*Skills to be Working on at Home*

There will be so much more than this taught, but this is the bare basics for Report Cards and Homework Practice. Move your child through each skill as mastery occurs. In many cases that may mean working ahead or continuing to higher levels in the same skill. I will make individual suggestions along the way. I will let you know which Language Arts week we are currently working on from time to time. ClassDojo is the best way to reach me!

As always, thanks for your support and help at home!!!!

***Language Arts****:*

1. **Read, Read, and Read** to your child and with your child for the greatest reading growth.
2. **Class Dojo will be used for Book Baggie Readings.**
3. **Identification of Upper and Lower-Case Letters:**
	1. Read out of order
	2. Write out of order with correct formation and spacing
	3. Flash Cards were sent home
4. **Sounds**:
	1. Adult says the sound; the child responds with the correct letter for that sound
	2. Flash Cards were sent home
5. **Writes First and Last Name**:
	1. Upper case first letter
	2. Remaining letters lower-case
	3. No Reversals
	4. Proper Spacing
	5. Example: Arthur Reid
6. **Sentence Writing**:
7. The first word gets a capital letter
8. The remaining words use lower case letters
9. Use correct punctuation at the end of the sentence (. ? !)
10. Example: Do you have a brown dog?
11. **Syllables**:
	1. How many parts are in a word?
	2. Example: umbrella = um-brel-la (3), apple = ap-ple (2), see = (1)
12. **Phonological Awareness**:
	1. How many words are in a sentence?
	2. Find a sentence in a book
	3. Count the number of words in that sentence
	4. Example: Mary ran to the store
	5. Answer: There are 5 words in this sentence
13. **Blending**:
	1. Given the sounds /b/-/a/-/t/
	2. Produce “bat”
	3. Finger Spelling is used
14. **Segmenting**:
	1. Given the word “bat”
	2. Produce /b/-/a/-/t/
	3. Finger Spelling is used
15. **Rhyming**:
	1. Ending sounds are the same in both words
	2. Examples: Small-tall, run-bun, like-bike
	3. Say a word, and then have them produce a “real word” that rhymes with that word.
	4. Say two words, then have them tell you if the two words rhyme or not
16. **Ending Sounds**:
	1. What is the ending sound for the word “jump”?
	2. Answer: /p/
17. **Beginning Sounds**:
	1. What is the beginning sound for the word “jump”?
	2. Answer: /j/

***Weekly Overview of Language Arts Skills****:*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Snap Words** * **Read and Write**
* **Spell**
* **Flash Cards were sent home**
 | **Red Words*** **Arm Spelling**
* **Say each letter while tapping the arm**
* **Write, Read, and Spell**
 | **Word Families/Chunks*** **Finger Spell/Sound Out**
* **Read and Write**
* **Add new letters at the beginning to form new words**
* **Sent home at the beginning of the year.**
* **Follow the Word Family selection for the week we are on in school.**
 | **Fast Start*** **Sent home at the beginning of the year.**
* **Follow the Fast Start selection for the week we are on in school.**
* **I will ClassDojo with reminders for which week we are on.**
 | **Word Study*** **These are picture and word sorts based on the skill.**
* **All are completed in class.**
* **Some are cut and glued onto another piece of paper and sent home.**
* **Some are done on magnet trays and not sent home.**
 |
| **Week A****and on-going** | red, black, blue, purple, brown, yellow, green, orange, white, pink | * Learning classroom routines and expectations
* Establishing community
* Getting to know one another
 |
| **Week 1** | the, I, a | the |  | Pat-a-Cake |  |
| **Week 2** | my, by, am | my | -am | Itsy Bitsy Spider |  |
| **Week 3** | was, at | was | -at | Mary Had a Little Lamb |  |
| **Week 4** | are, an. can, and | are | -an | Miss Mary Mack | Fruit/Not Fruit |
| **Week 5** | to, do, too, had | to, do | -ad | Hickory Dickory Dock | Shapes |
| **Week 6** | you | you, your | -ap | Fingerplay | Animal/Not an Animal |
| **Week 7** | in, is, it | here | -ag | Humpty Dumpty | b, m, r, s |
| **Week 8** | like | said | -op | Little Bo Peep | t, g, n, p |
| **Week 9** | me, we, be, see, he | have | -ot | Little Miss Muffet | c, h, f, d |
| **Week 10** | no, go, so | of | -og | I’m Me! | l, k, j, w |
| **Week 11** | on, up, fun | very | -un | What Do You Need? | y, z, v |
| **Week 12** | did | would, could, should | -ut | This Little Piggy | at |
| **Week 13** | went, this | were | -ug | The Lesson | an/ad |
| **Week 14** | him, her, they | they | -ip | Apples Three | ap/ag |
| **Week 15** | look, for | what | -ig | Old Mother Hubbard | op/ot/og |
| **Week 16** | will | two | -ill | The Old Women | et/eg/en |
| **Week 17** | get, got | many, any | -et | Hey Diddle Diddle | un/ut/ug |
| **Week 18** | come | come, some | -eg | 1, 2, 3, 4, 5 | ip/ig/ill |
| **Week 19** | play, day | give, live | -en | Flu | s/h/sh |
| **Week 20** | all, ball | put | -it | Little Boy Blue | c/h/ch |
| **Week 21** | has, as | from | -in | Baa, Baa, Black Sheep | h/sh/ch |
| **Week 22** |  |  | -ox | Old Kind Cole | t/th |
| **Week 23** |  |  | -ix | Hot Cross Buns | th/wh |
| **Week 24** |  |  | -ed | Little Jack Horner | sh/ch/wh/th |
| **Week 25** |  |  | -up | Winter Snow | s/t/st |
| **Week 26** |  |  | -all | Twinkle, Twinkle | sp/sk/sm |
| **Week 27** |  |  | -ing | Bake a Cake | s/sn/sw |
| **Week 28** |  |  | -ake | Drip Drop | p/l/pl |
| **Week 29** |  |  | -and | The Crooked Man | pl/sl/bl |
| **Week 30** |  |  |  | Traveling, Traveling | cr/cl/fl/fr |

***Everyday Math Skills by Trimester****:*

|  |  |  |  |
| --- | --- | --- | --- |
| **Skills** | **Trimester 1** | **Trimester 2** | **Trimester 3** |
| **Rote Counting** | 0-19 | 0-50 | 0-100 |
| **Skip Count by 10’s** |  | 10 to 50 | 10 to 100 |
| **Counts on from a given number** | On from 12 | On from 35  | On from 79 |
| **Recognizes numbers out of order** | 0-10 | 0-20 | 0-20\* |
| **Writes numbers with correct formation** | 0-10 | 0-20 | 0-20\* |
| **Counts Sets** | 0-10 | 0-20 | 0-20\* |
| **Greater and Less Than** |  | Compares two numbers 1-10 in written form to determine which is greater or least | Compares two numbers 1-10 in written form to determine which is greater or least |
| **Addition and Subtraction (use flash cards already sent home)** | Add within 5 using objects, drawings or other concrete strategies. | Add and Subtract within 10 by using objects or drawings to represent the problem. | Add and Subtract within 10 by using objects or drawings to represent the problem. |
| **Writes a variety of addition and Subtraction number sentences from two-colored unfix cubes** |

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3 + 5 = 82 + 6 = 8 |

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3 + 5 = 82 + 6 = 8 |

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3 + 5 = 82 + 6 = 8 |
| **Find a variety of number pairs that equal 10.** |  | 0 + 10 = 103 + 7 = 108 + 2 = 10 etc. | 0 + 10 = 103 + 7 = 108 + 2 = 10 etc. |
| **Adding on from 10** |  | 10 + 5 = 1510 + 8 = 18 etc. | 10 + 5 = 1510 + 8 = 18 etc. |
| **Measurement** | Longer and Shorter | Longer/Shorter/TallerHeavier/ Lighter | Length/weight/capacity |
| **Sorting** | Color by count | Shaper by count | Size by count |
| **Using objects to demonstrate, I can put the book…** |  | Above, Beside, Next to, Below, In Front of, and Behind  | Demonstrate and use the correct language. |
| **2 D Shape Identification** | **Names** Circle, Square, Rectangle, and Triangle | **Describes** the Circle, Square, Rectangle, and Triangle (uses terms like: corners, vertices, flat, sides, same, equals). |  |
| **3 D Shape Identification** |  |  | **Names and Describes** the Rhombus, Trapezoid, Hexagon, Sphere, Cube, Cylinder, and Rectangular Prism. |
| **Draws: 2 D and 3 D Shapes**  |  | Draws Circle, Square, Rectangle, and Triangle | Draws the Rhombus, Trapezoid, Hexagon |
| **Pattern Blocks** |  | Uses Pattern Blocks to make pictures with outlines provided. | -Makes a rectangle out of two triangles.-Makes a rectangle out of other shapes. |

**Everyday Math Content: Chapters 1, 2, 3, 4, 5, 6, 7, 8, and 9**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lesson Number** | **Lesson Title** | **Lesson Number** | **Lesson Title** | **Lesson Number** | **Lesson Title** |
| 1-1 | Partner Match | 2-1 | Match Up with Dot Cards | 3-1 | Pattern Block Graph |
| 1-2 | Introduce Pattern Blocks | 2-2 | Top-It with Dot Cards | 3-2 | Ten-Bean Spill |
| 1-3 | Gotcha: A Counting Game | 2-3 | Getting to Know Triangles | 3-3 | Rope Shapes |
| 1-4 | Number Walk | 2-4 | Number Boards | 3-4 | Number Books |
| 1-5 | Getting to Know Numbers | 2-5 | Pocket Problems | 3-5 | Longer or Shorter? |
| 1-6 | Count and Sit | 2-6 | How Many More? | 3-6 | Obstacle Course Positions |
| 1-7 | Class Birthdays | 2-7 | Introduction to Sorting | 3-7 | Comparing Representations |
| 1-8 | Class Age Graph | 2-8 | Getting to Know Circles | 3-8 | Spin a Number |
| 1-9 | Number Stations | 2-9 | Ten Frames | 3-9 | Line Up |
| 1-10 | Quick Looks | 2-10 | Counting Collections | 3-10 | Number-Card Activities |
| 1-11 | Five Frames | 2-11 | Getting to Know Rectangles | 3-11 | Roll and Record |
| 1-12 | Describing Shapes | 2-12 | Number Stories | 3-12 | Monster Squeeze |
| 1-13 | Shape Patterns | 2-13 | More Number Stories | 3-13 | Numbers on Slates |
| **Lesson Number** | **Lesson Title** | **Lesson Number** | **Lesson Title** | **Lesson Number** | **Lesson Title** |
| 4-1 | Attribute Blocks | 5-1 | The 100th Day of School | 6-1 | Body Heights with String |
| 4-2 | Shapes by Feel | 5-2 | Roll & Record with Dot Dice | 6-2 | Length Line Up |
| 4-3 | Favorite Colors Graph | 5-3 | Ten Bears on a Bus | 6-3 | Types of Pets Graph |
| 4-4 | Meet the Calculator | 5-4 | Find and Draw Shapes | 6-4 | Solid-Shapes Museum |
| 4-5 | Ten-Frame Quick Looks | 5-5 | Shapes All Around | 6-5 | Flat and Solid Shapes |
| 4-6 | Moving with Teens | 5-6 | Teen Partners | 6-6 | “What’s My Rule?” |
| 4-7 | Building Hexagons | 5-7 | Seats at the Party | 6-7 | Tall Enough to Ride? |
| 4-8 | Building Numbers | 5-8 | Teens on Double Ten Frames | 6-8 | The Subtraction Symbol (-) |
| 4-9 | Exploring Weight | 5-9 | The Equal Symbol (=) | 6-9 | Disappearing Train |
| 4-10 | Exploring Capacity | 5-10 | The Addition Symbol (+) | 6-10 | Attribute Spinner |
| 4-11 | Counting by 10’s | 5-11 | Growing Train | 6-11 | Hiding Bears |
| 4-12 | Top-It with Number Cards | 5-12 | Number Scrolls | 6-12 | Growing and Disappearing Trains |
| 4-13 | Number- Grid Exploration | 5-13 | Shape Combinations | 6-13 | Number Stories with (+, -, and =) |
| **Lesson Number** | **Lesson Title** | **Lesson Number** | **Lesson Title** | **Lesson Number** | **Lesson Title** |
| 7-1 | Number Line Addition and Subtraction | 8-1 | Solid Shapes by Feel | 9-1 | Make My Design |
| 7-2 | Domino Addition | 8-2 | Marshmallow and Toothpick Shapes | 9-2 | Subtraction Top-It |
| 7-3 | Teen Collections | 8-3 | Counting to Measure Time | 9-3 | “What’s My Rule?” with Numbers |
| 7-4 | Solid-Shapes Match Up | 8-4 | Interrupted Counting | 9-4 | Backpack Math: Height, Width, and Area |
| 7-5 | Count and Skip Count with Calculators | 8-5 | Dice Subtraction | 9-5 | Backpack Math: Weight and Capacity |
| 7-6 | Pan Balance: Leveling | 8-6 | Craft-Stick Bundles | 9-6 | Roll and Record with Number Dice |
| 7-7 | Representing Survey Data | 8-7 | Birds on Wires | 9-7 | Making Classroom Maps |
| 7-8 | Estimation Jar | 8-8 | Car Race | 9-8 | Uniform Weights on a Pan Balance |
| 7-9 | Bead Combinations | 8-9 | Number Stories with Calculators | 9-9 | Measuring Time in Seconds |
| 7-10 | Class Number-Story Book Class Collection | 8-10 | Nonconsecutive Numbers | 9-10 | Double on Double Ten |
| 7-11 | Class Collection | 8-11 | Addition Top-It | 9-11 | Fishing for Ten |
| 7-12 | Dice Addition | 8-12 | Function Machines | 9-12 | Math Celebration Preparation |
| 7-13 | More Number Stories | 8-13 | Name Collection | 9-13 | Math Celebration |

**Units of Study Content: Units 1, 2, 3, and 4**

**We Are Readers: Unit 1 Content**

|  |
| --- |
| **BEND l: Launching with Learn-About-the-World Books** |
|  | **Session** | **In this session, children will learn (that)…** |
|  | 1 | * readers read the world. A reader is someone who walks through the world on the lookout for things to read.
 |
|  | 2 | * readers don’t just read stories; they also read books to learn about the world.
 |
|  | 3 | * routines of private and partner reading will be done every day.
 |
|  | 4 | * readers read a book from the cover to the pages to the end—or from the front cover to the back cover.
 |
|  | 5 | * readers reread and monitor themselves.
 |
|  | 6 | * rereading also helps them do the work of putting all of the pages together in their book.
 |
|  | 7 | * when readers reread a book, they are also learning more because they are rethinking.
 |
|  | 8 | * reading both the pictures and the words on each page will help them learn more in each book.
 |
|  | 9 | * readers use teacher-like voices when reading their books.
 |
| **BEND ll: Reading Old Favorite Storybooks** |
|  | **Session** | **In this session, children will learn (that)….** |
|  | 10 | * how to turn stories that they have been read to, a zillion times, into stories they can read.
 |
|  | 11 | * the importance of reading the right part of their old favorite storybook on the right page.
 |
|  | 12 | * that readers have the power to turn any storybook they love into an old favorite storybook.
 |
|  | 13 | * that readers make their old favorite storybook reading better by using exact character words.
 |
|  | 14 | * how to use the words on the page to push themselves to say more when reading their old favorite storybooks.
 |
|  | 15 | * how to use words to connect one page to the next page to make their old favorite storybooks sound better.
 |
|  | 16 | * the more times they read a book, the more they will sound exactly like the book.
 |
|  | 17 | * how to use their know-it-by-heart power to help them point to and read some of the words in their books.
 |
|  | 18 | * how to use the anchor chart for the unit as a checklist to help make their partner reading of their old favorite storybooks even better.
 |
|  | 19 | * we will celebrate all their hard work to become readers.
 |

**Super Powers: Unit 2 Content**

|  |
| --- |
| **BEND l: Using Super Powers to Look and Point, and Then Read Everything** |
|  | **Session** | **In this session, children will learn (that)…** |
|  | 1 | * they can use “super powers” to help them read, starting with the power of pointing under each word to read what it actually says.
 |
|  | 2 | * the number of words they read should match the number of times they point.
 |
|  | 3 | * both short and long words get one tap.
 |
|  | 4 | * snap words (popcorn words)—words they know in a snap—can help them fix their pointer power.
 |
|  | 5 | * partners can double their pointing power by having one partner read while the other partner points, both checking that one word gets one tap.
 |
| **BEND ll: Taking On Even the Hardest Words** |
|  | **Session** | **In this session, children will learn (that)….** |
|  | 6 | * using pictures will help them predict and read unfamiliar words.
 |
|  | 7 | * readers look, read, spell, write, look, and read to make any word a snap word.
 |
|  | 8 | * readers look at the first letter and say the first sound to help them predict and read an unfamiliar word.
 |
|  | 9 | * readers try one thing and then another when they are stuck.
 |
|  | 10 | * readers monitor which reading powers they use the most and set goals to use others more.
 |
|  |
|  | **Session** | **In this session, children will learn (that)….** |
|  | 11 | * readers read with smooth voices to bring books to life.
 |
|  | 12 | * readers sing out pattern words to help them read smoothly.
 |
|  | 13 | * end punctuation is used to determine when to stop and what voice to use when reading.
 |
|  | 14 | * readers use their voices in different ways as they read to show they understand the book. They match their tone to the feelings in the book.
 |
|  | 15 | * readers not only read books; they talk about them, too, to bring them to life.
 |
|  | 16 | * readers retell books to help them remember all the parts.
 |
|  | 17 | * readers share their gift of reading by reading to others.
 |

**Bigger Books, Bigger Reading Muscles: Unit 3 Content**

|  |
| --- |
| **BEND l: Tackling More Challenging Books** |
|  | **Session** | **In this session, children will learn (that)…** |
|  | 1 | * readers need to draw on all they know (and more) to tackle the reading challenges ahead.
 |
|  | 2 | * by figuring out the pattern will help them read their books.
 |
|  | 3 | * they can search, use the picture, and the first letter to solve unknown words.
 |
|  | 4 | * they can expect pattern breaks in their books and to use all of the strategies to read those books.
 |
|  | 5 | * even after they think they have solved the words, their reading work is not finished.
 |
|  | 6 | * they don’t just use the pattern to help them read the words, they also use the pattern and ending to better understand their books.
 |
| **BEND ll: Zooming In on Letters and Sounds** |
|  | **Session** | **In this session, children will learn (that)….** |
|  | 7 | * they can realize that one of their biggest sources of power is their letter-sound knowledge.
 |
|  | 8 | * they can use their letter-sound knowledge to solve unknown words.
 |
|  | 9 | * as books get more challenging they will have to move from looking at the initial consonant in a word to looking at the first two or three consonants.
 |
|  | 10 | * they can solve words by first looking at the beginning parts of words and then moving their eyes toward the ends of the words.
 |
|  | 11 | * they can locate known words and read these words in a snap.
 |
|  | 12 | * even after they think they have solved words, their reading work is not finished.
 |
| **BEND lll: Graduation: Becoming Stronger Readers** |
|  | **Session** | **In this session, children will learn (that)….** |
|  | 13 | * they can graduate to new, powers.
 |
|  | 14 | * some of their books might be less patterned.
 |
|  | 15 | * they can read familiar high-frequency words no matter what—even when they have inflected endings.
 |
|  | 16 | * knowing how stories go can help them read and think about what might happen next.
 |
|  | 17 | * readers need to think about what is happening in the story to help them improve their fluency and make their books come to life.
 |
|  | 18 | * readers learn new ways to think and talk about their books.
 |
|  | 19 | * we will celebrate all their hard work to become a reader.
 |

**Becoming Avid Readers: Unit 4 Content**

|  |
| --- |
| **BEND l: Becoming an Avid Reader** |
|  | **Session** | **In this session, children will learn (that)…** |
|  | 1 | * what it means to become an avid reader.
 |
|  | 2 | * avid readers react to boos, and they often find ways to share those reactions with others.
 |
|  | 3 | * readers record their thinking about books so they can.
 |
|  | 4 | * overuse of happy and sad to describe feelings isn’t always good, and how using precise words can pinpoint feelings more clearly.
 |
|  | 5 | * avid readers also always use extra strength super powers to read more and more.
 |
|  | 6 | * they can invent fun things to do with their books. They will begin having play dates.
 |
|  | 7 | * reading is a lot like; avid readers act out a story in their minds each time they read.
 |
|  | 8 | * paying close attention to what the story says, is important, so they can act it out the way the author wants it to be acted.
 |
| **BEND ll: Learning from All-About Books** |
|  | **Session** | **In this session, children will learn (that)….** |
|  | 9 | * they can conduct an inquiry to determine the kinds of thinking and reacting that nonfiction movie viewers do and consider whether this is also true for nonfiction readers.
 |
|  | 10 | * nonfiction readers us fancy words that go with the topic they are studying to explain what they have learned to other people.
 |
|  | 11 | * there are many ways to have playdates, and why not try them.
 |
|  | 12 | * there are topic-based reading clubs by setting children up to discover a topic of interest and then search for other books that might focus on that topic.
 |
|  | 13 | * they can compare information by noticing what is similar and what is different in two or more books on the same topic.
 |
|  | 14 | * nonfiction readers pretend and act out parts of the text, just like they did with fiction stories.
 |
| **BEND lll: Falling in Love with Poetry** |
|  | **Session** | **In this session, children will learn (that)….** |
|  | 15 | * reading poems is a lot like reading songs.
 |
|  | 16 | * to bring out a poem’s meaning, readers can think about the feeling of the poem, and then use that to figure out how to read it well.
 |
|  | 17 | * to play around with the rhyme and the rhythm of favorite poems and create new poems with similar sounds patters will help them better understand how poems work.
 |
|  | 18 | * we will celebrate all their hard work to become readers: The Final Celebration!
 |

**Phonics: Units 1, 2, 3, 4, and 5**

**Making Friends with Letters: Unit 1 Content**

|  |
| --- |
| **BEND l: Studying Peoples’ Names Can Help You Get to Know Each Other –and the Alphabet** |
|  | **Session** | **In this session, children will learn (that)…** |
|  | 1 | * to learn a name well, it helps to do things with the name
 |
|  | 2 | * names and words can teach us letters and sounds
 |
|  | 3 | * we can learn our letters
 |
|  | 4 | * by studying names, we can learn more letters
 |
|  | 5 | * syllables can help readers and writers tackle long words
 |
|  | 6 | * to compare two names that start with the same letter is helpful
 |
|  | 7 | * vowels are special letters
 |
| **BEND ll: Learning Your Own Name by Heart** |
|  | **Session** | **In this session, children will learn (that)….** |
|  | 8 | * their your own name by heart
 |
|  | 9 | * to write names by heart
 |
|  | 10 | * to own their letters and teach them to others
 |
|  | 11 | * to use names to build new words
 |
| **BEND llI: Using Star Names to Write** |
|  | **Session** | **In this session, children will learn (that)….** |
|  | 12 | * to label things in the classroom
 |
|  | 13 | * more names by heart
 |
|  | 14 | * to write new letters with help from friends
 |
|  | 15 | * that favorite characters can become Star Names
 |
|  | 16 | * even more words by heart
 |
|  | 17 | * to walk through life differently
 |

**Word Scientists: Unit 2 Content**

|  |
| --- |
| **BEND l: Studying the Alphabet and the Alphabet Chart** |
|  | **Session** | **In this session, children will learn (that)…** |
|  | 1 | * we are word scientists
 |
|  | 2 | * to understand how the alphabet chart works-keywords and initial sounds
 |
|  | 3 | * which snap words to write about what we notice
 |
|  | 4 | * to compare different alphabet charts
 |
|  | 5 | * to reconstruct a new alphabet chart
 |
|  | 6 | * to add pictures to the alphabet chart
 |
|  | 7 | * to use the alphabet chart with automaticity
 |
|  | 8 | * ABC school
 |
| **BEND ll: Using the Alphabet to Write** |
|  | **Session** | **In this session, children will learn (that)….** |
|  | 9 | * when you know the alphabet chart really well, you can use it to write
 |
|  | 10 | * writers use what they know about letters to label their writing
 |
|  | 11 | * new snap words
 |
|  | 12 | * listening to the ends of words matters
 |
|  | 13 | * listening for sounds all across the word
 |
| **BEND llI: Studying and Using High-Frequency Words to Write and Read** |
|  | **Session** | **In this session, children will learn (that)….** |
|  | 14 | * to keep your word collection close, so you can grow, study, and use it
 |
|  | 15 | * to recognize snap words when the font is different
 |
|  | 16 | * interactive writing
 |
|  | 17 | * to make lesson plans
 |
|  | 18 | * word school
 |

**Word-Part Power: Unit 3 Content**

|  |
| --- |
| **BEND l: Writing Power** |
|  | **Session** | **In this session, children will learn (that)…** |
|  | 1 | * to use pointer power in writing workshop, too
 |
|  | 2 | * to use snap words and stretch words to write
 |
|  | 3 | * writers take risks
 |
|  | 4 | * to hear and record more sounds in words
 |
|  | 5 | * to use our writing super powers to edit and celebrate our written work
 |
| **BEND ll: Word-Part Power** |
|  | **Session** | **In this session, children will learn….** |
|  | 6 | * to use word-part power
 |
|  | 7 | * to make words with more vowel-consonant rimes
 |
|  | 8 | * to hear rimes in words
 |
|  | 9 | * to mix and make
 |
|  | 10 | * to read words letter-by-part instead of one letter at a time
 |
| **BEND llI: Word Parts, Snap Words, and Digraphs-Yee-haw!** |
|  | **Session** | **In this session, children will learn….** |
|  | 11 | * to discover new word parts
 |
|  | 12 | * to use word parts (-ip, -op) to write new words
 |
|  | 13 | * to use word parts and Dr. Seuss – like rhymes to read
 |
|  | 14 | * how to find word parts in the alphabet chart
 |
|  | 15 | * to study one word to learn about how letters and words work
 |
|  | 16 | * word-part rodeo
 |
|  | 17 | * to use all your powers
 |

**Vowel Power: Unit 4 Content**

|  |
| --- |
| **BEND l: Vowels in Every Word** |
|  | **Session** | **In this session, children will learn (that)…** |
|  | 1 | * every word has at least one vowel
 |
|  | 2 | * to check for vowels in writing
 |
|  | 3 | * how to isolate the short-vowel sound in the middle of words (-vc)
 |
|  | 4 | * to write sentences with short a and short i CVC words
 |
|  | 5 | * to share reading with a focus on words with short a and short i
 |
|  | 6 | * editing for short vowels a and i
 |
| **BEND ll: Distinguishing Short-Vowel Sounds** |
|  | **Session** | **In this session, children will learn….** |
|  | 7 | * to distinguish short e, o, and I sounds
 |
|  | 8 | * to identify and edit for short e, o, and u sounds
 |
|  | 9 | * how to vocalize vowel sounds to notice differences
 |
|  | 10 | * new snap words
 |
|  | 11 | * to use interactive writing to build ownership and support transfer
 |
|  | 12 | * to make new words by changing vowels and other letters
 |
| **BEND llI: Vowels in Bigger Words** |
|  | **Session** | **In this session, children will learn (that)….** |
|  | 13 | * every syllable has at least one vowel
 |
|  | 14 | * to segment bigger words by syllable
 |
|  | 15 | * to distinguish short-vowel sounds in bigger words
 |
|  | 16 | * vowels make more than one sound
 |
|  | 17 | * how to become more automatic with digraphs
 |
|  | 18 | * how to use flexibility with vowel power, word-part power, and snap word power in writing
 |
|  | 19 | * Mabel’s graduation and celebration of vowel power
 |

**Playing with Phonics: Unit 5 Content**

|  |
| --- |
| **BEND l: Playing with Sounds** |
|  | **Session** | **In this session, children will learn (that)…** |
|  | 1 | * playing with sounds
 |
|  | 2 | * to listen for the sounds that are “hiding in the edges” of blends
 |
|  | 3 | * how to read poetry with all you know
 |
|  | 4 | * playing “Guess the covered word” with poetry
 |
|  | 5 | * how to revise writing to capture all the sounds in words
 |
| **BEND ll: Writing Longer Words** |
|  | **Session** | **In this session, children will learn….** |
|  | 6 | * magic spells
 |
|  | 7 | * to activate word-part power to write longer words
 |
|  | 8 | * to learn new snap words to write even more words
 |
|  | 9 | * how to use snap words and blends to add sound effects to our writing
 |
| **BEND llI: Playing with Phonics Poems** |
|  | **Session** | **In this session, children will learn….** |
|  | 10 | * to write silly rhyming stories
 |
|  | 11 | * to build a storehouse of rhymes (-ick, -ell, -uck, -ow, -og)
 |
|  | 12 | * how to revise rhymes using blends and diagraphs
 |
|  | 13 | * alliteration
 |
|  | 14 | * how to write real poetry using all of our phonics knowledge
 |
| **BEND IV: Phonics Projects** |
|  | **Session** | **In this session, children will learn….** |
|  | 15 | * to launch phonics projects
 |
|  | 16 | * to compare and contrast words with the letter i
 |
|  | 17 | * to be flexible when you read I words
 |
|  | 18 | * even more
 |
|  | 19 | * to share all we’ve learned about vowels
 |
|  | 20 | * celebrate our learning from Kindergarten
 |

**Writing: Units 1, 2, 3, and 4**

**Launching the Writing Workshop (Narrative): Unit 1 Content**

|  |
| --- |
| **BEND l: We Are All Writers** |
|  | **Session** | **In this session, children will learn (that)…** |
|  | 1 | * We Are All Writers: Putting Ideas on Paper with Pictures and Words
 |
|  | 2 | * Writers Know that “When We Are Done, We Have just Begun.”
 |
|  | 3 | * Carrying on Independently as Writers
 |
|  | 4 | * Writers Call to Mind What They Want to Say, Then Put That onto the Page
 |
|  | 5 | * Stretching Out Words to Write Them
 |
|  | 6 | * Writing Even Hard-to-Write Ideas
 |
| **BEND ll: Writing Teaching Books** |
|  | **Session** | **In this session, children will learn (that)….** |
|  | 7 | * Turning Pieces into Scrolls and Books
 |
|  | 8 | * Planning Teaching Books Page by Page
 |
|  | 9 | * Asking and Answering Questions to Add More
 |
|  | 10 | * Stretching Out Words to Write Even More Sounds
 |
|  | 11 | * Letter to Teachers: Making Writing the Best It Can Be
 |
| **BEND llI: Writing Stories** |
|  | **Session** | **In this session, children will learn (that)….** |
|  | 12 | * Getting Ideas for Stories and Practicing Storytelling
 |
|  | 13 | * Planning Stories Page by Page: Planning and Telling Stories across Pages
 |
|  | 14 | * Adding More Details to Pictures and Stories
 |
|  | 15 | * Letter to Teachers: Stretching and Writing Words: Hearing and Recording Sounds in Sequence
 |
|  | 16 | * Bringing Our Writing to Life: Adding Dialogue with Speech Bubbles
 |
|  | 17 | * Using Everything to Make Pieces the Best They Can Be
 |
| **BEND lV: Preparing for Publication** |
|  | **Session** | **In this session, children will learn (that)….** |
|  | 18 | * Editing
 |
|  | 19 | * Letter to Teachers: Reading into the Circle: An Autor’s Celebration
 |

**Writing for Readers (Narrative): Unit 2 Content**

|  |
| --- |
| **BEND l: Writing Stories that People Can Really Read** |
|  | **Session** | **In this session, children will learn (that)…** |
|  | 1 | * Writing for Readers
 |
|  | 2 | * How to Write True Stories That Readers Really Want to Read
 |
|  | 3 | * Drawing Stories for Readers
 |
|  | 4 | * Writing Sentences that Tell a Story
 |
|  | 5 | * The Power of Rereading
 |
| **BEND ll: Tools Give Writers Extra Powers** |
|  | **Session** | **In this session, children will learn (that)….** |
|  | 6 | * Checklists Can Help Writers Make Powerful Stories
 |
|  | 7 | * A Vowel Chart Can Help with the Middles of Words
 |
|  | 8 | * Writing Readable Stories Using Word Walls
 |
|  | 9 | * Writing Stories with True Words: Making Stories Talk
 |
|  | 10 | * Using Reading Partnerships to Support More Conventional Writing
 |
|  | 11 | * Letter to Teachers: Using a Partner to Hear More Sounds in Words
 |
|  | 12 | * Putting It Together: How to Make Readable Writing (Guided Inquiry Lesson)
 |
| **BEND llI: Partnering for Revision: Making Stories More Fun to Read** |
|  | **Session** | **In this session, children will learn (that)….** |
|  | 13 | * Writers Search Their Mental and Drawn Pictures to Make Their Stories Better
 |
|  | 14 | * Writers Use Flaps to Make Better Stories
 |
|  | 15 | * Writing Amazing Story Beginnings
 |
|  | 16 | * Writers Work with Partners to Answer Readers’ Questions
 |
|  |
|  | **Session** | **In this session, children will learn (that)….** |
|  | 17 | * Writers Use All They Know to Select and Revise a Piece to Publish
 |
|  | 18 | * Ending with Feelings
 |
|  | 19 | * Writers Make Their Pieces Beautiful to Get Ready for Publication
 |
|  | 20 | * Letter to Teachers: A Final Celebration Bringing Ture Stories to Life
 |

**How-To Books (Information): Unit 3 Content**

|  |
| --- |
| **BEND l: Writing How-To Books, Step by Step** |
|  | **Session** | **In this session, children will learn (that)…** |
|  | 1 | * Writers Study the Kind of Writing They Plan to Make
 |
|  | 2 | * Writers Use What They Already Know: Touching and Telling the Steps across the Pages
 |
|  | 3 | * Writers Become Readers, Asking, “Can I Follow This?”
 |
|  | 4 | * Writers Answers a Partner’s Questions
 |
|  | 5 | * Writers Label Their Diagrams to Teach Even More Information
 |
|  | 6 | * Letters to Teachers: Writers Write as Many Books as They Can
 |
|  | 7 | * Writers Reflect and Set Goals to Create Their Best Information Writing
 |
| **BEND ll: Using Mentor Texts for Inspiration: Revising Old How-To Books and Writing New Ones** |
|  | **Session** | **In this session, children will learn (that)….** |
|  | 8 | * Writers Emulate Features of Informational Writing Using a Mentor Text
 |
|  | 9 | * Writing for Readers: Using the Word You
 |
|  | 10 | * How-To Book Writers Picture Each Step and Then Choose Exactly Right Words
 |
|  | 11 | * Elaboration in How-To Books: Writers Guide Reader with Warnings, Suggestions, and Tips
 |
|  | 12 | * “Balance on One Leg Like a Flamingo”: Using Comparisons to Give Readers Clear Directions
 |
| **BEND llI: Keeping Readers in Mind** |
|  | **Session** | **In this session, children will learn (that)….** |
|  | 13 | * Writers Write How-To Books about Things They Learn throughout the Day and from Books.
 |
|  | 14 | * Writing a Series or Collection of How-To Books to Teach Others Even More about a Topic
 |
|  | 15 | * Writers Can Write Introductions and Conclusions to Help Their Readers
 |
|  | 16 | * Using Everything You Know to Make Their How-To Books Easy to Read
 |
| **BEND lV: Giving How-To Books as Gifts** |
|  | **Session** | **In this session, children will learn (that)….** |
|  | 17 | * How-To Books Make Wonderful Gifts!
 |
|  | 18 | * Preparing for the Publishing Party: Writers Do Their Best Work Now to Share It Later
 |
|  | 19 | * Letter to Teachers: Publishing Celebration: Writers Are Teachers
 |

**Persuasive Writing for All Kinds (Opinion): Unit 4 Content**

|  |
| --- |
| **BEND l: Exploring Opinion Writing: Making Our School a Better Place** |
|  | **Session** | **In this session, children will learn (that)…** |
|  | 1 | * Words Are Like Magic Wands: They Can Make Things Happen
 |
|  | 2 | * Convincing People: Providing Reasons and Consequences
 |
|  | 3 | * Don’t Stop There! Generating More Writing for More Causes
 |
|  | 4 | * Writers Reread and Fix Up Their Writing
 |
|  | 5 | * Spelling Strategies Give Writers Word Power
 |
|  | 6 | * Hear Ye! Hear Ye! Writing to Spread the Word (a Mini-Celebration)
 |
| **BEND ll: Sending Our Words Out into the World: Writing to Make a Change** |
|  | **Session** | **In this session, children will learn (that)….** |
|  | 7 | * Writing Letters that Reach Readers
 |
|  | 8 | * Studying a Mentor Text (a Guided Inquiry)
 |
|  | 9 | * Knowing Just What to Say: Angling Letters to Different Audiences
 |
|  | 10 | * How Can We Make It Better? Imagining Solutions
 |
|  | 11 | * Letter to Teachers: Wait! What’s That Say? Fixing Up Letters before Mailing Them.
 |
| **BEND llI: Persuasive Writing Projects** |
|  | **Session** | **In this session, children will learn (that)….** |
|  | 12 | * Draw on a Repertoire of Strategies to Write about a World Problem
 |
|  | 13 | * Sound Like an Expert! Teaching Information to Persuade Your Audience
 |
|  | 14 | * Letter to Teachers: More on Adding Detailed Information to Persuasive Writing
 |
|  | 15 | * Writing to Teachers: How-To Books to Make a Change
 |
|  | 16 | * Letter to Teachers: Editing for Punctuation: Partner Work
 |
|  | 17 | * Speaking Up and Taking a Stand: Planning and Rehearsing Speeches
 |
|  | 18 | * Fixing and Fancying Up for Publication Using the Super Checklist
 |
|  | 19 | * Letter to Teachers: The Earth Day Fair: An Author’s Celebration
 |