### Whole Group

**Oral Language**
- Oral Vocabulary
- Listening Comprehension
- Phonemic Awareness

**Word Study**
- Phonics
- Spelling
- High-Frequency Words

**Reading**
- Comprehension
- Fluency

**Language Arts**
- Writing
- Grammar

**Assessment**
- Informal/Formal

### Grade K

**Day 1**
- **Focus Question**: Who is a neighbor? Build Background, 1312 R.K.1.13, R.K.1.16
  - Oral Vocabulary: borrow, equipment, frequently, neighborhood, organize, 1312
  - Phonemic Awareness: Phoneme Isolation, 1315 R.K.1.11
- **Phonics**
  - Introduce /h/
  - Handwriting: Write Hh, 1316 W.K.1.4
  - Activity Book, 4 Practice Book, 121
  - High-Frequency Words: are, 1314 R.K.1.15
- **Comprehension**
  - Share the Big Book: Russ and the Firehouse
  - Strategy: Summarize, 1313
  - Skill: Identify Main Idea and Details, 1313 R.K.1.3
- **Fluency**
  - Read "Frog and Snail’s Trip,“ 8/9
  - Decodable Reader: Too Much Rain Today, 7F
  - Fluency: Sound/Spelling, 7C

### Grade 1

**Day 1**
- **Focus Question**: What is a team? What kinds of teams do you know about?
  - Oral Vocabulary: encourage, friendship, relationship, rely, suggest, 6L
  - Read Aloud: “The Rooster and the Fox“, 7A R.1.2.7
  - Phonemic Awareness: Identify and Generate Rhyme, 7B R.1.1.4, R.1.1.6
  - **Phonics**
    - Long a: ai, ay, 7C Practice Book, 174 R.1.1.10
    - Spelling: Dictation, Pretest, 7E Teacher’s Resource Book, SP31 LC.1.1.8
    - High-Frequency Words/Vocabulary: ac, cross, carry, eight, once, saw, upon, walked, borrow, trip, 7G R.1.1.11
    - Review High-Frequency Words, 1330
- **Reading**
  - Reread the Big Book: Russ and the Firehouse
  - Strategy: Summarize, 1322
  - Skill: Identify Main Idea and Details, 1332
  - Retell, 1326 R.K.2.4
  - Activity Book, 5–6 Practice Book, 122
  - Fluency: Echo-Read, 1326

### Grade K

**Day 2**
- **Focus Question**: What are some jobs people do at the firehouse?
  - Oral Vocabulary: borrow, equipment, frequently, neighborhood, organize, 1320
  - Sequences Words: “Draketail“ Strategy: Generate Questions
  - Skill: Make Predictions R.1.2.5
  - **Phonics**
    - Review /h/blend with /h/, 1329 R.K.1.9, R.K.1.14
    - Practice Book, 179 R.K.1.14, R.K.1.16
    - Blend with /h/, 1329 R.K.1.9, R.K.1.14
    - High-Frequency Words/Vocabulary: across, carry, eight, once, saw, upon, walked, borrow, trip, 9D R.1.1.11
    - Practice Book, 176

### Grade 1

**Day 2**
- **Focus Question**: What happens when Drakes Tail goes to see the king?
  - Oral Vocabulary: encourage, friendship, relationship, rely, suggest, 9E
  - Oral Vocabulary Cards “Draketail“ Strategy: Generate Questions
  - Skill: Make Predictions R.1.2.5
  - **Phonics**
    - Long a: ai, ay, 9G R.1.1.10
    - Spelling: Word Sort with Long a: ai, ay R.1.1.8
    - Practice Book, 175
  - High-Frequency Words/Vocabulary: across, carry, eight, once, saw, upon, walked, borrow, trip, 9D R.1.1.11
    - Practice Book, 176

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**Standards**

**Grade K**
- **Phonemic Awareness/Phonics**: /h/
- **High-Frequency Words**: are, R.K.1.4, R.K.1.15
- **Oral Vocabulary**: Sequence Words R.K.1.17, LAS K.1.1
- **Comprehension**: Strategy: Summarize
  - Skill: Identify Main Idea and Details R.K.1.3

**Grade 1**
- **Phonemic Awareness/Phonics**: Long a: ai, ay
  - R.1.1.5, R.1.1.8, R.1.1.10
- **High-Frequency Words/Vocabulary**: encourage, friendship, relationship, rely, suggest, 9D, R.1.2.4
- **Comprehension**: Strategy: Generate Questions
  - Skill: Make Predictions R.1.2.1
- **Writing**: Personal Narrative LC.1.1.5
- **History/Social Science**: HSS 1.1.1

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**Practice Books**

- Decodable Reader: 7F
- Activity Book: 4
- Practice Book: 121
- Teacher’s Resource Book, SP31 LC.1.1.8
- Practice Book: 179
- Teacher’s Resource Book, GM46 LC.1.1.1
### DAY 3

**Grade K**
- **Focus Question:** What are some special places in your neighborhood?
  - **Oral Vocabulary:** borrow, equipment, frequently, neighborhood, organize, 1332 R K.1.18
  - **Phonemic Awareness:** Phoneme Blending, 1337 R K.1.9
  - **Phonics:** Review /h/, /f/, /c/, /t/, 1338 R K.1.14
  - **High-Frequency Words:** are, 1336 R K.1.4, R K.1.5
  - **Activity Book:** "We Are," Practice Book, 123–124
  - **Reading Fluency:** 1336

**Grade 1**
- **Focus Question:** What lesson did you learn about friendship and teamwork from the animal characters in Drakes Tail?
  - **Oral Vocabulary:** encourage, relationship, rely, suggest, 29K
  - **Phonemic Awareness:** Phoneme Segmentation, 1346 R K.1.11
  - **Phonics:** Long a: ai, ay, 29F R K.1.10
  - **Spelling:** Word Sort with Long a: ai, ay, 29H
  - **High-Frequency Words:** across, carry, eight, once, saw, upon, walked, borrow, trip, 29J R K.1.11, R K.1.24

### DAY 4

**Grade K**
- **Focus Question:** What are ways you and your family can help find a lost pet?
  - **Oral Vocabulary:** borrow, equipment, frequently, neighborhood, organize, 1342 R K.1.18, LAS K.1.2
  - **Phonemic Awareness:** Phonomeme Categorization, 29T R K.1.1
  - **Phonics:** Picture Sort, 1346 R K.1.14
  - **Activity Book:** Practice Book, 9–10
  - **High-Frequency Words:** across, carry, eight, once, saw, upon, walked, borrow, trip, 29W

**Grade 1**
- **Focus Question:** How are the bees acting as a team? How are they like Drakes Tail and his friends?
  - **Oral Vocabulary:** encouragement, friendship, relationship, rely, suggest, 29S
  - **Phonemic Awareness:** Phonomeme Categorization, 29T R K.1.1
  - **Phonics:** Long a: ai, ay, 29T
  - **Spelling:** Practice, 29V LC K.1.8
  - **High-Frequency Words:** are, to, have, is, play, 29J

### DAY 5

**Review and Assess**

**Grade K**
- **Focus Question:** What are some things you learned about living in a neighborhood?
  - **Oral Vocabulary:** encourage, friendship, relationship, rely, suggest, 29S
  - **Phonemic Awareness:** Phonomene Segmentation, 1353 R K.1.7
  - **Phonics:** Read Words, 1345 R K.1.15
  - **Activity Book:** Practice Book, 181
  - **High-Frequency Words:** across, carry, eight, once, saw, upon, walked, borrow, trip, 29W

**Grade 1**
- **Focus Question:** How did generating questions help you? How might it help you understand another selection?
  - **Oral Vocabulary:** encourage, friendship, rely, suggest, 35A
  - **Phonemic Awareness:** Phonomene Segmentation, 35C R K.1.8, R K.1.9
  - **Phonics:** Long a: ai, ay, 35C R K.1.10
  - **Spelling:** Practice, 35F LC K.1.8
  - **High-Frequency Words:** are, to, have, is, play, 35H R K.1.15

### Quick Check

**Words:** 1336
- **Phonemic Awareness:** 29E

**Phonics/Spelling:** 29V
- **End-of-Week Assessment:** 1356–1357

**Weekly Assessment:** 35K–35L
- **Practice Book:** 125–126
### Whole Group

**ORAL LANGUAGE**
- Oral Vocabulary
- Listening Comprehension
- Phonemic Awareness

**Reading**
- Comprehension
- Fluency

**Writing**
- Phonics
- Spelling
- High-Frequency Words

**Language Arts**
- Writing
- Grammar

### Day 1

**Grade K**
- Focus Question: What are some places in your neighborhood? Who can you find there?
- Build Background, 1396
- Oral Vocabulary: admire, community, deliver, schedule, worker, 1396
- Phonemic Awareness: Phoneme Isolation, 1399

**Grade 1**
- Focus Question: How do people in your family help each other?
- Oral Vocabulary: concerned, fortunate, member, share, trust, 36L
- Read Aloud Anthology: Daddy Played Music for the Cows, 37A
- Phonemic Awareness: Phoneme Identity, 37B

### Day 2

**Grade K**
- Focus Question: What do Gram and James do together?
- Oral Vocabulary: admired, community, deliver, schedule, worker, 1404
- Phonemic Awareness: Phoneme Blending, 1412

**Grade 1**
- Focus Question: What would you do with your family?
- Oral Vocabulary: admired, community, deliver, schedule, worker, 1404
- Phonemic Awareness: Phoneme Segmentation, 39G

### Grade K Standards

- **Phonemic Awareness/Phonics**
  - R 1.1.1, R 1.1.9, R 1.1.11, R 1.1.16, W K.1.2, W K.1.4
  - High-Frequency Words
  - Words That Compare, 1397
  - Comprehension
    - Strategy: Summarize, 1397

- **Grade 1 Standards**
  - **Phonemic Awareness/Phonics**
    - Long e: R 1.1.4, R 1.1.9, R 1.1.10
    - High-Frequency Words/Vocabulary
      - about, give, pretty, say, were, write: R 1.1.11
    - Comprehension
      - Strategy: Ask Questions, 1397
      - Writing
        - Personal Narrative: LAS 1.1.4, History/Social Science: HSS 1.1.1

### Small Group Lesson Plan

- **Informal/Formal**
- **Quick Check**
  - Phonemic Awareness, 1399
  - Phonics, 37D
  - Comprehension, 1410
  - High-Frequency Words, 39J
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<td>What was the best story for you?</td>
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**Quick Check**
- High-Frequency Words, 1420; Phonemic Awareness, 1421
- Fluency, 59G
- Phonics, 1430
- Phonics/Spelling, 59V

**End-of-Week Assessment**
- 1440–1441

**Weekly Assessment**
- 65K–65L
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**Teacher's Resource Book, GR53**

**Weekly Assessment, 81M–81N**
### DAY 1

**Grade K**
- **Focus Question**: What is the weather like today? Build Background, 1572 R.K.1.13, R.K.1.18
- **Oral Vocabulary**: blustery, chilly, cloud, drizzle, weather, 1572
- **Phonemic Awareness**: Phonoeme Isolation, 1575 R.K.1.11

**Grade 1**
- **Focus Question**: How do teammates encourage and support one another?
- **Oral Vocabulary**: approach, assist, determined, quarrel, view, 82L
- **Phonemic Awareness**: Phonoeme Categorization, 83B R.1.1.4

### DAY 2

**Grade K**
- **Focus Question**: How do you see outside this school when it rains?
- **Oral Vocabulary**: blustery, chilly, cloud, drizzle, weather, 1580 R.K.1.18
- **Phonemic Awareness**: Phonoeme Blending, 1588 R.K.1.9

**Grade 1**
- **Focus Question**: How will Frog and Toad fly the Kite?
- **Oral Vocabulary**: approach, assist, determined, quarrel, view, 85E
- **Phonemic Awareness**: Phonoeme Identity, 85G R.1.1.4

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**Grade K Standards**
- **Phonemic Awareness/Phonics**
- **High-Frequency Words**
  - this, do R.K.1.15
- **Oral Vocabulary**
  - Sound Words: R.K.1.17
- **Comprehension**
  - Strategy: Visualize
  - Skill: Identify Main Idea and Details R.K.2.2, R.K.3.3

**Grade 1 Standards**
- **Phonemic Awareness/Phonics**
  - Long / R.1.1.10
- **High-Frequency Words/Vocabulary**
  - ball, head, never, should, shout; perhaps, meadow R.1.1.11, R.1.2.4
- **Comprehension**
  - Strategy: Visualize
  - Skill: Problem and Solution R.1.3.1
- **Writing**
  - Story L.C.1.1.6
- **History/Social Science**
  - H.S.S 1.4.2

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**Whole Group**
- Oral Language
  - Oral Vocabulary
  - Listening Comprehension
  - Phonemic Awareness
- Phonics
- Spelling
- High-Frequency Words

**Word Study**
- Grade K
  - Phonics: Introduce /e/, 1576 R.K.1.14
  - Handwriting: Write Ee, 1577 W.K.1.4
  - Activity Book, 4 Practice Book, 141
- Grade 1
  - High-Frequency Words: this, do R.K.1.15

**Reading**
- Grade K
  - Share the Big Book: A Rainy Day
    - Strategy: Visualize, 1573 R.K.2.2
    - Skill: Identify Main Idea and Details, 1573

**Language Arts**
- Grade K
  - Writing: Lists, 1579 W.K.1.3
  - Oral Grammar
    - Describing Words (Adjectives), 1578 R.K.1.18
- Grade 1
  - Writing: Daily Writing Prompt
    - Have children draw a picture of a character they like and write about him or her.
    - Shaded Writing: Story, 85D W.1.1.1
  - Grammar: See and Say, 85C Practice Book, 215

**Assessment**
- Grade K
  - Informal/Formal
  - Quick Check: Phonics, 83D
  - Quick Check: Writing, Awareness, 1575
  - Grade 1
  - Comprehension, 1586
  - Quick Check: Comprehension, 98/99
### DAY 3

**Focus Question** What do you like about rainy weather?

**Oral Vocabulary** blustery, chilly, cloud, drizzle, weather

**Phonemic Awareness** Phonoeme Isolation, 1597

**Reading** The Kite, 86/87–100

**Writing** Daily Writing Prompt: Have children write a story with a beginning, middle, and ending about what else Frog and Toad from The Kite might do.

**Independent Writing** Prewrite and Draft a Weather Report, 1601

**Oral Grammar** Describing Words (Adjectives), 1600

**Quick Check** High-Frequency Words, 1596

### DAY 4

**Focus Question** Do you know what the weather will be tomorrow?

**Oral Vocabulary** blustery, chilly, cloud, drizzle, weather, 1602

**Phonemic Awareness** Phoneme Identity, 1601

**Interactive Read Aloud** "The Wright Brothers," 102/103–106/107

**Writing** Daily Writing Prompt: Have children reread their own work aloud and revise it to add interesting words.

**Independent Writing** Revise and Edit a Weather Report, 1609

**Oral Grammar** See and Say, 107B

**Quick Check** Phonics, 101G

### DAY 5

**Focus Question** This week we read about kinds of weather. Which do you like best?

**Oral Vocabulary** blustery, chilly, cloud, drizzle, weather, 1610

**Phonemic Awareness** Phoneme Identity, 101T

**Reading Across Texts** Strategy: Visualize, 1611

**Writing** Daily Writing Prompt: Draw a picture of a time when you helped out. Write about the picture.

**Independent Writing** Publish and Present a Weather Report, 1615

**Quick Check** Spelling, 101V

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**Grade K**

**Phonics** Review /e/ 1598

**Writing** Daily Writing Prompt

**Independent Writing** Prewrite and Draft a Weather Report, 1601

**Oral Grammar** Describing Words (Adjectives), 1600

**Quick Check** High-Frequency Words, 1596

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**Grade 1**

**Phonics** Long i, 101F

**Writing** Daily Writing Prompt

**Independent Writing** Revise and Edit a Weather Report, 1609

**Oral Grammar** Mechanics: Commas

**Quick Check** Phonics, 101G

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**Grade K**

**Phonics** Word Sort, 1606

**Writing** Daily Writing Prompt

**Independent Writing** Revise and Edit a Weather Report, 1609

**Oral Grammar** Mechanics: Commas

**Quick Check** Phonics, 101G

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**Grade 1**

**Phonics** Long i, 101T

**Writing** Daily Writing Prompt

**Independent Writing** Publish and Present a Weather Report, 1615

**Oral Grammar** Mechanics: Commas

**Quick Check** Spelling, 101V
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<td><strong>Focus Question</strong>: What are the four seasons?</td>
<td><strong>Focus Question</strong>: Do you think animals can help each other? How?</td>
<td><strong>Focus Question</strong>: What do you know about working in a yard in spring, summer, winter, and fall?</td>
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**California Standards**

**Grade K**

- High-Frequency Words and, what R.K.1.12, R.K.1.15
- Oral Vocabulary Words That Compare R.K.1.17

**Grade 1**

- Phonemic Awareness/Phonics Long e (y, ey) R.1.1.8, R.1.1.10
- High-Frequency Words/Vocabulary also, because, blue, or, other, until; danger, beautiful R.1.1.11, R.1.1.16
- Comprehension Strategy: Analyze Text Structure Skill: Retell R.1.3.3, R.1.2.7
- Writing Report LC.1.1.1, W.1.1.2
- Science Life Sciences LS 1.2.a, LS 1.2.b, LS 1.2.e

Go to [www.macmillanmh.com](http://www.macmillanmh.com) for Online Lesson Planner
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<td>What is the name of the season of the year that can be cold and snowy?</td>
<td><strong>Focus Question</strong></td>
<td>How are the birds in the poem acting like animals in Animal Teams? Why do you think they are flying together?</td>
<td><strong>Focus Question</strong></td>
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DAY 3

Grade K

Focus Question: What do you think is the best thing you could be doing right now?

Phonics: Blend with r-Controlled Vowels (er, ər, ur, ər), 43F

Read: Kitten’s First Full Moon, 10/11–42

Interactive Read Aloud: Listening Comprehension, 1772

Independent Writing: Revise and Edit Sentences, 1777

Quick Check: High-Frequency Words

Grade 1

Focus Question: What do you think is the best thing you could be doing right now?

Phonics: Blend with r-Controlled Vowels (er, ər, ur, ər), 43F

Read: Kitten’s First Full Moon, 10/11–42

Interactive Read Aloud: Listening Comprehension, 1772

Independent Writing: Revise and Edit Sentences, 1777

Quick Check: High-Frequency Words

DAY 4

Grade K

Focus Question: How did you spend your morning?

Phonics: Blend and Build with r-Controlled Vowels (er, ər, ur, ər), 43T

Read: "Ellen Ochoa in Space," 43R

Interactive Read Aloud: Vocabulary, 43S

Independent Writing: Publish and Present, 1783

Quick Check: Phonics/Spelling

Grade 1

Focus Question: What do you think is the best thing you could be doing right now?

Phonics: Blend and Build with r-Controlled Vowels (er, ər, ur, ər), 43T

Read: Ellen Ochoa in Space, 43R

Interactive Read Aloud: Vocabulary, 43S

Independent Writing: Publish and Present, 1783

Quick Check: Phonics/Spelling

DAY 5

Review and Assess

Grade K

Focus Question: What do you think is the best thing you could be doing right now?

Phonics: Blend with r-Controlled Vowels (er, ər, ur, ər), 43T

Reading Across Texts: Strategy: Visualize, 1779

Reading: Kitten’s First Full Moon, 10/11–42

Independent Writing: Publish and Present, 1783

Quick Check: End-of-Week Assessment

Grade 1

Focus Question: What do you think is the best thing you could be doing right now?

Phonics: Blend with r-Controlled Vowels (er, ər, ur, ər), 43T

Comprehension: Strategy: Generate Questions

Reading: Kitten’s First Full Moon, 10/11–42

Independent Writing: Publish and Present, 1783

Quick Check: Weekly Assessment

Weekly Assessment, 51K–51L
### Grade K
#### Day 1
- **Focus Question:** Trees grow in many places. What do you know about trees?
- **Oral Vocabulary:** Introduce /k/, 1836
- **Spelling:** Handwriting: Write Kk, 1837
- **Hi-Lo Words:** little, said, 1834
- **Phonics:** r-Controlled Vowel or, 53C
- **Activity Book:** 4

#### Day 2
- **Focus Question:** Can you name something that starts out very little and then grows tall?
- **Phonics:** Review r/ /r/ or/k/, 1848
- **Spelling:** Blend with /k/, 1849

### Grade 1
#### Day 1
- **Focus Question:** What is a scientist? What kinds of questions do scientists ask?
- **Oral Vocabulary:** career, curious, fascinating, improve, investigate, 52L
- **Read Aloud:** Anthology, “What Kind of Scientist Are You?”
- **Phonemic Awareness:** Identify and Generate Rhyme, 53B

#### Day 2
- **Focus Question:** What makes Ben Franklin a great American?
- **Phonics:** Blend and Build words with r-Controlled Vowel or, 55G
- **Spelling:** Word Sort, 55I
- **High-Frequency Words/Vocabulary:** grow, house, knew, would; curious, idea, 55J–55K

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### Whole Group
- **Reading:** Share the Big Book
  - **Strategy:** Recognize Text Structure, 1833
  - **Skill:** Identify Sequence of Events, 1833

- **Language Arts:** Shared Writing
  - **Steps in a Process:** 1839
  - **Describing Words (Adjectives):** 1838

- **Writing:** Picture Prompt
  - **Writing:** Invite children to respond to the picture prompt by writing a sentence about what they observe.

### Independent Work
- **Phonics:** Introduce /k/, 1836
- **Spelling:** Handwriting: Write Kk, 1837
- **High-Frequency Words:** little, said, 1834
- **Phonics:** r-Controlled Vowel or, 53C
- **Activity Book:** 4
- **Spelling:** Pretest, 53E
- **Teacher’s Resource Book:** SP43
- **Practice Book:** 161
- **High-Frequency Words/Vocabulary:** grow, house, knew, would; curious, idea, 53G
- **Fluency:** Sound/Spelling, 53C
- **Decodable Reader:** Sad Hen, 1850
- **Practice Book:** 5
- **Fluency:** Echo-Read, 1846

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### Assessment
- **Informal/Formal:** Quick Check
  - **Phonemic Awareness:** Awareness, 1835
  - **Phonics:** Phonics, 53D
  - **Comprehension:** Comprehension, 1846
  - **High-Frequency Words:** Vocabulary, 53J
  - **Comprehension:** 72/73
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<td><strong>Focus Question</strong> How did organizing the story of Ben Franklin’s life into chapters help you understand it better?</td>
<td><strong>Focus Question</strong> How do little pine trees and big pine trees look alike?</td>
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<td><strong>Oral Vocabulary</strong> career, curious, improve, fascinating, investigate, 1755</td>
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<td><strong>Focus Question</strong> What have we said about trees this week?</td>
<td><strong>Focus Question</strong> How might summarizing help you when you read another selection?</td>
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<td><strong>High-Frequency Words</strong> little, said, this, do, and, what, 1872</td>
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<td><strong>Writing</strong> Daily Writing Prompt: Write about one of the scientists you read about this week.</td>
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<td><strong>Focus Question</strong> How might you summarize what you have read?</td>
<td><strong>Focus Question</strong> What do you know about someone who made a famous invention?</td>
<td><strong>Focus Question</strong> How might summarizing help you when you read another selection?</td>
</tr>
<tr>
<td><strong>Oral Vocabulary</strong> career, curious, fascinating, improve, investigate, 81A</td>
<td><strong>Oral Vocabulary</strong> career, curious, fascinating, improve, investigate, 81A</td>
<td><strong>Oral Vocabulary</strong> career, curious, fascinating, improve, investigate, 81A</td>
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<tr>
<td><strong>Phonics</strong></td>
<td><strong>Phonics</strong></td>
<td><strong>Phonics</strong></td>
</tr>
<tr>
<td>Dictation, 1874</td>
<td>Blend and Build words with r-Controlled Vowel ar, 75T</td>
<td>Practice Book, 253</td>
</tr>
<tr>
<td>High-Frequency Words/ Vocabulary grew, house, knew, would; curious, idea, 75W</td>
<td>Activity Book, 12</td>
<td>Practice Book, 253</td>
</tr>
<tr>
<td><strong>Read Across Texts</strong> Strategy: Summarize</td>
<td><strong>High-Frequency Words</strong> little, said, this, do, and, what, 1872</td>
<td><strong>Phonics</strong> r-Controlled Vowel ar, 81C</td>
</tr>
<tr>
<td><strong>Comprehension</strong> Skill: Summarize</td>
<td><strong>Vocabulary</strong> curious, improve, investigate, 1755</td>
<td><strong>Spelling</strong> Posttest, 81E</td>
</tr>
<tr>
<td><strong>Writing</strong> Daily Writing Prompt: Write about one of the scientists you read about this week.</td>
<td><strong>Writing</strong> Daily Writing Prompt: Write about one of the scientists you read about this week.</td>
<td><strong>Fluency</strong></td>
</tr>
<tr>
<td><strong>Independent Writing</strong> Publish and Present Steps in a Process, 1875</td>
<td><strong>Independent Writing</strong> Publish and Present Steps in a Process, 1875</td>
<td><strong>Independent Writing</strong></td>
</tr>
</tbody>
</table>

End-of-Week Assessment, 1876–1877
### Grade K

#### DAY 1
- **Focus Question:** What grows from seeds?
  - Build Background, 1916 R.K.1.2
  - Oral Vocabulary: gradually, moist, necessary, observe, seed, 1916
  - Phonemic Awareness: Phoneme Isolation, 1919 R.K.1.11
- **Phonics:** Introduce: /u/ or /u/, 1920 R.K.1.14
  - Handwriting: Write Uu, 1921 W.K.1.4
  - Activity Book, 14 Practice Book, 167
  - High-Frequency Words: here, was, 1918 R.K.1.15
- **Comprehension:** Share the Big Book: Seed Secrets
  - Strategy: Recognize Text Structure, 1917 Skill: Retell, 1917 W.K.2.4
- **Fluency:** Read: Decodable Reader No More Mrot the Short! 83F R.K.1.10
  - “Warm and Cold Days”, 84/85 R.K.2.4
  - Comprehension: Reread
    - Strategy: Compare and Contrast
    - Fluency: Sound/Spelling, 83C

#### DAY 2
- **Focus Question:** What are some different ways seeds get from here to there?
  - Oral Vocabulary: gradually, moist, necessary, observe, seed, 1924 L.A.S.2.1
  - Position Words, 1931 R.K.1.17
  - Phonemic Awareness: Phoneme Blending, 1932 R.K.1.9
- **Phonics:** Review /u/, /k/ /k/, /l/, /l/, 1932 R.K.1.14
  - Blend with /u/, /k/ /k/, /l/, /l/, 1933 R.K.1.14
  - Review: High-Frequency Words, 1934 R.K.1.15
- **Comprehension:** Reread the Big Book: Seed Secrets
  - Strategy: Recognize Text Structure, 1926 Skill: Retell, 1926 R.K.2.4
  - Retell, 1930 R.K.2.4
  - Decodable Reader: A Bud Is Up, 1934 R.K.1.5
  - Activity Book, 15–16 Practice Book, 168
- **Fluency:** Word automatically, Connected Text, BSH

### Grade 1

#### DAY 1
- **Focus Question:** What kinds of weather do you know of? What is your favorite kind of day?
  - Oral Vocabulary: breeze, commotion, conditions, forecast, tranquil, 82L
  - Phonemic Awareness: Phoneme Categorization, 83B R.1.1.14
- **Phonics:** r- Controlled Vowel or, ore, 85G R.1.1.15
  - Blend with /u/, /k/ /k/, /l/, /l/, 1933 R.K.1.14
  - Review: High-Frequency Words, 1934 R.K.1.15
- **Comprehension:** Reread Stormy Weather, 86/87–92/93
  - Strategy: Reread
  - Skill: Compare and Contrast
  - Practice Book, 261–262 R.1.2.4
  - Fluency: Word automatically, Connected Text, BSH

#### DAY 2
- **Writing:** Daily Writing Prompt: Have children draw a picture of one kind of weather and write sentences describing their picture.
  - Shared Writing: Report, 85D W.1.1.1
  - Grammar: Synonyms and Antonyms, 85C Practice Book, 263 W.1.2.2
- **Interactive Writing:** Sentences, 1935 W.K.1.1
- **Comprehension:** Read: Stormy Weather, 86/87–92/93
  - Strategy: Reread
  - Skill: Compare and Contrast
  - Practice Book, 261–262 R.1.2.4
  - Fluency: Word automatically, Connected Text, BSH
- **High-Frequency Words:** What kinds of storms do you know about?
  - Oral Vocabulary: breeze, commotion, condition, forecast, tranquil, 82E
  - Oral Vocabulary Cards: “Brer Rabbit and the Hurricane,” 85E L.A.S.1.1
  - Phonemic Awareness: Phoneme Blending, 85G R.1.1.17
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<th>Grade 1</th>
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<tbody>
<tr>
<td><strong>Focus Question</strong></td>
<td>Think of a day when it was very windy. What happened?</td>
<td><strong>Focus Question</strong></td>
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<tr>
<td>Oral Vocabulary</td>
<td>Gradually, moist, necessary, observe, seed, 1936</td>
<td>Oral Vocabulary</td>
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<tr>
<td>Oral Vocabulary Cards: “Let’s Go to a National Park”</td>
<td>*</td>
<td>Content Big Book, “The Four Seasons,” 93K ES.1.3B</td>
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<tr>
<td>Phonemic Awareness</td>
<td>Phoneme Blending, 93E</td>
<td><strong>R.1.18</strong></td>
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<td><strong>Phonics</strong></td>
<td>Review /u/ /k/ /l/, 1942</td>
<td><strong>R.1.8</strong></td>
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<tr>
<td><strong>Spelling</strong></td>
<td>Word Sort, 93H</td>
<td><strong>R.1.15</strong></td>
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<tr>
<td><strong>High-Frequency Words</strong></td>
<td>“great, know, sound, their, warm, extreme, predict,”</td>
<td><strong>R.1.15</strong></td>
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<tr>
<td><strong>Strategy</strong></td>
<td>Use a Dictionary, 93J</td>
<td><strong>R.1.15</strong></td>
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<td>Practice Book, 266</td>
<td><strong>R.1.10</strong></td>
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<td>Read Across Texts</td>
<td>Strategy: Recognize Text Structure, 1955</td>
<td><strong>R.1.10</strong></td>
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<td>Independent Writing</td>
<td>Prewrite and Draft Similes, 1945</td>
<td><strong>W.1.1.1</strong>, <strong>W.1.1.3</strong></td>
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<td>Oral Grammar</td>
<td>Describing Words (Adjectives), 1944</td>
<td><strong>R.1.18</strong></td>
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<td>Practice Book, 267</td>
<td><strong>R.1.10</strong>, <strong>R.1.11</strong></td>
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<tr>
<td>Interactive Read Aloud</td>
<td>Listening Comprehension, 1948</td>
<td><strong>R.1.15</strong></td>
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<tr>
<td>Read Aloud: “The Talking Vegetables”</td>
<td>Decodable Reader: A Bad Is Up, 952</td>
<td><strong>R.1.2</strong></td>
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<tr>
<td>Fluency</td>
<td>Read for Fluency, 1952</td>
<td><strong>R.1.15</strong></td>
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<tr>
<td><strong>Independent Writing</strong></td>
<td>Revise and Edit Similes, 1953</td>
<td><strong>W.1.1.1</strong>, <strong>L.C.1.2</strong></td>
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<tr>
<td><strong>Writing</strong></td>
<td>Daily Writing Prompt</td>
<td>The outline of the sun is round. Think about outlines of other things in nature. Write about what you have seen.</td>
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<tr>
<td><strong>Spelling</strong></td>
<td>Word Sort, 1950</td>
<td><strong>R.1.14</strong></td>
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<tr>
<td><strong>High-Frequency Words</strong></td>
<td>Vocabulary: great, know, sound, their, warm, extreme, predict,</td>
<td><strong>R.1.15</strong></td>
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<tr>
<td><strong>Strategy</strong></td>
<td>Use a Dictionary, 93J</td>
<td><strong>R.1.15</strong></td>
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<td>Read for Fluency, 1952</td>
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<tr>
<td><strong>Independent Writing</strong></td>
<td>Revise and Edit Similes, 1953</td>
<td><strong>W.1.1.1</strong>, <strong>L.C.1.2</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Daily Writing Prompt</td>
<td>Children may revise and proofread their reports during independent time and write a final draft.</td>
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<td><strong>Spelling</strong></td>
<td>Test Practice, 93V</td>
<td><strong>R.1.1.10</strong></td>
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<tr>
<td><strong>High-Frequency Words</strong></td>
<td>Vocabulary: great, know, sound, their, warm, extreme, predict,</td>
<td><strong>R.1.1.12</strong></td>
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<tr>
<td><strong>Strategy</strong></td>
<td>Use a Dictionary, 93J</td>
<td><strong>R.1.1.15</strong></td>
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<tr>
<td>Practice Book, 266</td>
<td><strong>R.1.1.16</strong></td>
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<tr>
<td><strong>Independent Writing</strong></td>
<td>Publish and Present Similes, 1959</td>
<td><strong>L.C.1.1</strong></td>
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<tr>
<td><strong>Writing</strong></td>
<td>Daily Writing Prompt</td>
<td>Write about your favorite kind of storm and why you like it.</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>Test Practice, 93V</td>
<td><strong>R.1.1.10</strong></td>
</tr>
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<td><strong>High-Frequency Words</strong></td>
<td>Vocabulary: great, know, sound, their, warm, extreme, predict,</td>
<td><strong>R.1.1.15</strong></td>
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<td><strong>Strategy</strong></td>
<td>Use a Dictionary, 93J</td>
<td><strong>R.1.1.15</strong></td>
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<td><strong>R.1.1.16</strong></td>
<td><strong>R.1.1.15</strong></td>
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</tbody>
</table>

**Quick Check**
- Words, 1940
- Phonemic Awareness, 93E
- Phonics, 1950
- Phonics/Spelling, 93V

**End-of-Week Assessment, 1960–1961**

**Weekly Assessment, 97M–97N**
**Focus Question** If you had a little sunflower house here, what would you do in it?

**ORAL LANGUAGE**

**Grade K**
- **Phonemic Awareness**
  - Visualize /ou, ow/
- **Phonics**
  - Reading: Review /k/, /u/,
  - Writing: Practice Book 173
- **Spelling**
  - Practice Book 271
- **High-Frequency Words**
  - Substitution, 2004

**Grade 1**
- **Phonemic Awareness**
  - Substitution, 2017
- **Phonics**
  - Practice Book 270
- **Spelling**
  - Practice Book 271
- **High-Frequency Words**
  - Practice Book 272

**WORD STUDY**

**Grade K**
- **Phonemic Awareness/Phonics**
  - Review: /k/, /u/,
  - Practice Book 173
- **Spelling**
  - Practice Book 271
- **High-Frequency Words**
  - Practice Book 272

**Grade 1**
- **Phonemic Awareness/Phonics**
  - Review: /k/, /u/,
  - Practice Book 271
- **Spelling**
  - Practice Book 272
- **High-Frequency Words**
  - Practice Book 272

**READING**

**Grade K**
- **Comprehension**
  - Practice Book 272
- **Fluency**
  - Practice Book 272

**Grade 1**
- **Comprehension**
  - Practice Book 272
- **Fluency**
  - Practice Book 272

**LANGUAGE ARTS**

**Grade K**
- **Writing**
  - Practice Book 272
- **Grammar**
  - Practice Book 272

**Grade 1**
- **Writing**
  - Practice Book 272
- **Grammar**
  - Practice Book 272

**ASSESSMENT**

**Grade K**
- **Informal/Formal**
  - Practice Book 272

**Grade 1**
- **Informal/Formal**
  - Practice Book 272

**SMALL GROUP Lesson Plan**

**Grade K**
- **Phonemic Awareness**
  - Substitution, 2004
- **Phonics**
  - Practice Book 270
- **Spelling**
  - Practice Book 271
- **High-Frequency Words**
  - Practice Book 272

**Grade 1**
- **Phonemic Awareness**
  - Substitution, 2017
- **Phonics**
  - Practice Book 270
- **Spelling**
  - Practice Book 271
- **High-Frequency Words**
  - Practice Book 272

**Whole Group**

**Grade K**
- **Phonemic Awareness**
  - Substitution, 2004
- **Phonics**
  - Practice Book 270
- **Spelling**
  - Practice Book 271
- **High-Frequency Words**
  - Practice Book 272

**Grade 1**
- **Phonemic Awareness**
  - Substitution, 2017
- **Phonics**
  - Practice Book 270
- **Spelling**
  - Practice Book 271
- **High-Frequency Words**
  - Practice Book 272

**Day 1**

**Grade K**
- **Focus Question** If you had a little sunflower house here, what would you do in it?
- **Oral Vocabulary**
  - Practice Book 270
- **Fluency**
  - Practice Book 272

**Grade 1**
- **Focus Question** What seasons do you have where you live? What is your favorite season?
- **Oral Vocabulary**
  - Practice Book 270
- **Fluency**
  - Practice Book 272

**Day 2**

**Grade K**
- **Focus Question** What happens when Pinwheel discovers the leaves are falling?
- **Oral Vocabulary**
  - Practice Book 270
- **Fluency**
  - Practice Book 272

**Grade 1**
- **Focus Question** What happens when Pinwheel discovers the leaves are falling?
- **Oral Vocabulary**
  - Practice Book 270
- **Fluency**
  - Practice Book 272

**California Standards**

**Grade K**
- **Phonemic Awareness/Phonics**
  - Review: /k/, /u/,
  - Practice Book 173
- **Spelling**
  - Practice Book 271
- **High-Frequency Words**
  - Practice Book 272

**Grade 1**
- **Phonemic Awareness/Phonics**
  - Review: /k/, /u/,
  - Practice Book 173
- **Spelling**
  - Practice Book 271
- **High-Frequency Words**
  - Practice Book 272
### Grades K-1 Combination Class Lesson Plan

**Grade K**

#### Unit 9 Week 1
- **Big Book:** A Tiger Cub Grows Up, pp. 130/131–154

#### Grade 1
- **Unit 5 Week 5**

### Whole Group

#### Oral Language
- **Grade K:** 15–20 min
  - Oral Vocabulary
  - Listening
  - Comprehension
  - Phonemic Awareness

#### Word Study
- **Grade K:** 15–20 min
  - Phonics
  - Spelling
  - High-Frequency Words

#### Reading
- **Grade K:** 15–20 min
  - Comprehension
  - Fluency

#### Language Arts
- **Grade K:** 30–40 min
  - Writing
  - Grammar

#### Assessment
- **Grade K:** 45–60 min
  - Informal/Formal

### Day 1

#### Grade K
- **Focus Question:** What do you know about insects? How many legs does an insect have?
- **Build Background:**
  - Practice Book, 282
  - Table of Contents, 127C
- **Phonics:** Diphthongs oi, oy, 127C
  - Practice Book, 282
- **Spelling:** Pretest, 127E
- **Teacher's Resource Book:** SP49
- **High-Frequency Words:** Air, enough, eyes, learn, open, cub, wild, 127C
- **Number Words:** 129C
- **Grammar:** Pronouns, 209
- **Writing:**
  - Writing Prompt: Have children draw a picture of one of the animals from the list and write sentences about it.
  - Shared Writing: Persuasive, 129D
  - Grammar: Number Words, 129C

#### Grade 1
- **Focus Question:** How do baby animals change as they grow up?
- **Oral Vocabulary:** Phone Blending, 127B
- **Phonemic Awareness:** Phone Blending, 2108

### Day 2

#### Grade K
- **Focus Question:** Can you ask a friend what he or she knows about beetles?
- **Oral Vocabulary:** Phone Blending, 127B
- **Phonemic Awareness:** Phone Blending, 2108

#### Grade 1
- **Focus Question:** How is a tiger cub different from a grown-up tiger?
- **Oral Vocabulary:** Phone Blending, 127B
- **Phonemic Awareness:** Phone Blending, 2108

---

**California Standards**

**Grade K**

- **Phonemic Awareness/Phonics**
  - High-Frequency Words
  - Sh, he, she, he, she R.K.1.15
- **Comprehension**
  - Strategy: Ask Questions, R.K.1.7

**Grade 1**

- **Phonemic Awareness/Phonics**
  - Diphthongs oi, oy R.1.1.10
  - High-Frequency Words/Vocabulary
  - Air, enough, eyes, learn, open, cub, wild R.1.1.11
- **Comprehension**
  - Strategy: Summarize
  - Skill: Compare and Contrast R.1.2.7
- **Writing**
  - Persuasive LC.1.1.1, W.1.1.1
  - History/Social Science HSS.1.4
- **Quick Check**
  - Phonemic Awareness, 2095
  - Phonics, 127D
  - Comprehension, 2106
**DAY 3**

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<th>Grade K</th>
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<tr>
<td><strong>Focus Question</strong></td>
<td>If a friend sees an ant, does she or he see a bird or an insect?</td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
<td>Introduce /w/</td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
<td>Blend words with Diphthongs oi, oy, 155F Practice Book, 288</td>
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<tr>
<td><strong>Spelling</strong></td>
<td>Words with Diphthongs oi, oy, 155H Teacher’s Resource Book, SP50 LC1.1.8</td>
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<tr>
<td><strong>High-Frequency Words/Vocabulary</strong></td>
<td>air, enough, eyes, learn, open; cub, wild, 155J R.1.1.11</td>
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<tr>
<td><strong>Read the Nonfiction Article</strong></td>
<td>Reread A Tiger Cub Grows Up, 130/131–154 Decodable Reader Which Holiday Is it? 155I</td>
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<tr>
<td><strong>Comprehension</strong></td>
<td>Maintain Skill: Sequence of Events</td>
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<tr>
<td><strong>Fluency</strong></td>
<td>repeated reading: prosody, 155L Practice Book, 291</td>
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<tr>
<td><strong>Independent Writing</strong></td>
<td>Prewrite and Draft Questions and Answers, 2121 W.1.1.3</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Daily Writing Prompt: Draw and write about a veterinarian might look like and do. Prewrite and Draft, 155P W.1.1.1</td>
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<tr>
<td><strong>Grammar</strong></td>
<td>Number Words, Capitalization, 155O Teacher’s Resource Book, GR74 LAS1.1.5</td>
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**Quick Check**

| High-Frequency Words, 2116; Phonemic Awareness, 2117 |

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<th>Grade 1</th>
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<tr>
<td><strong>Focus Question</strong></td>
<td>What did you learn about baby tigers?</td>
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<tr>
<td><strong>Phonics</strong></td>
<td>Blend and Build words with Diphthongs oi, oy, 155T</td>
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<tr>
<td><strong>Spelling</strong></td>
<td>Test Practice, 155V Activity Book, 12</td>
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<tr>
<td><strong>High-Frequency Words/Vocabulary</strong></td>
<td>air, enough, eyes, learn, open; cub, wild, 155W R.1.1.11</td>
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<tr>
<td><strong>Fluency</strong></td>
<td>Word Automaticity, Connected Text, 155U R.1.1.16</td>
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<tr>
<td><strong>Independent Writing</strong></td>
<td>Publish and Present Questions and Answers, 2135 LAS.K.1.2</td>
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<tr>
<td><strong>Writing</strong></td>
<td>Daily Writing Prompt: Children may revise and proofread their reports during independent time and write a final draft. Independent Writing: Persuasive Revise and Edit, 157B</td>
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<tr>
<td><strong>Grammar</strong></td>
<td>Number Words, 157B Practice Book, 292 LAS1.1.5</td>
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**Quick Check**

| Phonics/Spelling, 155V |

**End-of-Week Assessment, 2136–2137**

**Weekly Assessment, 159K–159L**

**DAY 5**

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<tbody>
<tr>
<td><strong>Focus Question</strong></td>
<td>How is the tiger cub in this poem different from the tiger in A Tiger Cub Grows Up?</td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
<td>Blend and Build words with Diphthongs oi, oy, 155T</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>Test Practice, 155V Activity Book, 12</td>
</tr>
<tr>
<td><strong>High-Frequency Words/Vocabulary</strong></td>
<td>air, enough, eyes, learn, open; cub, wild, 155W R.1.1.11</td>
</tr>
<tr>
<td><strong>Read Across Texts</strong></td>
<td>Read Weekly Literature A Tiger Cub Grows Up, 130/131–154 Comprehension Strategy: Summarize Skill: Compare and Contrast R.1.2.7</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>Intonation, 159B R.1.1.16</td>
</tr>
<tr>
<td><strong>Independent Writing</strong></td>
<td>Persuasive Publish and Present, 159R LAS1.1.5</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Daily Writing Prompt: Would you like to have a tiger cub as a pet? Write a few sentences explaining why or why not. Independent Writing: Persuasive Publish and Present, 159R LAS1.1.5</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Number Words, Capitalization, 159H LAS1.1.5</td>
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**Quick Check**

| Phonics, 2126 | Phonemic Awareness, 155E |
### Grades K-1 Combination Class Lesson Plan

**Whole Group**

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<tr>
<td><strong>Focus Question</strong></td>
<td>What kinds of animals live in the ocean? Build Background, 2176 R.K.1.2</td>
<td><strong>Focus Question</strong></td>
<td>What fun places have you visited? What did you do there? Oral Vocabulary amazing, deep, invite, ocean, reason, 2176</td>
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<td><strong>Phonemic Awareness</strong></td>
<td>Phoneme Isolation, 2179 R.K.1.11</td>
<td><strong>Phonemic Awareness</strong></td>
<td>Phoneme Identity, 7B R.1.1.4</td>
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<td><strong>Focus Question</strong></td>
<td>What ocean animal has fins? What animal has claws? Oral Vocabulary amazing, deep, invite, ocean, reason, 2184 LAS R.K.2.1</td>
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<td>Dictation, Pretest, 7E Teacher's Resource Book, SP51 LC.1.1.8</td>
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<td><strong>High-Frequency Words/ Vocabulary</strong></td>
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<td>Let's Find Out, 7F 3 R.1.1.16, 1.1.11 “We Love Joan” 8/9 R.1.2.4</td>
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<td><strong>Comprehension</strong></td>
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**California Standards**

**Grade K**

- High-Frequency Words: has, look, Opposites, R.K.1.17

**Grade 1**

- Phonic Awareness/Phonics: Words with oo, R.1.1.10
- High-Frequency Words/Vocabulary: always, father, four, love, mother, firm, supposed, R.1.1.11
- Oral Grammar: Strategy: Visualize, Skill: Fantasy and Reality, R.1.2.6
- Writing: Report, LC.1.6, W.1.1.1
- History/Social Science: HSS 1.6, 1.6.2

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**Standards**

- Reading: Practice Book, 295, 296, 298 R.1.1.15, LC.1.1.8
- Writing: Practice Book, 188 R.1.1.11, R.1.2.4
- Fluency: Word Automaticity, Connected Text, 9H R.1.1.16
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| **Focus Question** | Where can you find animals with fins?  
Oral Vocabulary: amazing, deep, invite, ocean, reason, 2196 | **Focus Question** | When can you first tell that this story could not really happen?  
Oral Vocabulary: adventurous, anxious, inquisitive, insignificant, route, 35K |
| **Phonemic Awareness** | Phonoeme Isolation, 2201 | **Phonemic Awareness** | Phonoeme Isolation, 2201 |
| **Phonics** | Blend Words with oo, 35F | **Phonics** | Blend Words with oo, 35F |
| **Spelling** | Word Sort, 35H | **Spelling** | Word Sort, 35H |
| **High-Frequency Words/Vocabulary** | always, father, four, love, mother; firm, supposed, 35J | **High-Frequency Words/Vocabulary** | always, father, four, love, mother; firm, supposed, 35J |
| **Read** | Olivia, 10/11–34 | **Interactive Read Aloud** | Listening Comprehension, 2208  
Read Aloud: “The Fisherman and His Wife”  
Decodable Reader: A Vet Can Fix It!, 2212 |
| **Fluency** | Sound/Spelling, 35F | **Fluency** | Reread for Fluency, 2212 |
| **Independent Writing** | Prewrite and Draft Descriptive Sentences, 2205 | **Independent Writing** | Revise and Edit Descriptive Sentences, 2213 |
| **Oral Grammar** | Pronouns, 2204 | **Grammar** | Subjects and Predicates, 35Q |
| **Quick Check** | High-Frequency Words, 2200; Phonemic Awareness, 2201 | **Quick Check** | Phonics, 35G |

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| **Focus Question** | What would a magic fish look like?  
Oral Vocabulary: amazing, deep, invite, ocean, reason, 2206 | **Focus Question** | Which painting or sculpture do you think Olivia would like best?  
Oral Vocabulary: adventurous, anxious, inquisitive, insignificant, route, 35S |
| **Phonemic Awareness** | Phonoeme Addition, 2210 | **Phonemic Awareness** | Phonoeme Addition, 2210 |
| **Phonics** | Word Sort, 2210 | **Phonics** | Word Sort, 2210 |
| **Spelling** | Blend with v/v, 2211 | **Spelling** | Practice, 305 |
| **High-Frequency Words/Vocabulary** | always, father, four, love, mother; firm, supposed, 35J | **High-Frequency Words/Vocabulary** | always, father, four, love, mother; firm, supposed, 35J |
| **Read** | “Cats in Art,” 36/37–38/39 | **Read Across Texts** | Strategy: Ask Questions, 2215  
Skill: Compare and Contrast, 2215  
Activity Book, 21 |
| **Fluency** | Reread for Fluency, 2212 | **Fluency** | Word Automaticity, Connected Text, 35U |
| **Independent Writing** | Revise and Edit Descriptive Sentences, 2213 | **Independent Writing** | Publish and Present Descriptive Sentences, 2219 |
| **Grammar** | Subjects and Predicates, 35Q | **Grammar** | Subjects and Predicates, 35Q |
| **Quick Check** | Phonics, 2210 | **Quick Check** | Phonics/Spelling, 35V |

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| **Focus Question** | Which story or poem about ocean creatures would you like to look at and read again?  
Oral Vocabulary: adventurous, anxious, inquisitive, insignificant, route, 41A | **Focus Question** | How did visualizing help you? How might it help you when you read another selection?  
Oral Vocabulary: adventurous, anxious, inquisitive, insignificant, route, 41A |
| **Phonemic Awareness** | Phoneme Segmentation/Substitution, 41C | **Phonemic Awareness** | Phoneme Segmentation/Substitution, 41C |
| **Phonics** | Blend Words with oo, 41D | **Phonics** | Blend Words with oo, 41D |
| **Spelling** | Posttest, 41E | **Spelling** | Posttest, 41E |
| **High-Frequency Words/Vocabulary** | always, father, four, love, mother; firm, supposed, 41F | **High-Frequency Words/Vocabulary** | always, father, four, love, mother; firm, supposed, 41F |
| **Independent Writing** | Publish and Present Descriptive Sentences, 2219 | **Writing** | Daily Writing Prompt: Draw a picture of a time when you helped out. Write about the picture.  
Independent Writing: Report Publish and Present, 41L  
Grammar: Subjects and Predicates, 41H |
| **Oral Grammar** | Mechanics: Sentence Punctuation Teacher’s Resource Book, GR7E  
R.1.1.3 | **Weekly Assessment** | 41K–41L |
| **Quick Check** | Phonics, 35G | **Quick Check** | Phonics/Spelling, 35V |

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**Grade 1**

**Weekly Assessment, 2220–2221**

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<td>How do you know this story is realistic fiction?</td>
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<td>dare, humble, permit, predicament, solution, 75K</td>
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<td>75E</td>
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<td><strong>High-Frequency Words</strong></td>
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<td>Whistle for Willie, 46/47–74</td>
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<td>&quot;Sea Animals,&quot; 17</td>
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<td>American Heroes, 75</td>
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<td>Reread for Fluency, 2296</td>
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<td>&quot;Seeing-Eye Dogs,&quot; 76/77–78/79</td>
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### DAY 1

#### Grade K
- **Focus Question:** What new thing are you learning to do? Build Background, 2352 R.K.1.13, R.K.1.18
- **Oral Vocabulary:** confused, describe, insist, texture, understand, 2352
- **Phonemic Awareness:** Phoneye Isolation, 2355 R.K.1.11

#### Grade 1
- **Focus Question:** What jobs do you know about? What job would you like to do?
- **Oral Vocabulary:** duty, equipment, profession, satisfaction, thorough, 82L
- **Phonemic Awareness:** Phonyme Blending, 2368 R.K.1.9

### DAY 2

#### Grade K
- **Focus Question:** What can you do with your hands? Oral Vocabulary Cards, “All Kinds of Vets,” 85E
- **Phonemic Awareness:** Phonyme Segmentation, 85G R.K.1.9

#### Grade 1
- **Focus Question:** What different kinds of jobs do people have?
- **Oral Vocabulary:** duty, equipment, profession, satisfaction, thorough, 85E

### ORAL LANGUAGE
- **Oral Vocabulary**
- **Listening Comprehension**
- **Phonic Awareness**

### WORD STUDY
- **Phonics**
  - Introduce Jj, 2356 R.K.1.14
  - Handwriting: Write Jj, 2357 W.K.1.4
- **Spelling**
  - Pretest, 83E R.K.1.19, R.K.1.15
- **High-Frequency Words**
  - Build Background, 2352 R.K.1.13

### READING
- **Comprehension**
- **Fluency**

### LANGUAGE ARTS
- **Writing**
  - A List, 2359 W.K.1.3, W.K.1.4
- **Grammar**
  - Pronouns, 2358 R.K.1.18, U.K.1.1

### ASSESSMENT
- **Informal/Formal**

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**California Standards**

**Grade K**
- High-Frequency Words: with my R.K.1.15
- Oral Vocabulary: Color, Fruit, and Vegetable Words R.K.1.17
  - Skill: Use illustrations, 2353 R.K.1.17
- High-Frequency Words/Oral Vocabulary: With my R.K.1.15

**Grade 1**
- Phonemic Awareness/Phonics: Introduce Jj, 2356 R.K.1.14
  - Handwriting: Write Jj, 2357 W.K.1.4
  - Activity Book, 4 Practice Book, 201
- Spelling: Pretest, 83E R.K.1.19, R.K.1.15
- High-Frequency Words/Oral Vocabulary: Build Background, 2352 R.K.1.13
  - Skill: Use Illustrations, 2362
  - Reread, 2366 R.K.1.17
  - Skill: Classify and Categorize

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**Teacher's Resource Book, GR82**

**Grade K**
- Differentiated Instruction 2398–2423
- **Grammar**
  - Report, 93C
  - Pronouns, 93B
- **Interactive Writing**
  - Sentences, 2371 W.K.1.1

**Grade 1**
- **Grammar**
  - Report, 86/87–92/83
  - Pronouns, 85C
  - Practice Book, 319 LC 1.1.8
- **High-Frequency Words/Vocabulary**
  - Build Background, 2352
  - Only... interesting, 85G R.K.1.11
- **Comprehension**
  - Strategy: Monitor Comprehension: Reread, 2362
  - Skill: Classify and Categorize
  - Practice Book, 319, 320, 322 R.K.1.17
  - Skill: Classify and Categorize
  - Practice Book, 202 R.K.1.17
- **Fluency**
  - Word Automaticity, Connected Text, 85H

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**Practice Book, 318, 320, 322**

**Teacher's Resource Book, GR82**

**Grade K**
- Differentiated Instruction 2398–2423
- **Grammar**
  - Report, 93C
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- **Interactive Writing**
  - Sentences, 2371 W.K.1.1

**Grade 1**
- **Grammar**
  - Report, 86/87–92/83
  - Pronouns, 85C
  - Practice Book, 319 LC 1.1.8
- **High-Frequency Words/Vocabulary**
  - Build Background, 2352
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- **Comprehension**
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  - Skill: Classify and Categorize
  - Practice Book, 202 R.K.1.17
- **Fluency**
  - Word Automaticity, Connected Text, 85H
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**Grade K**

- **Focus Question:** Can you guess some of my favorite things to do?
  - Oral Vocabulary: confused, describe, insist, texture, understand, 2372 (RK.1.18)
  - Oral Vocabulary Cards: “The Blind Men and the Elephant”
  - Phonemic Awareness: Phonoeme Isolation, 2377 (RK.1.11)

**Grade 1**

- **Focus Question:** What people did the selection tell about? What information did you learn from the photographs?
  - Oral Vocabulary: duty, equipment, profession, satisfaction, thorough, 93K
  - Content Big Book: “What Animals Eat Plants!” (LS.1.2.c, LS.1.2.d)
  - Phonemic Awareness: Phoneme Substitution, 2386 (RK.1.9)

**Phonics**

- Introduce /kw/
- Blend Two-Syllable Words, 93F
- Practice Book, 324 (R.K.1.10, R.K.1.15)
- Spelling: Word Sort, 93H
- Activity Book, 10
- Practice Book, 206
- Review High-Frequency Words, 2388 (RK.1.15)

**Read the Nonfiction Article**

- Content Big Book: “Water Changes,” 18–25 (PS.K.1.b)
- Text Feature: Photographs, 2374 (RK.3.2)
- Read: Cool Jobs, 86/87–92/93
  - Decodable Reader: Where Dinosaurs Walked, 93I (R.K.1.11)
  - Comprehension: Maintain Skill: Retell
  - Study Skill: Media Center and Internet, 93O
  - Fluency: Sound/Spelling, 93F
  - Practice Book, 327

**Independent Writing**

- Prewrite and Draft Questions and Answers, 2381 (WK.1.3, WK.1.4)
- Oral Grammar: Pronouns, 2380 (RK.1.18)

**Writing**

- Daily Writing Prompt: Draw a picture of a person that has a job that is done during the night. Write sentences about the job.
- Independent Writing: Report
  - Prewrite and Draft, 93Q
  - Writing Traits: Sentence Fluency (LAS.1.1, W.1.1)
  - Grammar: Pronouns, 93P
  - Mechanics: Commas in Letters
  - Report: Teacher’s Resource Book, 4883 (W.1.1.1)

**Independent Writing**

- Revise and Edit Questions and Answers, 2389 (WK.1.4, LAS.1.2)

**Quick Check**

- High-Frequency Words, 2376; Phonemic Awareness, 2377

### Day 4

**Grade K**

- **Focus Question:** What would you do if you were the size of my thumb?
  - Oral Vocabulary: duty, equipment, profession, satisfaction, thorough, 93S
  - Read Aloud: “Dream Jobs,” 93K (LAS.1.1)
  - Phonemic Awareness: Phoneme Substitution, 2386 (RK.1.9)

**Grade 1**

- **Focus Question:** What is this passage mainly about?
  - Oral Vocabulary: duty, equipment, profession, satisfaction, thorough, 93S
  - Read Aloud: “Jobs at School,” 86/87–92/93
  - Comprehension: Test Strategy: Author and Me (R.1.2.2)
  - Writing: To a Prompt: Report, 95A
  - Grammar: Pronouns, 97A
  - Practice Book, 328 (LC.1.1)
  - Fluency: Word Automaticity, Connected Text, 93U (R.1.1.16)

**Phonics**

- Blend and Build Words with Two-Syllables, 93T (R.1.1.10)
- Spelling: Test Practice, 93V
- Practice Book, 325 (LC.1.1.8)
- High-Frequency Words/Vocabulary: build, goes, laugh, only, interesting, ordinary, 93W (R.1.1.11)

**Write Across Texts**

- Strategy: Monitor Comprehension: Reread, 2391
- Skill: Use Illustrations, 2391 (RK.2.2)
- Activity Book, 11
- Fluency: Word Automaticity, 2392

**Quick Check**

- Phonics, 93G
- Spelling, 93V

**End-of Week Assessment**, 2396–2397

### Day 5

**Grade K**

- **Focus Question:** How could you help me with my job?
  - Oral Vocabulary: duty, equipment, profession, satisfaction, thorough, 97C
  - Phonemic Awareness: Phoneme Substitution, 2393 (RK.1.7)

**Grade 1**

- **Focus Question:** How might rereading help you when you read another selection?
  - Oral Vocabulary: duty, equipment, profession, satisfaction, thorough, 97C
  - Phonemic Awareness: Phoneme Substitution/Substitution, 97F (R.1.1.7, R.1.1.9)

**Phonics**

- Two-Syllable Words, 97F (R.1.1.18)
- Spelling Posttest, 97G (LC.1.1.8)
- High-Frequency Words/Vocabulary: build, goes, laugh, only, interesting, ordinary, 97H (R.1.1.11)

**Write Across Texts**

- Weekly Literature: Cool Jobs, 86/87–92/93
- Comprehension: Strategy: Monitor Comprehension: Reread
- Skill: Classify and Categorize
- Fluency: Word Automaticity, 97F (R.1.1.16)

**Quick Check**

- High-Frequency Words, 2376; Phonemic Awareness, 2377

**Weekly Assessment, 97M–97N**
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<td>Oral Vocabulary: create, decorate, design, extraordinary, imagine, 2456 LAS K.2.1</td>
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**Quick Check:** Phonics, 2470

**Quick Check:** Phonics, 2470

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### Grades K-1 Combination Class Lesson Plan

**Whole Group**
- **Oral Language**
  - Oral Vocabulary
  - Comprehension
  - Phonemic Awareness

**Day 1**
- **Grade K**
  - Focus Question: Who can count with me backward from one to ten? Build Background, 2520
  - Oral Vocabulary: considers, curious, explore, final, splendid, 2520
  - Phonemic Awareness: Phoneme Isolation, 2523
  - High-Frequency Words: with, my, me, where

- **Grade 1**
  - Focus Question: What is a special day that you have had? What made it special?
  - Oral Vocabulary: fantastic, nutritious, plentiful, stubborn, visit, 136L
  - Read Aloud: “My Shadow,” 137A
  - Phonemic Awareness: Phoneme Reversal, 137B

**Day 2**
- **Grade K**
  - Focus Question: If you walk to a pond with me, what would you see there?
  - Oral Vocabulary: consider, curious, explore, final, splendid, 2528
  - Number Words: 2535

- **Grade 1**
  - Focus Question: What happens when Oscar forgets to tell the neighbors about the picnic?
  - Oral Vocabulary: fantastic, nutritious, plentiful, stubborn, visit, 139E

**Word Study**
- **Grade K**
  - Phonics: Cumulative Review, 2524
  - Spelling: Review: Jj, Qq, Yy, Zz, 2525
  - High-Frequency Words: with, my, me, where

- **Grade 1**
  - Phonics: Two-Syllable Words, 137C
  - Spelling: Dictation, Pretest, 137E

**Reading**
- **Grade K**
  - Share the Trade Book: Turtle Splash!
  - Strategy: Monitor Comprehension: Reread, 2521

- **Grade 1**
  - Read: Decodable Reader: The Birthday Party, 137F
  - Comprehension: Analyze Story Structure: Skill: Character, Setting, Plot

**Language Arts**
- **Grade K**
  - Shared Writing: A List, 2527

- **Grade 1**
  - Writing: Daily Writing Prompt: Have children write about a special day that they might like to have with friends or family.
  - Interactive Writing: Sentences, 2539

**Assessment**
- **Grade K**
  - Quick Check: Phonemic Awareness, 2523

- **Grade 1**
  - Quick Check: Phonics, 137D

**Small Group**
- **Grade K**
  - Differentiated Instruction: Grades K–1 Combination Class Lesson Plan

- **Grade 1**
  - Differentiated Instruction: Grades K–1 Combined Class Lesson Plan

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**California Standards**

**Grade K**
- Phonemic Awareness/Phonics: Review Jj, Qq, Yy, Zz, 137C
  - High-Frequency Words: with, my, me, where
  - Oral Vocabulary: Number Words
  - Comprehension: Strategy: Monitor Comprehension: Reread
  - Skill: Identifying Setting, 2521

**Grade 1**
- Phonemic Awareness/Phonics: Two-Syllable Words
  - High-Frequency Words/Vocabulary: around, begin, brought, certain, minutes, straight; cancel, daydream
  - Oral Grammar: Pronouns, 2526
  - Comprehension: Strategy: Analyze Story Structure: Skill: Character, Setting, Plot
  - Writing: Personal Narrative Letter
  - Science: Physical Science

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**Note:**
- Grades K-1 Combination Class Lesson Plan includes a variety of activities and skills addressed at both Grade K and Grade 1 levels, tailored to support differentiated instruction in a combined class setting.
- The plan integrates reading, writing, listening, and speaking activities, along with phonics, vocabulary, and comprehension strategies to enhance students' literacy skills.
- It also includes assessment components to monitor student progress and adjust instruction accordingly.

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**Additional Resources:**
- www.macmillanmh.com for Online Lesson Planner
- Turtle Splash! Storybook
- Super Oscar, pp. 140/141–162

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**Practice Books:**
- Practice Book, 213
- Practice Book, 347
- Practice Book, 342
- Practice Book, 344
- Practice Book, 214
- Practice Book, 343

** cumulative Review:**
- 2536

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**Fluency:**
- Echo-Read, 2534

**Comprehension:**
- Monitor Comprehension: Reread, 2521

**Listening:**
- Identifying Setting, 2530

**Phonemic Awareness:**
- Phoneme Isolation, 2523

**Phonics:**
- Two-Syllable Words, 137C

**Spelling:**
- Dictation, Pretest, 137E

**High-Frequency Words/Vocabulary:**
- around, begin, brought, certain, minutes, straight; cancel, daydream

**Oral Vocabulary:**
- Number Words

**Phonics:**
- with, my, me, where

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**Writing:**
- Daily Writing Prompt: Have children write about a special day that they might like to have with friends or family.

**Interactive Writing:**
- Sentences, 2539

**Grammar:**
- Combining Sentences, 139C

**Science:**
- Physical Science

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**ASSESSMENT:**
- Quick Check: Phonemic Awareness, 2523
- Quick Check: Phonics, 137D
- Quick Check: Comprehension, 2534
- Quick Check: High-Frequency Words, 139J

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**Whole Group:**
- Oral Language
  - Oral Vocabulary
  - Listening Comprehension
  - Phonemic Awareness

**Small Group:**
- Differentiated Instruction
### DAY 3

**Grade K**
- **Focus Question:** Who can tell me what to do and where to go to be healthy?
- **Phonics**
  - Cumulative Review: 2546
  - Blend with -ut: 2547
- **High-Frequency Words**
  - with, my, me, where: 2544
- **Read the Nonfiction Magazine Article**
  - Content Big Book: “Where Does the Water Go?” 33–36
- **Read**
  - Super Oscar: 140/141–160/161
  - Native American Baskets: 1631
- **Interactive Read-Aloud**
  - Listening Comprehension: 2552
  - Aloud: “Jack and the Beanstalk”
- **Fluency**
  - Sound/Spelling: 163F

**Grade 1**
- **Phonics**
  - Review and Blend Two-Syllable Words: 163F
  - Practice Book: 348
- **Spelling**
  - Word Sort: 163H
  - Teacher’s Resource Book: 349
- **High-Frequency Words/Vocabulary**
  - around, begin, brought, certain, minutes, straight, cancel, daydream, daydream: 1633
- **Read Across Texts**
  - Strategy: Monitor Comprehension: Reread, 2559
  - Skill: Identify Setting, 2559
- **Fluency**
  - Word Automaticity: 163U

### DAY 4

**Grade K**
- **Focus Question:** What makes Super Oscar a character you would only find in a fiction story?
- **Oral Vocabulary**
  - consider, curious, explore, final, splendid: 2540
- **Phonics**
  - Add Two-Syllable Words: 163T
  - Practice Book: 350
- **High-Frequency Words/Vocabulary**
  - around, begin, brought, certain, minutes, straight, cancel, daydream: 1636
- **Writing**
  - Daily Writing Prompt: Have children write a personal narrative letter about a special day.
- **Independent Writing**
  - Revise and Edit Counting Books: 2557

**Grade 1**
- **Focus Question:** Do you like stories with characters that are funny, scary, big, or little?
- **Oral Vocabulary**
  - fantastic, nutritious, plentiful, stubborn, visit: 1634
- **Phonics**
  - Blend and Build Two-Syllable Words: 163T
  - Practice Book: 352
- **Spelling**
  - Practice: 163V
- **High-Frequency Words/Vocabulary**
  - around, begin, brought, certain, minutes, straight, cancel, daydream: 1636
- **Writing**
  - Daily Writing Prompt: Children may revise and proofread their letters and write a final draft during independent time.
- **Independent Writing**
  - Publish and Present Counting Books: 2563

### DAY 5

**Grade K**
- **Focus Question:** How is the special day in Super Oscar like the day described in “Dancing Paper”?
- **Oral Vocabulary**
  - fantastic, nutritious, plentiful, stubborn, visit: 1635
- **Phonics**
  - Sound/Spelling: 163V
- **High-Frequency Words/Vocabulary**
  - around, begin, brought, certain, minutes, straight, cancel, daydream: 1637

**Grade 1**
- **Focus Question:** What are the best things you did with me and my class this year?
- **Oral Vocabulary**
  - consider, curious, explore, final, splendid: 2556
- **Phonics**
  - Blend-Sound/Spelling: 163V
- **High-Frequency Words/Vocabulary**
  - around, begin, brought, certain, minutes, straight, cancel, daydream: 1637
- **Writing**
  - Daily Writing Prompt: Draw a picture of a special party. Write about what the party is like.