Teacher: Miss Lindrose Date: February15, 2016 to February 19, 2016

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Opening Exercises/ Lunch Count  8:30-9:00 |  |  |  |  |  |
| 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 were president…* | 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:  ***How can you stay safe in bad weather?***  **Oral Vocab:**  Use the **Define/Example/Ask** routine to introduce the oral vocabulary words:  **Safe**  **Prepare**  **Comprehension:**  TSW engage in group reading activities with purpose and understanding.  TSW demonstrateunderstanding of the organization and basic features of print.  Genre: Fiction  **Model** Explain that *Waiting Out the Storm* is fiction. Remind children that fiction stories are made up. Share these characteristics of fiction:   * Fiction stories have made-up characters. The stories tell what happens to the characters. * Many fiction stories have illustrations.   **Story Words** Preview these words before reading:  **tumble:** to fall or roll  **dashes:** moves quickly  **snuggle:** hug or cuddle    **Phonics:**  TSW isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words. **RF.K.2d**   1. **Model** Display the **Photo Cards** for egg, elevator, and exit. I will say three picture names: egg, elevator, exit. Say the names with me: egg, elevator, exit. What sound is the same in egg, elevator, exit? Yes, the first sound, /e/, is the same. Repeat the instruction with Photo Cards football, five, farm (to review initial /f/); hand, helicopter, hippo (to review initial /h/); and jet, gem, net (to review /e/ in the medial position).   **Review /e/, /f/, /h/:** Ask children to tell the initial sound of the egg, fan, and hammer Photo Cards.  **Grammar:**  TSW form regular plural nouns orally by adding /s / or /es / (e.g., dog, dogs; wish, wishes ) **L.K.1c**  **(1) Model** Remind children that naming words tell the names of people, places, animals, and things. Remind children that plural nouns ending in -*s* or -*es* name more than one thing.   * Write: *wish, lock, lash.*   *What endings do we need to add to make these words tell about more than one thing?* (-*es* for *wish* and *lash* and -*s* for *lock*)  **(2) Guided Practice/Practice** Have children work with partners. Provide each pair with a list of the following naming words:  *pot*  *dress*  *stick*  Have children work together to determine whether to add -*s* or -*es* to the noun to make it plural. Ask children to check the ending of each word and to look at the endings you listed in the model. Circulate around the classroom to offer guidance**.** | **Oral Language:**  TSW use words and phrases acquired through conversations, reading, and being read to, and responding to texts.  Remind children that this week they are learning about ways to stay safe in a storm or other dangerous weather. Point out that stormy weather can hurt people, animals, trees, and buildings.  Read “Whether the Weather.” Say each line and have children repeat.  **Phonological Awareness: Recognize Alliteration**  Tell children that some words begin with the same sounds. Say whatever and weather from the poem and point out that both start with the /w/ sound. Then say the following word sets, have children repeat, and then raise their hands if the words in the set begin with the same sound: happy hairy hippo; big book; wet floor; lost little lamb.    **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**  Question Words  **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: Visualize * Skill: Key Details   Waiting out the Storm  **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**  Blend phonemes to make words   1. **Model** Display the Rose **Sound-Spelling Card**. This is the letter r. The letter r can stand for the sound /r/ as in the word rose. What is the letter? (r) What sound does the letter r stand for? (/r/) Repeat for /b/b, /l/l, and /k/k with the Bat, Lemon, and Koala Sound-Spelling Cards.   **Writing:**  TSW write at a developmentally appropriate level with assistance from teacher.  Weather writing | **MID YEAR WRITING PROMPT**  Students will engage in a mid-year writing prompt to determine their strengths and needs and help determine the next step in their writing instruction.  **Comprehension:**  TSW engage in group reading activities with purpose and understanding.  Weather Books | **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:  **Notice**  **Celebration**  **Enough**  **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**  Genre: Myth  Tell children you will be reading a myth, which is like a fable. Remind them that a *fable* is a story that teaches a lesson. Display the **Interactive Read-Aloud Cards**.  Read the title. Explain that the Lenape are a group of Native American people who live in North America.  Strategy: Visualize  **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**  **(1) Model** *The puppet is going to say the sounds in a word. Listen: /m/ /e/ /t/. It can blend these sounds together: /mmmeeet/,* met *. Now say the word with the puppet:* met*.* Repeat with *lip.*  **(2)Guided Practice/Practice** 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 to the puppet as it says each sound. Then blend the sounds to say the word.*   |  |  |  | | --- | --- | --- | | /r/ /i/ /d/, rid | /s/ /o/ /k/, sock | /k/ /i/ /s/, kiss | | /s/ /t/ /a/ /k/, stack | /h/ /i/ /p/, hip | /h/ /e/ /d/, head | | /e/ /l/ /k/, elk | /f/ /a/ /s/ /t/, fast | /r/ /i/ /d/, ride | | /b/ /o/ /ks/, box | /l/ /u/ /k/, luck | /k/ /i/ /d/, kid |   **Grammar**: **Nouns**  **((1) Review** Remind children that plural nouns usually end in -*s* or -*es*. Write and read the words *fish* and *fishes. Which word names more than one fish?*  **(2) Guided Practice/Practice** Write and read the words *apples* and *maps*. Have children repeat each word after you say it. *Do the words name one thing or more than one thing?* Remind them that the *-s* sounds different in each word, but *apples* tells there is more than one *apple* and *maps* tells there is more than one *map*.  Write and read the words *light* and *dolls*. Have children repeat each word after you say it. *Which word names one thing? Which word names more than one thing?*  Have children work in pairs. Provide the **Photo Cards** for *ant, banana, bus, inch, key, lamp.* Ask partners to pick a Photo Card and tell what the plural is. Have partners work together to form the plural form of each word and use it in a sentence. Provide help as needed. | **Oral Language:**  TSW use words and phrases acquired through conversations, reading, and being read to, and responding to texts.  Remind children that this week they have been talking and reading about what happens in different kinds of weather. Have them sing “Rain, Rain, Go Away” and think what the weather is like. Then ask how the animals knew the rain was coming in *Rain*. (Lightning flashed and thunder boomed. They could sense the rain.)  **Phonological Awareness**  **Recognize Rhyme**  Point out the rhyming words *away* and *day* in the song “Rain, Rain, Go Away.” Say: *Words that rhyme have the same end sound. Listen:* away, day. *I can say more words with the same end sound:* play, say, may, ray. Ask children to listen as you say different word pairs and raise their hands if those words rhyme. Pause between word pairs: *rake/rip; late/wait; seat/some; tip/hip; pan/man*.  **Comprehension:**  TSW recognize common types of texts (e.g., storybooks, poems). **RL.K.5**   * Understand the characteristics of poetry * Use the literary element rhyme to learn the features of poetry   Genre: Informational Text  Display “Be Safe in Bad Weather” on pages 28–32 of the **Big Book** and read aloud the title. Review that informational text tells about real people, places, and events.  Set a Purpose for Reading  Read aloud page 28. Tell children to listen as you continue reading the selection so they can learn how to stay safe in bad weather.  Strategy: Visualize  **Phonemic Awareness:**  TSW add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **RF.K.2e**  **1) Model** *Listen as I say a word:* all*. Repeat the word:* all*. When I add /f/ to the beginning of* all*, I make the word* fall. Fall *is the word I make when I add /f/ to the beginning of* all*.* Repeat: Add /f/ to *ill* to make *fill*.  **(2) Guided Practice/Practice** Have children add initial phonemes to words to make new words. Guide children with the first question.  *What word do you have if you add /l/ to the beginning of* it*?* (lit)  *What word do you have if you add /f/ to the beginning of* Ed*?* (fed)  *What word do you have if you add /h/ to the beginning of* am*?* (ham)  *What word do you have if you add /t/ to the beginning of* rain*?* (train)  *What word do you have if you add /b/ to the beginning of* in*?* (bin) |
| 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 | TSW engage in activities that focus on President’s Day.   1. Presidents Day 2. American Symbols | TSW engage in activities that focus on George Washington.   1. Story 2. Hat | TSW engage in activities that focus on George Washington.   1. Story 2. Money | TSW engage in activities that focus on Abraham Lincoln.   1. Story 2. Hat | TSW engage in activities that focus on Abraham Lincoln.   1. Story 2. Money |
| 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 combine shapes to create new shapes.  Vocab:   * combine * position words * put together * rotate * shape names     Materials:  prepared Shape Cards and Shape-Card Puzzles\*  Literacy Suggestions (optional):   * *Shape by Shape* * *Grandfather Tang's Story* | TSW use string to compare their body heights to classroom objects.  Vocab:   * about the same * height * length * long * longer * same length * shorter * tall * taller   Materials:  Math Masters: pp. 85–86 My First Math Book: p. 6  classroom objects string  scissors masking tape posterboard or chart paper plastic bags | TSW compare and order straws by length.  Vocab:   * length * long * longer * longest * order * short * shorter * shortest   Materials:  Math Masters: p. 87 Manipulative Kit: pan balance  straws cut into pieces dark construction paper (optional) small objects for weighing stick-on note with the equal symbol | TSW sort, count, and compare as they make and interpret a graph about pets.  Vocab:   * compare * fewer * graph * label * model * more * order * sort * title     Materials:  My First Math Book: p. 7 Manipulative Kit: counters  posterboard or chart paper index cards (cut in half) or stick-on notes drawing materials transparent tape prepared Blank Double Ten Frames and 10–20 Spinners from Lesson 5-8 slates Literacy Suggestion: Pet Show! |  |
| 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 |  | Luprek Pull Out | McCall Pull Out |  | Tresnicky Pull Out |
| Snack and Pack  3:20-3:35 | Ricky’s Snack Week | Ricky’s Snack Week | Ricky’s Snack Week | Ricky’s Snack Week | Ricky’s Snack Week |
| Dismissal  3:35- 4:00 |  |  | Good News Club |  |  |