Teacher: Miss Lindrose Date: April 25, 2016 to April 29, 2016

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Opening Exercises/ Lunch Count  8:30-9:00 |  |  |  |  | No School |
| 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. | No School |
| 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 developmentally appropriate level with assistance from an adult. | No School |
| Language Arts  9:50-11:05 | **Building Background:**  Introduce the essential question for the week:  ***How can things in nature be used to make new things?***  Read aloud the Essential Question. Tell children you are going to say a rhyme about something in nature that we can use to make a new thing.  Use the **Define/ Example/ Ask** routine to introduce:  **1. Natural resources**  **2. create**  **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 *globe, nose,* and *rope. I will say three picture names:* globe *,* nose*,* rope*. Repeat these words with me. What sound is the same in* globe*, nose, and* rope*?* Globe*,* nose *, and* rope *all have the /ō/ sound.* Repeat the activity with *comb, yolk,* and *yo-yo. Listen to these words:* comb *,* yolk*,* yo-yo*. Repeat the words with me. What sound is the same in* comb*,* yolk*, and* yo-yo*?* Comb*,* yolk *, and* yo-yo *all have the /ō/ sound.*  *Let’s play a song. Listen for words with /ō/.* Play “A Goat in a Boat,” and have children listen for the /ō/ sound. *Let’s listen to the song again and make an* o *with our fingers when we hear words with /ō/.* Play or sing the letter song again, encouraging children to join in. Have children make an o with their thumb and index finger when they hear a word with /ō/.  **(2) Guided Practice/Practice** Have children listen to these words. Ask them to name the sound that is the same in each set of words. Guide practice with the first set of words.   |  |  |  | | --- | --- | --- | | bone, coat, dome | so, toe, mow | bite, dine, file | | bake, rate, fade | hot, lock, fox | foam, grow, flow |   **Comprehension:**  TSW engage in group reading activities with purpose and understanding.  TSW demonstrate understanding of the organization and basic features of print.  **Bread Comes to Life**  Genre: Informational Text  **Model** *Bread Comes to Life* is informational text. Remind children of these characteristics of informational text.   * The text gives facts, or true information, about events. * It often has photographs, which show things that are real.   **Selection Words** Preview these words before reading:  **chaff:** the outside part of a grain’s seed, not needed to make bread  **dough:** mixture of flour and water used to make bread and other food  **stalks:** plant stems  **tough:** hard to chew  **yield:** an amount of something; how much is made | **Oral Language:**  TSW use words and phrases acqued through conversations, reading, and being read to, and responding to texts.  ***How can things in nature be used to make new things?***  Remind children that this week they are learning about things in nature that can be used to create new things. Point out that many natural resources can be used to create food. Ask children to name two foods that are made from things in nature.  **Category Words:**  **Model** Use the **Big Book** Bread Comes to Life to discuss words for foods made from grain. Read the text on page 15. Explain that a grain is a small hard seed. Show children the picture of grain on page 18. We use grains to make food. Some grains that we eat or that are used to make food are wheat, rice, oats, and corn.  **Phonics:**  Associate the long and short sounds with common spellings (graphemes) for the five major vowels. **RF.K.3b**  **(1) Model** Use the **Puppet** to demonstrate how to blend phonemes to make words. *The puppet is going to say sounds in a word. Listen: /ō/ /n/. It can blend those sounds to make a word: /ōōōnnn/,* own. *When the puppet blends the sounds together, it makes the word* own*. Listen as it blends more sounds to make a word.* Model phoneme blending with the following:   |  |  |  | | --- | --- | --- | | /n/ /ō/ /t/, note | /h/ /ō/ /p/, hope | /ō/ /l/ /d/, old |   **(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.*   |  |  |  | | --- | --- | --- | | /n/ /ō/ /z/, nose | /s/ /ō/, so | /kw/ /ō/ /t/, quote | | /j/ /ō/ /k/, joke | /g/ /ō/, go | /r/ /ō/ /p/, rope |   **(1) Model** Place **Word-Building Cards** *r, o, d* in a pocket chart. Blend and read *rod*. Add an *e*. Point to the *r. This is the letter* r*. The letter* r *stands for /r/. Say /r/.* Point to the letters *o* and *e. These are the letters* o *and* e*. Together they stand for /ō/. Say /ō/. This is the letter* d*. The letter d stands for /d/. Say /d/. Listen as I blend the sounds together: /rrrōōōd/. Now blend the sounds with me to read the word.*  **(2) Guided Practice/Practice** Use Word-Building Cards or write *hop.* Have children blend and read *hop*. Add an *e* to make *hope*. Point to *h* and have children say the sound. Point to the letters *o* and *e* and have children say the sound. Point to *p* and have children say the sound. Then move your hand from left to right under the word and have children blend and read the word *hope.* Repeat with *cod/code*.  **Guest Reader- 10:40** | **Phonics:**  Associate the long and short sounds with common spellings (graphemes) for the five major vowels. **RF.K.3b**  **(1) Model** Display the *Boat* **Sound-Spelling Card***.* Point to the *o\_e* spelling. *The letters* o *and* e *act as a team to stand for /ō/, the sound you hear in the word* joke*. Say the sound with me: /ō/. The word* joke *is spelled* j, o, k, e. *I will write the letters* o\_e *because they stand for the /ō/ sound.* Remind children that /ō/ can also be spelled \_o, as in the word *no*.  **(2) Guided Practice/Practice** Tell children that you will say some words that have the /ō/ sound spelled with the *o\_e* pattern and some words that do not. Have children say /ō/ and write the letters *o\_e* on their **Response Boards** when they hear /ō/ in a word. Guide practice with the first word.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | wrote | note | bone | bin | cone | | doze | top | home | hip | drove |   **Students will engage in the following centers throughout the morning:**  1. Long Oo Book- Teacher Directed  2. Monkey Word- IPad  3. Short Vowel Long Vowel Sort and Write  4. Write the Room | **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**  **Spider Woman Teaches the Navajo**  Genre: Tale  Tell children you will be reading a tale, which is like a fable. Explain that a *tale* is a story that has been passed down through the generations. Display the **Interactive Read-Aloud Cards**.  Read the title. Point out that the Navajo are Native Americans.  Strategy: Reread  Remind children that it can be helpful to reread if they do not understand something that they are reading. Remind children that they can use the **Think Aloud Cloud** to help them understand as they reread stories.  **Students will engage in the following centers throughout the morning:**  **World Café centers:**  1. Word families  2. Picture clue sentence writing  3. Identify and build with shapes  4. Using ten frames and making number sentences | No School |
| 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 | No School |
| Writing/ Science/ Social Studies  12:10- 12:40 | Mother’s Day Project | Finish Skills from morning | Finish centers from the morning | Mother’s Day Project | No School |
| 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. | No School |
| Math Focus Lesson  1:00- 1:50 | TSW use bundles of ten and single craft sticks to represent numbers greater than ten.  Vocab:   * bundle * ones * tens   Materials:  *Math Masters:* p. 104 *My First Math Book:* p. 19 Activity Card: 74 Manipulative Kit:   * craft sticks * rubber bands | TSW find number pairs that add to 10.  Vocab:   * add * number sentence * pattern * solution * subtract * turnaround   Materials:  *Math Masters:* pp. TA11, TA43–TA48 Activity Card: 75 Manipulative Kit:   * counters (optional) * pattern blocks | TSW share their solutions, describe patterns they see, and discuss how they can use the patterns to find more solutions.  Vocab:   * add * number sentence * pattern * solution * subtract * turnaround   Materials:  *Math Masters:* pp. TA11, TA43–TA48 Activity Card: 75 Manipulative Kit:   * counters (optional) * pattern blocks | TSW play a game to practice decomposing numbers and finding a missing part of 10.  Vocab:  None  Materials:  *Math Masters:* pp. G30–G32 Activity Cards: 68, 76 Manipulative Kit:   * counters * dice   prepared Car Race gameboards | No School |
| RTII  1:50- 2:15 | Cancelled due to PSSA | Cancelled due to PSSA | RTII | RTII | No School |
| Special  2:20- 2:55 | Gym (C) | Computers (D) | Library (E) | Music (F) | No School |
| Social Living  2:55- 3:20 |  |  |  |  | No School |
| Snack and Pack  3:20-3:35 | Braeden’s Snack Week | Braeden’s Snack Week | Braeden’s Snack Week | Braeden’s Snack Week | No School |
| Dismissal  3:35- 4:00 |  |  |  |  | No School |