

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:
 - a. Read out of order
 - b. Write out of order with correct formation and spacing
 - c. Flash Cards were sent home
4. Sounds:
 - a. Adult says the sound; the child responds with the correct letter for that sound
 - b. Flash Cards were sent home

5. **Writes First and Last Name:**

- a. Upper case first letter
- b. Remaining letters lower-case
- c. No Reversals
- d. Proper Spacing
- e. Example: Arthur Reid

6. **Sentence Writing:**

- a. The first word gets a capital letter
- b. The remaining words use lower case letters
- c. Use correct punctuation at the end of the sentence (. ? !)
- d. Example: Do you have a brown dog?

7. **Syllables:**

- a. How many parts are in a word?
- b. Example: umbrella = um-brel-la (3), apple = ap-ple (2), see = (1)

8. **Phonological Awareness:**

- a. How many words are in a sentence?
- b. Find a sentence in a book
- c. Count the number of words in that sentence
- d. Example: Mary ran to the store
- e. Answer: There are 5 words in this sentence

9. **Blending:**

- a. Given the sounds /b/-/a/-/t/
- b. Produce "bat"
- c. Finger Spelling is used

10. **Segmenting:**

- a. Given the word "bat"
- b. Produce /b/-/a/-/t/

c. Finger Spelling is used

11. **Rhyming:**

- a. Ending sounds are the same in both words
- b. Examples: Small-tall, run-bun, like-bike
- c. Say a word, and then have them produce a "real word" that rhymes with that word.
- d. Say two words, then have them tell you if the two words rhyme or not

12. **Ending Sounds:**

- a. What is the ending sound for the word "jump"?
- b. Answer: /p/

13. **Beginning Sounds:**

- a. What is the beginning sound for the word "jump"?
- b. Answer: /j/

Weekly Overview of Language Arts Skills:




<u>Week</u>	<u>Snap Words</u>	<u>Red Words</u>	<u>Word Families/Chunks</u>	<u>Fast Start</u>	<u>Word Study</u>
	<ul style="list-style-type: none"> ➤ Read and Write ➤ Spell ➤ Flash Cards were sent home 	<ul style="list-style-type: none"> ➤ Arm Spelling ➤ Say each letter while tapping the arm ➤ Write, Read, and Spell 	<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ 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	<ul style="list-style-type: none"> • <u>Learning classroom routines and expectations</u> <ul style="list-style-type: none"> • <u>Establishing community</u> • <u>Getting to know one another</u> 			
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 unifix cubes	 $3 + 5 = 8$ $2 + 6 = 8$	 $3 + 5 = 8$ $2 + 6 = 8$	 $3 + 5 = 8$ $2 + 6 = 8$
Find a variety of number pairs that equal 10.		$0 + 10 = 10$ $3 + 7 = 10$ $8 + 2 = 10$ etc.	$0 + 10 = 10$ $3 + 7 = 10$ $8 + 2 = 10$ etc.
Adding on from 10		$10 + 5 = 15$ $10 + 8 = 18$ etc.	$10 + 5 = 15$ $10 + 8 = 18$ etc.
Measurement	Longer and Shorter	Longer/Shorter/Taller Heavier/ 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 100 th 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 I: Launching with Learn-About-the-World Books		
	Session	In this session, children will learn (that)...
	1	<ul style="list-style-type: none"> • readers read the world. A reader is someone who walks through the world on the lookout for things to read.
	2	<ul style="list-style-type: none"> • readers don't just read stories; they also read books to learn about the world.
	3	<ul style="list-style-type: none"> • routines of private and partner reading will be done every day.
	4	<ul style="list-style-type: none"> • readers read a book from the cover to the pages to the end—or from the front cover to the back cover.
	5	<ul style="list-style-type: none"> • readers reread and monitor themselves.
	6	<ul style="list-style-type: none"> • rereading also helps them do the work of putting all of the pages together in their book.
	7	<ul style="list-style-type: none"> • when readers reread a book, they are also learning more because they are rethinking.
	8	<ul style="list-style-type: none"> • reading both the pictures and the words on each page will help them learn more in each book.
	9	<ul style="list-style-type: none"> • readers use teacher-like voices when reading their books.
BEND II: Reading Old Favorite Storybooks		
	Session	In this session, children will learn (that)....
	10	<ul style="list-style-type: none"> • how to turn stories that they have been read to, a zillion times, into stories they can read.
	11	<ul style="list-style-type: none"> • the importance of reading the right part of their old favorite storybook on the right page.
	12	<ul style="list-style-type: none"> • that readers have the power to turn any storybook they love into an old favorite storybook.
	13	<ul style="list-style-type: none"> • that readers make their old favorite storybook reading better by using exact character words.
	14	<ul style="list-style-type: none"> • how to use the words on the page to push themselves to say more when reading their old favorite storybooks.
	15	<ul style="list-style-type: none"> • how to use words to connect one page to the next page to make their old favorite storybooks sound better.
	16	<ul style="list-style-type: none"> • the more times they read a book, the more they will sound exactly like the book.

	17	<ul style="list-style-type: none"> • how to use their know-it-by-heart power to help them point to and read some of the words in their books.
	18	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • we will celebrate all their hard work to become readers.

Super Powers: Unit 2 Content

BEND I: Using Super Powers to Look and Point, and Then Read Everything		
	Session	In this session, children will learn (that)...
	1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • the number of words they read should match the number of times they point.
	3	<ul style="list-style-type: none"> • both short and long words get one tap.
	4	<ul style="list-style-type: none"> • snap words (popcorn words)—words they know in a snap—can help them fix their pointer power.
	5	<ul style="list-style-type: none"> • 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 II: Taking On Even the Hardest Words		
	Session	In this session, children will learn (that)...
	6	<ul style="list-style-type: none"> • using pictures will help them predict and read unfamiliar words.
	7	<ul style="list-style-type: none"> • readers look, read, spell, write, look, and read to make any word a snap word.
	8	<ul style="list-style-type: none"> • readers look at the first letter and say the first sound to help them predict and read an unfamiliar word.
	9	<ul style="list-style-type: none"> • readers try one thing and then another when they are stuck.
	10	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • readers read with smooth voices to bring books to life.
	12	<ul style="list-style-type: none"> • readers sing out pattern words to help them read smoothly.
	13	<ul style="list-style-type: none"> • end punctuation is used to determine when to stop and what voice to use when reading.
	14	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • readers not only read books; they talk about them, too, to bring them to life.

	16	<ul style="list-style-type: none"> • readers retell books to help them remember all the parts.
	17	<ul style="list-style-type: none"> • readers share their gift of reading by reading to others.

Bigger Books, Bigger Reading Muscles: Unit 3 Content

BEND I: Tackling More Challenging Books		
	Session	In this session, children will learn (that)...
	1	<ul style="list-style-type: none"> • readers need to draw on all they know (and more) to tackle the reading challenges ahead.
	2	<ul style="list-style-type: none"> • by figuring out the pattern will help them read their books.
	3	<ul style="list-style-type: none"> • they can search, use the picture, and the first letter to solve unknown words.
	4	<ul style="list-style-type: none"> • they can expect pattern breaks in their books and to use all of the strategies to read those books.
	5	<ul style="list-style-type: none"> • even after they think they have solved the words, their reading work is not finished.
	6	<ul style="list-style-type: none"> • 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 II: Zooming In on Letters and Sounds		
	Session	In this session, children will learn (that)....
	7	<ul style="list-style-type: none"> • they can realize that one of their biggest sources of power is their letter-sound knowledge.
	8	<ul style="list-style-type: none"> • they can use their letter-sound knowledge to solve unknown words.
	9	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • they can locate known words and read these words in a snap.
	12	<ul style="list-style-type: none"> • even after they think they have solved words, their reading work is not finished.
BEND III: Graduation: Becoming Stronger Readers		
	Session	In this session, children will learn (that)....
	13	<ul style="list-style-type: none"> • they can graduate to new, powers.
	14	<ul style="list-style-type: none"> • some of their books might be less patterned.
	15	<ul style="list-style-type: none"> • they can read familiar high-frequency words no matter what—even when they have inflected endings.

	16	<ul style="list-style-type: none"> knowing how stories go can help them read and think about what might happen next.
	17	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> readers learn new ways to think and talk about their books.
	19	<ul style="list-style-type: none"> we will celebrate all their hard work to become a reader.

Becoming Avid Readers: Unit 4 Content

BEND I: Becoming an Avid Reader		
	Session	In this session, children will learn (that)...
	1	<ul style="list-style-type: none"> what it means to become an avid reader.
	2	<ul style="list-style-type: none"> avid readers react to boos, and they often find ways to share those reactions with others.
	3	<ul style="list-style-type: none"> readers record their thinking about books so they can.
	4	<ul style="list-style-type: none"> overuse of happy and sad to describe feelings isn't always good, and how using precise words can pinpoint feelings more clearly.
	5	<ul style="list-style-type: none"> avid readers also always use extra strength super powers to read more and more.
	6	<ul style="list-style-type: none"> they can invent fun things to do with their books. They will begin having play dates.
	7	<ul style="list-style-type: none"> reading is a lot like; avid readers act out a story in their minds each time they read.
	8	<ul style="list-style-type: none"> 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 II: Learning from All-About Books		
	Session	In this session, children will learn (that)....
	9	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> nonfiction readers use fancy words that go with the topic they are studying to explain what they have learned to other people.
	11	<ul style="list-style-type: none"> there are many ways to have playdates, and why not try them.
	12	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> they can compare information by noticing what is similar and what is different in two or more books on the same topic.
	14	<ul style="list-style-type: none"> nonfiction readers pretend and act out parts of the text, just like they did with fiction stories.

BEND III: Falling in Love with Poetry		
	Session	In this session, children will learn (that)....
	15	<ul style="list-style-type: none"> reading poems is a lot like reading songs.
	16	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 I: Studying Peoples' Names Can Help You Get to Know Each Other –and the Alphabet		
	Session	In this session, children will learn (that)...
	1	<ul style="list-style-type: none"> to learn a name well, it helps to do things with the name
	2	<ul style="list-style-type: none"> names and words can teach us letters and sounds
	3	<ul style="list-style-type: none"> we can learn our letters
	4	<ul style="list-style-type: none"> by studying names, we can learn more letters
	5	<ul style="list-style-type: none"> syllables can help readers and writers tackle long words
	6	<ul style="list-style-type: none"> to compare two names that start with the same letter is helpful
	7	<ul style="list-style-type: none"> vowels are special letters
BEND II: Learning Your Own Name by Heart		
	Session	In this session, children will learn (that)....
	8	<ul style="list-style-type: none"> their your own name by heart
	9	<ul style="list-style-type: none"> to write names by heart
	10	<ul style="list-style-type: none"> to own their letters and teach them to others
	11	<ul style="list-style-type: none"> to use names to build new words
BEND III: Using Star Names to Write		

	Session	In this session, children will learn (that)...
	12	<ul style="list-style-type: none"> to label things in the classroom
	13	<ul style="list-style-type: none"> more names by heart
	14	<ul style="list-style-type: none"> to write new letters with help from friends
	15	<ul style="list-style-type: none"> that favorite characters can become Star Names
	16	<ul style="list-style-type: none"> even more words by heart
	17	<ul style="list-style-type: none"> to walk through life differently

Word Scientists: Unit 2 Content

BEND I: Studying the Alphabet and the Alphabet Chart		
	Session	In this session, children will learn (that)...
	1	<ul style="list-style-type: none"> we are word scientists
	2	<ul style="list-style-type: none"> to understand how the alphabet chart works-keywords and initial sounds
	3	<ul style="list-style-type: none"> which snap words to write about what we notice
	4	<ul style="list-style-type: none"> to compare different alphabet charts
	5	<ul style="list-style-type: none"> to reconstruct a new alphabet chart
	6	<ul style="list-style-type: none"> to add pictures to the alphabet chart
	7	<ul style="list-style-type: none"> to use the alphabet chart with automaticity
	8	<ul style="list-style-type: none"> ABC school
BEND II: Using the Alphabet to Write		
	Session	In this session, children will learn (that)....
	9	<ul style="list-style-type: none"> when you know the alphabet chart really well, you can use it to write
	10	<ul style="list-style-type: none"> writers use what they know about letters to label their writing
	11	<ul style="list-style-type: none"> new snap words
	12	<ul style="list-style-type: none"> listening to the ends of words matters
	13	<ul style="list-style-type: none"> listening for sounds all across the word

BEND III: Studying and Using High-Frequency Words to Write and Read		
	Session	In this session, children will learn (that)....
	14	<ul style="list-style-type: none"> to keep your word collection close, so you can grow, study, and use it
	15	<ul style="list-style-type: none"> to recognize snap words when the font is different
	16	<ul style="list-style-type: none"> interactive writing
	17	<ul style="list-style-type: none"> to make lesson plans
	18	<ul style="list-style-type: none"> word school

Word-Part Power: Unit 3 Content

BEND I: Writing Power		
	Session	In this session, children will learn (that)...
	1	<ul style="list-style-type: none"> to use pointer power in writing workshop, too
	2	<ul style="list-style-type: none"> to use snap words and stretch words to write
	3	<ul style="list-style-type: none"> writers take risks
	4	<ul style="list-style-type: none"> to hear and record more sounds in words
	5	<ul style="list-style-type: none"> to use our writing super powers to edit and celebrate our written work
BEND II: Word-Part Power		
	Session	In this session, children will learn....
	6	<ul style="list-style-type: none"> to use word-part power
	7	<ul style="list-style-type: none"> to make words with more vowel-consonant rimes
	8	<ul style="list-style-type: none"> to hear rimes in words
	9	<ul style="list-style-type: none"> to mix and make
	10	<ul style="list-style-type: none"> to read words letter-by-part instead of one letter at a time
BEND III: Word Parts, Snap Words, and Digraphs-Yee-haw!		

	Session	In this session, children will learn....
	11	<ul style="list-style-type: none"> to discover new word parts
	12	<ul style="list-style-type: none"> to use word parts (-ip, -op) to write new words
	13	<ul style="list-style-type: none"> to use word parts and Dr. Seuss – like rhymes to read
	14	<ul style="list-style-type: none"> how to find word parts in the alphabet chart
	15	<ul style="list-style-type: none"> to study one word to learn about how letters and words work
	16	<ul style="list-style-type: none"> word-part rodeo
	17	<ul style="list-style-type: none"> to use all your powers

Vowel Power: Unit 4 Content

BEND I: Vowels in Every Word		
	Session	In this session, children will learn (that)...
	1	<ul style="list-style-type: none"> every word has at least one vowel
	2	<ul style="list-style-type: none"> to check for vowels in writing
	3	<ul style="list-style-type: none"> how to isolate the short-vowel sound in the middle of words (-vc)
	4	<ul style="list-style-type: none"> to write sentences with short a and short i CVC words
	5	<ul style="list-style-type: none"> to share reading with a focus on words with short a and short i
	6	<ul style="list-style-type: none"> editing for short vowels a and i
BEND II: Distinguishing Short-Vowel Sounds		
	Session	In this session, children will learn....
	7	<ul style="list-style-type: none"> to distinguish short e, o, and l sounds
	8	<ul style="list-style-type: none"> to identify and edit for short e, o, and u sounds

	9	<ul style="list-style-type: none"> • how to vocalize vowel sounds to notice differences
	10	<ul style="list-style-type: none"> • new snap words
	11	<ul style="list-style-type: none"> • to use interactive writing to build ownership and support transfer
	12	<ul style="list-style-type: none"> • to make new words by changing vowels and other letters
BEND III: Vowels in Bigger Words		
	Session	In this session, children will learn (that)....
	13	<ul style="list-style-type: none"> • every syllable has at least one vowel
	14	<ul style="list-style-type: none"> • to segment bigger words by syllable
	15	<ul style="list-style-type: none"> • to distinguish short-vowel sounds in bigger words
	16	<ul style="list-style-type: none"> • vowels make more than one sound
	17	<ul style="list-style-type: none"> • how to become more automatic with digraphs
	18	<ul style="list-style-type: none"> • how to use flexibility with vowel power, word-part power, and snap word power in writing
	19	<ul style="list-style-type: none"> • Mabel's graduation and celebration of vowel power

Playing with Phonics: Unit 5 Content

BEND I: Playing with Sounds		
	Session	In this session, children will learn (that)...
	1	<ul style="list-style-type: none"> • playing with sounds
	2	<ul style="list-style-type: none"> • to listen for the sounds that are "hiding in the edges" of blends
	3	<ul style="list-style-type: none"> • how to read poetry with all you know
	4	<ul style="list-style-type: none"> • playing "Guess the covered word" with poetry
	5	<ul style="list-style-type: none"> • how to revise writing to capture all the sounds in words
BEND II: Writing Longer Words		
	Session	In this session, children will learn....
	6	<ul style="list-style-type: none"> • magic spells
	7	<ul style="list-style-type: none"> • to activate word-part power to write longer words
	8	<ul style="list-style-type: none"> • to learn new snap words to write even more words

	9	<ul style="list-style-type: none"> • how to use snap words and blends to add sound effects to our writing
BEND III: Playing with Phonics Poems		
	Session	In this session, children will learn....
	10	<ul style="list-style-type: none"> • to write silly rhyming stories
	11	<ul style="list-style-type: none"> • to build a storehouse of rhymes (-ick, -ell, -uck, -ow, -og)
	12	<ul style="list-style-type: none"> • how to revise rhymes using blends and diagraphs
	13	<ul style="list-style-type: none"> • alliteration
	14	<ul style="list-style-type: none"> • how to write real poetry using all of our phonics knowledge
BEND IV: Phonics Projects		
	Session	In this session, children will learn....
	15	<ul style="list-style-type: none"> • to launch phonics projects
	16	<ul style="list-style-type: none"> • to compare and contrast words with the letter i
	17	<ul style="list-style-type: none"> • to be flexible when you read I words
	18	<ul style="list-style-type: none"> • even more
	19	<ul style="list-style-type: none"> • to share all we've learned about vowels
	20	<ul style="list-style-type: none"> • celebrate our learning from Kindergarten

Writing: Units 1, 2, 3, and 4

Launching the Writing Workshop (Narrative): Unit 1 Content

BEND I: We Are All Writers		
	Session	In this session, children will learn (that)...
	1	<ul style="list-style-type: none"> • We Are All Writers: Putting Ideas on Paper with Pictures and Words
	2	<ul style="list-style-type: none"> • Writers Know that "When We Are Done, We Have just Begun."
	3	<ul style="list-style-type: none"> • Carrying on Independently as Writers
	4	<ul style="list-style-type: none"> • Writers Call to Mind What They Want to Say, Then Put That onto the Page
	5	<ul style="list-style-type: none"> • Stretching Out Words to Write Them
	6	<ul style="list-style-type: none"> • Writing Even Hard-to-Write Ideas

BEND II: Writing Teaching Books		
	Session	In this session, children will learn (that)....
	7	<ul style="list-style-type: none"> • Turning Pieces into Scrolls and Books
	8	<ul style="list-style-type: none"> • Planning Teaching Books Page by Page
	9	<ul style="list-style-type: none"> • Asking and Answering Questions to Add More
	10	<ul style="list-style-type: none"> • Stretching Out Words to Write Even More Sounds
	11	<ul style="list-style-type: none"> • Letter to Teachers: Making Writing the Best It Can Be
BEND III: Writing Stories		
	Session	In this session, children will learn (that)....
	12	<ul style="list-style-type: none"> • Getting Ideas for Stories and Practicing Storytelling
	13	<ul style="list-style-type: none"> • Planning Stories Page by Page: Planning and Telling Stories across Pages
	14	<ul style="list-style-type: none"> • Adding More Details to Pictures and Stories
	15	<ul style="list-style-type: none"> • Letter to Teachers: Stretching and Writing Words: Hearing and Recording Sounds in Sequence
	16	<ul style="list-style-type: none"> • Bringing Our Writing to Life: Adding Dialogue with Speech Bubbles
	17	<ul style="list-style-type: none"> • Using Everything to Make Pieces the Best They Can Be
BEND IV: Preparing for Publication		
	Session	In this session, children will learn (that)....
	18	<ul style="list-style-type: none"> • Editing
	19	<ul style="list-style-type: none"> • Letter to Teachers: Reading into the Circle: An Autor's Celebration

Writing for Readers (Narrative): Unit 2 Content

BEND I: Writing Stories that People Can Really Read		
	Session	In this session, children will learn (that)...
	1	<ul style="list-style-type: none"> • Writing for Readers
	2	<ul style="list-style-type: none"> • How to Write True Stories That Readers Really Want to Read
	3	<ul style="list-style-type: none"> • Drawing Stories for Readers
	4	<ul style="list-style-type: none"> • Writing Sentences that Tell a Story
	5	<ul style="list-style-type: none"> • The Power of Rereading

BEND II: Tools Give Writers Extra Powers		
	Session	In this session, children will learn (that)....
	6	<ul style="list-style-type: none"> • Checklists Can Help Writers Make Powerful Stories
	7	<ul style="list-style-type: none"> • A Vowel Chart Can Help with the Middles of Words
	8	<ul style="list-style-type: none"> • Writing Readable Stories Using Word Walls
	9	<ul style="list-style-type: none"> • Writing Stories with True Words: Making Stories Talk
	10	<ul style="list-style-type: none"> • Using Reading Partnerships to Support More Conventional Writing
	11	<ul style="list-style-type: none"> • Letter to Teachers: Using a Partner to Hear More Sounds in Words
	12	<ul style="list-style-type: none"> • Putting It Together: How to Make Readable Writing (Guided Inquiry Lesson)
BEND III: Partnering for Revision: Making Stories More Fun to Read		
	Session	In this session, children will learn (that)....
	13	<ul style="list-style-type: none"> • Writers Search Their Mental and Drawn Pictures to Make Their Stories Better
	14	<ul style="list-style-type: none"> • Writers Use Flaps to Make Better Stories
	15	<ul style="list-style-type: none"> • Writing Amazing Story Beginnings
	16	<ul style="list-style-type: none"> • Writers Work with Partners to Answer Readers' Questions
	Session	In this session, children will learn (that)....
	17	<ul style="list-style-type: none"> • Writers Use All They Know to Select and Revise a Piece to Publish
	18	<ul style="list-style-type: none"> • Ending with Feelings
	19	<ul style="list-style-type: none"> • Writers Make Their Pieces Beautiful to Get Ready for Publication
	20	<ul style="list-style-type: none"> • Letter to Teachers: A Final Celebration Bringing True Stories to Life

How-To Books (Information): Unit 3 Content

BEND I: Writing How-To Books, Step by Step		
	Session	In this session, children will learn (that)...
	1	<ul style="list-style-type: none"> • Writers Study the Kind of Writing They Plan to Make
	2	<ul style="list-style-type: none"> • Writers Use What They Already Know: Touching and Telling the Steps across the Pages
	3	<ul style="list-style-type: none"> • Writers Become Readers, Asking, "Can I Follow This?"

	4	<ul style="list-style-type: none"> • Writers Answers a Partner's Questions
	5	<ul style="list-style-type: none"> • Writers Label Their Diagrams to Teach Even More Information
	6	<ul style="list-style-type: none"> • Letters to Teachers: Writers Write as Many Books as They Can
	7	<ul style="list-style-type: none"> • Writers Reflect and Set Goals to Create Their Best Information Writing
BEND II: Using Mentor Texts for Inspiration: Revising Old How-To Books and Writing New Ones		
	Session	In this session, children will learn (that)....
	8	<ul style="list-style-type: none"> • Writers Emulate Features of Informational Writing Using a Mentor Text
	9	<ul style="list-style-type: none"> • Writing for Readers: Using the Word You
	10	<ul style="list-style-type: none"> • How-To Book Writers Picture Each Step and Then Choose Exactly Right Words
	11	<ul style="list-style-type: none"> • Elaboration in How-To Books: Writers Guide Reader with Warnings, Suggestions, and Tips
	12	<ul style="list-style-type: none"> • "Balance on One Leg Like a Flamingo": Using Comparisons to Give Readers Clear Directions
BEND III: Keeping Readers in Mind		
	Session	In this session, children will learn (that)....
	13	<ul style="list-style-type: none"> • Writers Write How-To Books about Things They Learn throughout the Day and from Books.
	14	<ul style="list-style-type: none"> • Writing a Series or Collection of How-To Books to Teach Others Even More about a Topic
	15	<ul style="list-style-type: none"> • Writers Can Write Introductions and Conclusions to Help Their Readers
	16	<ul style="list-style-type: none"> • Using Everything You Know to Make Their How-To Books Easy to Read
BEND IV: Giving How-To Books as Gifts		
	Session	In this session, children will learn (that)....
	17	<ul style="list-style-type: none"> • How-To Books Make Wonderful Gifts!
	18	<ul style="list-style-type: none"> • Preparing for the Publishing Party: Writers Do Their Best Work Now to Share It Later
	19	<ul style="list-style-type: none"> • Letter to Teachers: Publishing Celebration: Writers Are Teachers

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

BEND I: Exploring Opinion Writing: Making Our School a Better Place		
	Session	In this session, children will learn (that)...

	1	<ul style="list-style-type: none"> • Words Are Like Magic Wands: They Can Make Things Happen
	2	<ul style="list-style-type: none"> • Convincing People: Providing Reasons and Consequences
	3	<ul style="list-style-type: none"> • Don't Stop There! Generating More Writing for More Causes
	4	<ul style="list-style-type: none"> • Writers Reread and Fix Up Their Writing
	5	<ul style="list-style-type: none"> • Spelling Strategies Give Writers Word Power
	6	<ul style="list-style-type: none"> • Hear Ye! Hear Ye! Writing to Spread the Word (a Mini-Celebration)
BEND II: Sending Our Words Out into the World: Writing to Make a Change		
	Session	In this session, children will learn (that)....
	7	<ul style="list-style-type: none"> • Writing Letters that Reach Readers
	8	<ul style="list-style-type: none"> • Studying a Mentor Text (a Guided Inquiry)
	9	<ul style="list-style-type: none"> • Knowing Just What to Say: Angling Letters to Different Audiences
	10	<ul style="list-style-type: none"> • How Can We Make It Better? Imagining Solutions
	11	<ul style="list-style-type: none"> • Letter to Teachers: Wait! What's That Say? Fixing Up Letters before Mailing Them.
BEND III: Persuasive Writing Projects		
	Session	In this session, children will learn (that)....
	12	<ul style="list-style-type: none"> • Draw on a Repertoire of Strategies to Write about a World Problem
	13	<ul style="list-style-type: none"> • Sound Like an Expert! Teaching Information to Persuade Your Audience
	14	<ul style="list-style-type: none"> • Letter to Teachers: More on Adding Detailed Information to Persuasive Writing
	15	<ul style="list-style-type: none"> • Writing to Teachers: How-To Books to Make a Change
	16	<ul style="list-style-type: none"> • Letter to Teachers: Editing for Punctuation: Partner Work
	17	<ul style="list-style-type: none"> • Speaking Up and Taking a Stand: Planning and Rehearsing Speeches
	18	<ul style="list-style-type: none"> • Fixing and Fancying Up for Publication Using the Super Checklist
	19	<ul style="list-style-type: none"> • Letter to Teachers: The Earth Day Fair: An Author's Celebration