

Our Lesson 1 Learning Targets



Reading

I can identify the sequence of events in a story.

The events of a story happen in a sequence, or order. Look for words like first, next, then, last, or finally to help you figure out the sequence of events.



Grammar

I can identify subjects and predicates.

The subject of the sentence tells who or what the sentence is about. The predicate tells what happened in the sentence.



Vocabulary

I can put words in alphabetical order.

When words are listed in the same order as the letters of the alphabet, they are in alphabetical order. Look at the first letter of each word to put them in ABC order. If two words share a beginning letter, go to the next letter in the word.

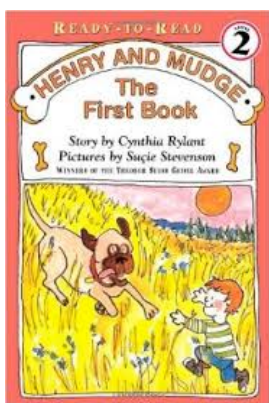


Writing

I can write sentences that tell a true story.

A sentence tells a complete thought. It has a subject and a predicate. Sentences always begin with a capital letter and end with a punctuation mark. You can write sentences that tell a true story about something in your life.

Our Story This Week



Henry and Mudge

Realistic Fiction

Story Vocabulary

curly	having curves or twists
straight	having no curves
floppy	hanging down loosely
drooled	let saliva drip out of a mouth
weighed	placed on a scale
stood	was a certain height when standing
collars	bands put around the necks of animals
row	people or things arranged in a line

Spelling/Phonics Skill: Short vowels a, i

sad

dig

jam

glad

list

win

flat

if

fix

rip

kit

mask

as

his

picnic

sandwich

High frequency words: around, be, five, help, next, or, pull, take, until, walked

Our Lesson 2 Learning Targets



I can compare and contrast items or events.

Reading

When you think about how things are alike, you compare them. When you think about how things are different, you contrast them. You can use a Venn diagram or Double Bubble Map to compare and contrast.



I can identify parts of a simple sentence.

Grammar

A simple sentence is made of a naming part and a telling part. The naming part, or subject tells who the sentence is about. The telling part, or predicate, tells what the subject does.



I can use a glossary to find the meaning of a word.

Vocabulary

A glossary is a list of words with their definitions that is located at the back of a book. A glossary is written in alphabetical order and gives definitions for important words found in the book.

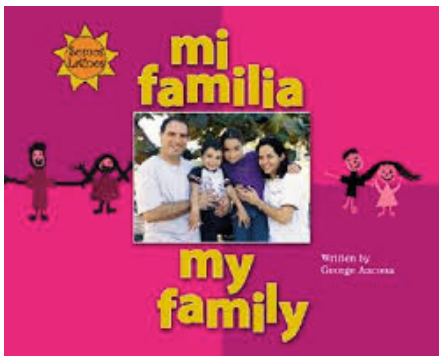


I can write a friendly letter.

Writing

A friendly letter contains five parts: date, greeting, body, closing, and signature. The writer of a friendly letter should tell interesting details about something that happened.

Our Story This Week



My Family

Informational Text

Story Vocabulary	
cousin	the son or daughter of your aunt or uncle
crown	a head covering made of gold or silver and jewels
piano	a large musical instrument played by pressing keys
porch	a room or area attached to the outside of a house
remember	recall
spend	to use time or energy to do something
stuck	held in place and unable to move
visit	to go see a person or place

Spelling/Phonics Skill: Short vowels o, u, e

wet

job

hug

rest

spot

mud

left

help

plum

nut

net

hot

get

not

lunch

spend

High frequency words: bring, children, comes, do, family, like, make, those, use, with

Our Lesson 3 Learning Targets



Reading

I can identify the author's main purpose in a text.

An author may write for different reasons. The reason may be to explain something, to tell a story for entertainment, or to persuade the reader to do something. Use text clues to help you figure out the author's purpose.



Grammar

I can identify different types of sentences.

Statements are telling sentences. Commands tell the reader to do something. Questions ask something. Exclamations are sentences with strong feeling.



Vocabulary

I can use context clues to find the meaning of a word.

Context clues are the words and sentences around a word or phrase that give readers clues about the meaning. When you see an unfamiliar word or phrase, look for context clues to help you figure out the meaning.

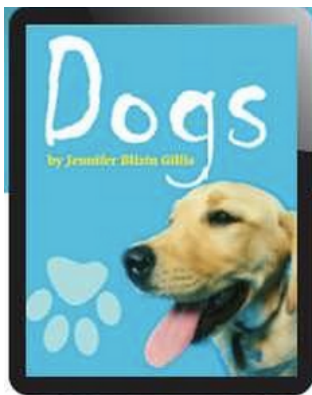


Writing

I can write sentences that describe.

A great describing sentence tells about a thing, place, or event. It uses sense words and details to tell how things look, smell, feel, sound, or taste. Exact details tell what the writer means.

Our Story This Week



Dogs

Informational Text

Story Vocabulary	
canned	preserved by putting in a can
chew	grind or crush with teeth
clipped	attached with a clip
coat	the hair or fur of an animal
hairy	having lots of hair
litter	a number of young animals born at the same time
mammal	warm blooded animals that have backbones and hair
stay	remain

Spelling/Phonics Skill: Long vowels a and i

cake

mine

plate

size

ate

grape

prize

wipe

race

line

pile

rake

gave

bike

mistake

while

High frequency words: city, full, no, other, places, put, school, sing, think, this

Our Lesson 4 Learning Targets



Reading

I can identify cause and effect in a story.

A cause is the event that makes something else happen. The effect is what happens next. Look for signal words like so, because, and since to help you identify causes and effects.



Grammar

I can identify and use nouns.

A noun is a word that names a person, place, thing, or animal.



Vocabulary

I can use context clues to figure out the meaning of a word.

Context clues are the words and sentences around a word or phrase that give readers clues about the meaning. When you see an unfamiliar word or phrase, look for context clues to help you figure out the meaning.

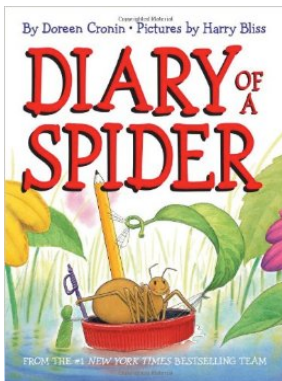


Writing

I can write a true narrative story.

A narrative story uses the words I and me to tell about something that happened to the writer. Details help the reader picture what happened. Events are told in order. It has a beginning, middle, and end.

Our Story This Week



Diary of a Spider
Humorous Fiction

Story Vocabulary	
screaming	yelling or crying
judge	form an idea about
dangerous	unsafe, harmful
breeze	a light wind
insects	bugs
rotten	dead and not good to eat
scare	to make someone afraid
sticky	thick, glue-like

Spelling/Phonics Skill: Long vowels o, u, and e

doze

nose

use

rose

pole

close

cute

woke

mule

rode

role

tune

home

joke

wrote

ice cube

High frequency words: by, mind, cheer, play, see, read, could, hello, hundred, today

Our Lesson 5 Learning Targets



Reading

I can identify story elements.

Characters are the people or animals in a story. The setting tells when and where the story takes place. The plot tells what happens in the story.



Grammar

I can use singular and plural nouns.

Singular nouns name one person, place, animal, or thing. Plural nouns name more than one noun. For most nouns, you add s or es to make it plural.



Vocabulary

I can identify and understand words with –ed and –ing endings.

A base word is a word that can have an ending added to it. The ending –ed is added to a verb to show that the action happened in the past. The ending –ing is added to show that the action is happening now.

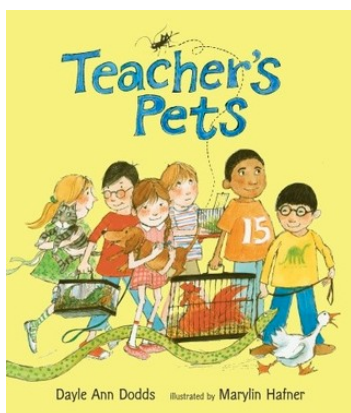


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Our Story This Week



Teacher's Pets

Realistic Fiction

Story Vocabulary

noises	sounds
wonderful	great
sprinkled	scattered or shook small amounts
noticed	was aware of, saw
suddenly	quickly, without warning
bursting	full of
quiet	calm, not noisy
share	divide up

Spelling/Phonics Skill: Consonant blends with r, l, and s

spin

clap

test

skin

swim

grade

drag

last

just

stage

place

glide

slip

drive

climb

price

High frequency words: both, little, cold, long, we, eat, green, find, table, says