**Day 1**

**Morning Meeting** – List “sing piano note” on the board. Students will discuss how these words belong together.

**Anchor Text Reading** – We will discuss realistic fiction. *Realistic fiction is a made-up story that tells about things that could happen in real life. I know this is a story about children who use everyday objects to make instruments. Many household things can be used to make sounds. Kids making instruments is something that could happen in real life. So I think this is realistic fiction.* Questions to ask:

* PAGE 80-81: Describe what happens first. What happens next? How do the children feel about Aunt Viv coming to stay? What does this tell you about Aunt Viv? What do the children do when Aunt Viv plays music? Why do you think they do this when they hear the music?
* Page 84-85: Mom and dad have gone on a trip and Aunt Viv has come to stay. Describe what happens next in the story. Look at the picture and think about what we’ve read so far. What do you think Aunt Viv has in her bag for the kids? What do the illustrations tell you about how the characters in the story are feeling? What do the picture and words tell you about what might happen next?
* Page 88-89: Describe what the children do after Aunt Viv has shown them what is in her bag. Look at the pictures and think about what we’ve read so far. Why do you think everyone looks happy?
* 90-91 What text evidence in the words and pictures helps you know what “band” means in this sentence? Why do you think the parents asked Aunt Viv to watch Tom and his sister when they went on their trip?
* Reread student book 86-86 with students. Use analyze strategies: I can tell what kind of person Aunt Viv is by what she does. She hugs others and plans for fun. I think she is a nice person who has good ideas and is fun to be around.

**Think Through Activity** – Tell students to practice analyzing strategies. Ask how they used strategy to help them understand the characters and events better. Students may look at illustrations, look that boys and girls switch instruments. We can evaluate that the children are nice kids and good friends who work together.

**Words of the Week** – her, she, now, today, our, would

**Sentences** – She had fun today.

**Phonetic letters** – short o, and l blends.

**Writing: Introduce the model** – Display projectable 8.1. Discuss the model. Students will work together to write a think-you note to someone who works in the school. Students will think of someone in the school: librarian, janitor, cafeteria worker, secretary, etc. Help students decide who to write for. Then guide the class in writing a thank-you note. What is today’s date? Who are we writing to? What are we thanking them for? How should we end the note?

**Grammar** – Introduce statements: Have students look at page 90-91. Discuss what is happening. Model a statement on the board “The children sing.” Point out that the sentence tells something. It is a statement and has an end mark. Model making other statements: The boy plays a drum. The woman plays a piano. Have students work in pairs to say simple statements about the pictures on the first three pages of A Musical Day.

**Handwriting** – l

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**Weekly Decodable Readers** – Our Flag, The Plan, Our Sled Club, The Pet Club

**Weekly Centers** – <http://www.crickweb.co.uk/ks1literacy.html#ww2>

<http://www.eduplace.com/kids/sv/applications/wordbuilder/index.html?grade=1&unit=14>

<http://www.yourchildlearns.com/letters/blends.html>

**Day 2**

**Morning Meeting** – Never-ending story: “Felicia played the flute. She wanted to short a band with her friends…”

**Anchor Text Reading** –

**Analyze the Text** – Display projectable 8.2 and distribute graphic organizer 6. Students will tell about the important story events in the order they happened. Recall with children the first events and put it on the flow chart. Continue filling in the flow chart with children as they read, having them use text evidence to help them describe events in the correct order. Remind students that a narrator is the person who is telling the story. The narrator can be a character from the story. Which words in the story help you figure out who the narrator is? (Tom’s sister is telling the story, show “I” in the sentences.)

**Segment Words of the Week** – her, she, now, today, our, would

**Letter Sound Song** – Would you like to play now?

**Writing: Word Choice** – remind students that adjectives are words that describe. They tell more about a person or thing. Explain that writers choose words that are exact, or just right, to make their description clear. Good writers use exact adjectives instead of repeating words like good and nice. Display the parts of a thank you note on Projectable 8.4. Model completing the frames with appropriate information. Fix words to become “stronger words” - Create a template :

Date: \_\_\_\_\_\_\_\_\_  
Dear \_\_\_\_\_\_\_\_\_\_\_,

Thank you for \_\_\_\_\_\_\_\_\_\_\_\_\_. It was \_\_\_\_\_\_\_\_\_.

Love, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Grammar** – Review projectable 8.3. Point out that a statement has both a naming part, or subject, an action part, or predicate. A statement begins with a capital and ends with a period. “The first group of words is a statement because it tells something. It has a subject and a predicate. The subject is Mick. The predicate is taps a drum. The second group of words only has a predicate, plays in a band. It does not tell who plays. It does not have a subject.” Work together to complete projectable 8.3 ask students how they completed each item. “The band \_\_\_\_\_\_; The music \_\_\_\_\_\_\_; My favorite song \_\_\_\_\_\_\_.)

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**Day 3**

**Morning Meeting** – Read the riddle “What has hands but can’t hold anything?” Tell the students to brainstorm. The answer: clock.

**Anchor Text Reading**: The class will read the story together. The teacher will use retelling cards with students.

**Anchor Text Reading: Partner Read**

**Word Families** –

**Handwriting** – d

**Grammar** – Display projectable 8.6. Remind students that a statement is a sentence that tells something. A statement has both a naming part, or subject, and an action part, or predicate. Point out that a statement begins with a capital letter and ends with a period. “The sentence says that Josie sings with a band. It tells something. It begins with a capital letter and ends with a period, so I know it is a statement.” Work together on projectable 8.6. Support students while reading aloud and answering. “The concert \_\_\_\_\_\_\_\_; One singer \_\_\_\_\_\_\_\_; Our seats \_\_\_\_\_\_\_\_\_) Do Readers Notebook page 114.

**Writing** - Tell students that brainstorming is when they list ideas for things to write about. Students will think of things they are thankful for, such as a gift, visit, or help. List ideas. Display 8.7 on the board as a graphic organizer. Fill in the organizer. Students will fill their graphic organizer. Write on the board and read together. Students will choose a topic and review things they are thankful for. Projectable 8.7 remind them to list some words to describe what they are thankful for in their thank you notes.

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**Day 4**

**Morning Meeting** – “fast soft tap loud sweet ring” Students will think of two words that tell about music or instruments can sound. Write the words on the board. Ask students to identify the longest word, shortest word, and most unusual word.

**Anchor Text with a buddy**

**Your Turn** – How is music part of your everyday life? How do the story characters feel about music? Tell the story to your partner like Aunt Viv would tell it. Use the pictures to help you tell what happens first, next, and last.

**Connections to the text** – Making music text to text: Have students describe the instruments the characters play, how these instruments are made, and how they are used to make music. Text to self: Recall with students times in school when they made music in variety of ways. Students will use illustrations and photos for ideas. Text to world: guide students to find connections. Can drums be a way to communicate? Why or why not?

**Word Sort** –

**Writing: Drafting** - tell students that voice is when writers let readers hear how they feel. Explain that children should use a strong voice in a thank you note to share how they feel. Display projectable 8.7 from day 3 and review the information, display 8.9 and model how to draft a thank-you note. Students will draft their own thank-you notes.

**Grammar** – Students will look at page 83. What are the people and dog doing? Students will discuss how singing, dancing, and playing are all action verbs. Action verbs tell what people and animals do. Create a list of verbs that show action. Have students form sentences using action verbs. Practice readers notebook page 117.

**Assessment:** Comprehension and Vocabulary

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**Day 5**

**Morning Meeting** - Put “bird rabbit ant” on the board and recognize these are all animal names.

**Read Anchor Text Independently**

**Read another text:** Students willcompare and contrast the two books and make connections. Students will read A Musical Day with a buddy. Then the class will read Drums by Tim Pano as a group. Students will discuss how this is connected to our text.

**Words of the week**: Students will partner read books in the class library and find words in the story with the phonetic sound of the week.

**Writing: Revising and Proofreading** – display projectable 8.10 and explain her note needs to be revised. Revising is when writers change or add words to make their descriptions more exact. The teacher will model revising their draft. Students will revise their own thank-you notes and use the writing checklist. Students will show teacher their revised work, draw to illustrate and share their thank-you notes.

**Grammar** – Students read page 102 in the student book. Try this activity on top. Identify statements and write them correctly. “she plays a piano he strums on the guitar” students will correct with punctuation and capitalization.

**Assessments:** Spelling Test and Phonetic

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