Teacher: Miss Lindrose Date: March 14, 2016 to March 18, 2016

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Opening Exercises/ Lunch Count  8:30-9:00 |  | K Testing |  | K Testing ½ Day |  |
| Morning Meeting/  Social Living  9:00-9:20 | TSW practice daily classroom routines including attendance and lunch count.  TSW practice public speaking skills by greeting their classmates.  TSW assist in reading the morning message orally as a class.  TSW identify words within the morning message. | TSW practice daily classroom routines including attendance and lunch count.  TSW practice public speaking skills by greeting their classmates.  TSW assist in reading the morning message orally as a class.  TSW identify words within the morning message. | TSW practice daily classroom routines including attendance and lunch count.  TSW practice public speaking skills by greeting their classmates.  TSW assist in reading the morning message orally as a class.  TSW identify words within the morning message. | TSW practice daily classroom routines including attendance and lunch count.  TSW practice public speaking skills by greeting their classmates.  TSW assist in reading the morning message orally as a class.  TSW identify words within the morning message. | TSW practice daily classroom routines including attendance and lunch count.  TSW practice public speaking skills by greeting their classmates.  TSW assist in reading the morning message orally as a class.  TSW identify words within the morning message. |
| Guided Reading  9:20- 9:50 | TSW read kindergarten level text with guidance from an adult. | TSW read kindergarten level text with guidance from an adult. | TSW read kindergarten level text with guidance from an adult. | TSW write at a kindergarten level with assistance from an adult.  *If I caught a leprechaun… OR*  *If I found a pot of gold…* | TSW be assessed on high frequency and decodable words as well as reading decodable text. |
| Language Arts  9:30-11:05 | **Building Background:**  Introduce the essential question for the week:  ***What can help you go from here to there?***  Read aloud the Essential Question. Tell children that you are going to sing a song about moving in a boat.  Row the Boat  Row, row, row the boat  Gently down the stream,  Merrily, merrily, merrily, merrily,  Life is but a dream.  Sing the weekly song, “Row the Boat,” with children.  *What is used to move down the stream in the song?* (a boat) Tell children that this week they will be learning about things people use to move from one place to another.  **Oral Vocab:**  Use the **Define/Example/**  **Ask** routine to introduce the oral vocabulary words:  **Transportation**  **Vehicle**  **Comprehension:**  TSW engage in group reading activities with purpose and understanding.  TSW demonstrateunderstanding of the organization and basic features of print.  ***When Daddy’s Truck Picks Me Up***  Genre: Fiction  **Model** *When Daddy’s Truck Picks Me Up* is fiction. Remind children that fiction stories often have illustrations. Share with children these characteristics of fiction:   * Fiction stories have characters. Characters are people or animals who aren’t real. * A fiction story has a beginning, a middle, and an end.   **Story Words** Preview these words before reading:  **tanker truck:** large truck used to move liquids  **braking:** slowing down in a vehicle  **Phonics:**  TSW isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words. **RF.K.2d**  Display the **Photo Card** for *jump*. *Listen for the sound at the beginning of* jump*.* Jump *has the /j/ sound at the beginning. Say the sound with me: /j/.* Say *jet, juice, job* and have children repeat. Emphasize the phoneme /j/.  Repeat with /kw/. Use the *queen* Photo Card and the words *quick, quiz, quilt, quack.*  **Handwriting:**  TSW write a letter or letters for most consonant and short-vowel sounds (phonemes). **L.K.2c**  **Review of the letters Jj and Qq** | **Oral Language:**  TSW Use words and phrases acquired through conversations. **L.K.6**  ***What can help you go from here to there?***  Remind children that this week they are learning about transportation and the vehicles people use to get from one place to another. Point out that transportation can be used on roads, in the sky, and in the water.  **Category Words:**  TSW sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. **L.K.5a**  **Vehicles**  **Comprehension:**  With prompting and support, ask and answer questions about key details in a text. **RL.K.1**  Ask and answer questions about unknown words in a text. **RL.K.4**   * Strategy: Make Predictions * Skill: Character, Setting, Plot   ***When Daddy’s Truck Picks Me Up***  **Phonics:**  TSW demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. **RF.K.3a**  **(1) Model** *The puppet is going to say sounds in a word, /j/ /o/ /b/. It can blend those sounds to make a word: /jooob/* job*. When the puppet blends the sounds together, it makes the word* job. *Listen as it blends more sounds to make words.* Model blending with the following:   |  |  |  | | --- | --- | --- | | /j/ /u/ /g/ jug | /kw/ /i/ /z/ quiz | /j/ /e/ /t/ jet |   **(2) Guided Practice/Practice** Tell children that the puppet is going to say the sounds in a word. *Listen as it says each sound. You will repeat the sounds, then blend them to say the word.* Guide practice with the first word.   |  |  |  | | --- | --- | --- | | /j/ /a/ /m/ jam | /kw/ /a/ /k/ quack | /j/ /o/ /b/ job | | /kw/ /i/ /t/ quit | /kw/ /i/ /k/ quick | /j/ /i/ /m/ Jim |   Introduce the –ut word family. Brainstorm –ut words. Make the –ut word family flip book. | **Oral Language:**  TSW use words and phrases acquired through conversations, reading, and being read to, and responding to texts.  Use the **Define/Example/Ask** routine to introduce:  **Journey**  **Fierce**  **Wide**  **Comprehension:**  With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **RI.K.9**  **The King of the Winds**  Genre: Tale  Tell children you will be reading a Greek tale. Explain that a tale is a made up story, often from long, long ago. Display the **Interactive Read-Aloud Cards**.  Read the title. Tell children that a retelling is a story or poem told in your own words. Explain that an odyssey is like a journey.  Strategy: Make, Confirm, and Revise Predictions  **Phonemic Awareness:**  TSWisolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) **RF.K.2d**  Have children blend sounds to form words. Guide practice with the first word. *The puppet is going to say the sounds in a word. Listen as it says each sound. Then blend the sounds to say the word.* Guide practice with the first word.   |  |  |  | | --- | --- | --- | | /kw/ /i/ /z/, quiz | /j/ /i/ /g/, jig | /w/ /a/ /ks/, wax | | /kw/ /a/ /k/, quack | /j/ /u/ /m/ /p/, jump | /v/ /e/ /n/ /t/, vent | | /g/ /e/ /s/ /t/, guest | /v/ /ā/ /z/, vase | /j/ /o/ /b/ /z/, jobs |   Use Word-Building cards or write the following words. Have children read each word, blending the sounds. Guide practice with the first word.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | jet | jot | jig | quiz | quit | jug | jam |   Make the –ut word family build-a-word book. As students finish, have them practice writing their words on their dry erase boards in their desk and use them in a sentence. | **St. Patrick’s Day Story**  **Black Hats with Shamrocks**   * while you staple the students’ hats, they can work on the St. Patrick’s Day color by number worksheet   **Authors Share Chair**  TSW will share his/ her writing from this morning with the class.  **Rhyming Words/ Word Family St. Patrick’s Day Worksheet** | **Comprehension:**  TSW With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **RI.K.3**  **Getting from Here to There**  Genre: Informational Text  Display “Getting from Here to There” on pages 33–36 of the **Big Book** and read aloud the title. Explain to children that informational text can tell about real things that happened in the past and that happen today.    **Phonemic Awareness:**  TSWisolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) **RF.K.2d**  Distribute sound boxes and markers. Have children say each sound in the word as they place a marker in a box. Then have them say the word and tell the number of sounds in the word. Guide children with the first word.   |  |  |  | | --- | --- | --- | | jug, /j/ /u/ /g/ | give, /g/ /i/ /v/ | quick, /kw/ /i/ /k/ | | jam, /j/ /a/ /m/ | quiz, /kw/ /i/ /z/ | jump, /j/ /u/ /m/ /p/ |   **Grammar:**  Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). **L.K.1e**  **Model** Explain that a sentence has a naming part and a telling part. *The naming part tells who or what the sentence is about. The telling part tells what happens.*   * Write and read aloud: *The boy rides in the truck.*   Tell children that the naming part is *The boy* and the telling part is *rides in the truck.*  Point to the word *in*. Explain that a sentence can have certain words, such as *off, on, to, from, in, out, by,* and *with*. *These words tell where or how something happens.* Ask where the boy rides. (in the truck) Explain that the part of the sentence that starts with *in* tells us where the boy rides.  **(2) Guided Practice/Practice** Put a book on a table and ask: *Where is the book?* (on the table) *That’s right. The book is on the table.* Write and read aloud: *The book is on the table.* Underline the preposition *on.* On the table *tells where the book is.*  Do other actions that can be described using prepositions: *off, to, from, in, out, by, with.* |
| Lunch/Recess  11:10- 12:10 | Lunch/Recess  11:10- 12:10 | Lunch/Recess  11:10- 12:10 | Lunch/Recess  11:10- 12:10 | Lunch/Recess  11:10- 12:10 | Lunch/Recess  10:45- 11:45 |
| Writing/ Science/ Social Studies  12:10- 12:40 | Free Journal Writing | Use to finish work from the morning OR St. Patrick’s Day Worksheet | Transportation Theme Extension | St. Patrick’s Day | Free Journal Writing |
| Math Calendar  12:40- 1:00 | TSW identify and count up to the number of the day.  TSW identify the date on a weekly calendar.  TSW determine the weather conditions outside by choosing from 6 different weather choices. | TSW identify and count up to the number of the day.  TSW identify the date on a weekly calendar.  TSW determine the weather conditions outside by choosing from 6 different weather choices. | TSW identify and count up to the number of the day.  TSW identify the date on a weekly calendar.  TSW determine the weather conditions outside by choosing from 6 different weather choices. | TSW identify and count up to the number of the day.  TSW identify the date on a weekly calendar.  TSW determine the weather conditions outside by choosing from 6 different weather choices. | TSW identify and count up to the number of the day.  TSW identify the date on a weekly calendar.  TSW determine the weather conditions outside by choosing from 6 different weather choices. |
| Math Focus Lesson  1:00- 1:50 | TSW add and subtract on a walk-on number line.  Vocab:   * add * count back * count on * number line * subtract     Materials:  0–20 walk-on number line  Math Masters: p. 94 Activity Cards: 45, 54 or 58, 60 | TSW add the dots on dominoes, match the totals to written numerals, and record the addition number sentences.  Vocab:   * add * compose * equal * number sentence * part * total     Materials:  Math Masters: pp. 95, TA60–TA62 My First Math Book: p. 11 Activity Cards: 61, 62 Manipulative Kit: dominoes (optional)  Individual Number Cards 0–12 | TSW use double ten frames to count out and compare sets of 10–19 objects.  Vocab:   * double ten frame * fewer * greater * larger * less * more * smaller     Materials:  Math Masters: p. TA50 My First Math Book: p. 12 Activity Card: 63  esealable plastic bags small objects | TSW play a game to practice identifying 2-dimensional representations of 3-dimensional objects.  Vocab:   * 2-dimensional * 3-dimensional * cone * cube * cylinder * face * flat * rectangular prism * round * side * solid * sphere * straight * vertex   Materials:  Math Masters: pp. G26–G29\* My First Math Book: p. 13 Activity Card: 64  prepared Solid-Shapes Match Up Cards objects and photos from Solid-Shapes Museum | TSW count on by 1s and count by 10s on calculators.  Vocab:   * add * all clear * clear * equal * pattern * plus * repeat * skip count   Materials:  Math Masters: p. 96 Activity Cards: 57, 65 Manipulative Kit: bear counters  alculators plastic cups blank ten frames (optional) slates |
| RTII  1:50- 2:15 | RTII | RTII | RTII | RTII | RTII |
| Special  2:20- 2:55 | Gym (F) | STEAM (A) | Music (B) | Gym (C) | Computers (D) |
| Social Living  2:55- 3:20 | Transportation | Let’s Find Out- Spring | The Night Before St. Patrick’s Day | St. Patrick’s Day Number Game | Free Choice Centers |
| Snack and Pack  3:20-3:35 | Lexie’s Snack Week | Lexie’s Snack Week | Lexie’s Snack Week | Lexie’s Snack Week | Lexie’s Snack Week |
| Dismissal  3:35- 4:00 |  |  | Good News Club |  |  |