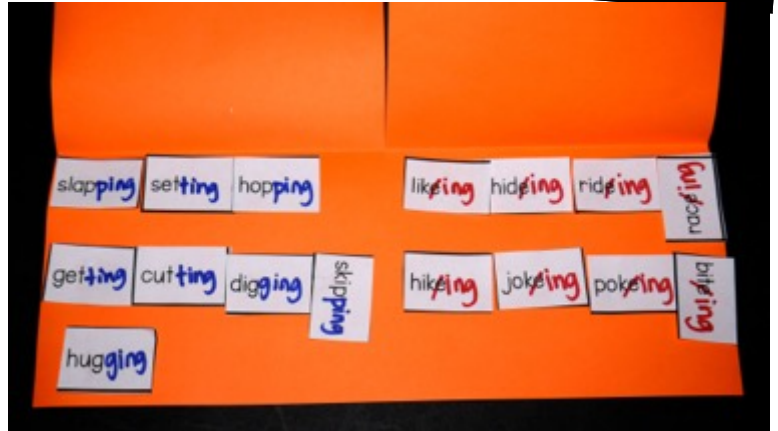


GRAMMAR

W: -ing sorting
flap-book



TH: Verb Flap-Book



F: Adding -ing
Assessment



ADDING -ING

1. make <input checked="" type="radio"/> making <input type="radio"/> making <input type="radio"/> makking	2. stay <input type="radio"/> stayering <input checked="" type="radio"/> staying <input type="radio"/> staing	3. run <input type="radio"/> runing <input type="radio"/> runnying <input checked="" type="radio"/> running
4. fly <input type="radio"/> fleing <input checked="" type="radio"/> flying <input type="radio"/> flyeing	5. ride <input checked="" type="radio"/> ridding <input type="radio"/> rideing <input type="radio"/> ridding	6. jump <input type="radio"/> jumppping <input type="radio"/> jumpeying <input checked="" type="radio"/> jumping
7. hope <input checked="" type="radio"/> hoping <input type="radio"/> hopping <input type="radio"/> hopeing	8. drop <input type="radio"/> dropeing <input checked="" type="radio"/> dropping <input type="radio"/> droping	9. see <input checked="" type="radio"/> seeing <input type="radio"/> seeeing <input type="radio"/> seing
10. turn <input type="radio"/> turnning <input type="radio"/> turing <input checked="" type="radio"/> turning	11. pat <input checked="" type="radio"/> patting <input type="radio"/> pating <input type="radio"/> paing	12. shine <input checked="" type="radio"/> shining <input type="radio"/> shining <input type="radio"/> shinning


PHONICS

-ike

-ick

pr

pretzel



click
stick




Name: _____ (Week 24: -ike/-ick words)

The Bike Ride

Directions: Read the passage. Circle all the -ike/-ick word family words.

Mike loved going on bike rides around town. One day he saw a girl on a bike. She had a long stick and a dog she called Spike. They stopped to talk to each other, and figured out that they were just alike. Before long they found a ball to kick back and forth. What a lovely day for two new friends!



Write and draw 5 of the -ike/-ick words.

Draw what happened in the story.

brick	pike	kick
click	hike	pick
like	lick	spike
stick	Mike	wick

Directions: Choose two words and write them in a sentence.


Read each sentence and decide which word completes the sentence the best.

- Avery was so excited to open the _____ from her grandparents.
- First _____ is a gold medal that hangs around the winner's _____.
- The eagle came back to his nest in the trees.
- Suki loved driving a _____ crown.
- I love eating _____ mustard at the _____.


prize princess

pr word BRAINSTORM

Color in the pictures that begin with pr. Cross out the pictures that do NOT begin with pr.



Match the picture to the correct pr word by drawing a line. Write a sentence using one pr word.



pretzel
prize
press
princess
president

present	prize	princess
pray	pretzel	president