Teacher: Miss Lindrose Date: April 18, 2016 to April 22, 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 developmentally appropriate level with assistance from an adult. | TSW be assessed on high frequency and decodable words as well as reading decodable text. |
| Language Arts  9:50-11:05 | **Building Background:**  Introduce the essential question for the week:  ***What do good citizens do?***  Read aloud the Essential Question. Tell children you are going to sing a song about being the best you can be.  **Phonics:**  TSW isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words. **RF.K.2d**  **1) Model** *This is the* Five *Sound-Spelling Card. The sound is /ī/. Today we will learn one of the spellings for the /ī/ sound.* Use **Word-Building Cards** or write *hid*. *Look at this word:* hid*. Say it with me.* Hid *has the sound /ī/. Let’s add an* e *to the end. This new word is* hide*. The* i *and the* e *act as a team to make the long i sound /ī/. Listen as I say the word:* hide. Repeat with *bit* and *bite*.  Display the song “High Five!” (See **Teacher’s Resource Book** online.) Read or sing the song with children. Reread the title and point out that the word *five* has the sound /ī/ with the *i\_e* pattern*.* Model placing a self-stick note below the *i*\_*e* in *five.* Acknowledge /ī/ in *high* but point out that it is not the *i\_e* pattern.  **(2) Guided Practice/Practice** Read each line of the song. Stop after each line and ask children to place self-stick notes below words that have the /ī/ sound spelled *i\_e* and say the word.  **Comprehension:**  TSW engage in group reading activities with purpose and understanding.  TSW demonstrate understanding of the organization and basic features of print.  **We Can Play** | **Phonics:**  Associate the long and short sounds with common spellings (graphemes) for the five major vowels. **RF.K.3b**  **(1) Model** Write *five, hive,* and *dive* in a list. Point to *ive. The letters* i *and* e *act together to stand for the sound /*ī*/. The letters* -ive *stand for the sound /īv/ as in the word* five*.* Read the words with children. *When we see words with the letter* i*, then a consonant, and the letter* e *at the end, the vowel sound is /*ī*/ because the letters* i *and* e *act as a team to make the long i sound /*ī*/.*  **(2) Guided Practice/Practice** Have children listen as you say some words. Ask them to write the spelling *i\_e* on their **Response Boards** if the word has the sound /ī/. Do the first two words with children.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | mile | Mike | kit | kite | file | fill | hide | like |   **Students will engage in the following centers throughout the morning:**  1. Guided Reading- Teacher Directed  2. Listening Center  3. Starfall  4. HFW Worksheet | **Phonics:**  Associate the long and short sounds with common spellings (graphemes) for the five major vowels. **RF.K.3b**  **(1) Model** Display the *Five* **Sound-Spelling Card***.* Point to the *i\_e* spelling. *The letters* i *and* e *act as a team to stand for /ī/, the sound you hear in the word* ripe*. Say the sound with me: /ī/. The word* ripe *is spelled* r, i, p, e. *I will write the letters* i\_e *because those letters stand for /ī/.* Repeat with the word *lime.*  **(2) Guided Practice/Practice** Tell children that you will say some words that have the /ī/ sound and some words that do not. Have children say /ī/ and write the letters *i\_e* on their **Response Boards** when they hear /ī/ in a word. Guide practice with the first word.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | rice | bit | hive | life | lift | | line | mine | mice | bin | sing |   **Students will engage in the following centers throughout the morning:**  1. Guided Reading- Teacher Directed  2. Monkey Word- IPad  3. Roll and Write HFWs  4. Write the Room | **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:  **Citizen**  **Respect**  **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: Fable**  Tell children you will be reading a fable. Explain that a *fable* is a fiction story that teaches a lesson. Display the **Interactive Read-Aloud Cards**.  Read the title. Point out the question below the title and explain that Little Red Hen will help the other characters learn to be good citizens.  **Strategy: Reread**  **Phonemic Awareness:**  Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **RF.K.2e**  Demonstrate basic knowledge of oneto- one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. **RF.K.3a**  **(1) Model** *The* **Puppet** *can take the sound from a word to make a new word. Listen as the puppet says a word:* smile. *Now listen to the puppet say* smile *without /s/:* mile*. Say the new word with the puppet:* mile*.* Smile *without /s/ is* mile.  **(2) Guided Practice/Practice** Have children delete the initial sound and say the new word. Guide practice with the first word.  *Say* nice. *Now say* nice *without* /n/*.* (ice)  *Say* pride*. Now say* pride *without* /p/*.* (ride)  *Say* pie*. Now say* pie *without* /p/*.* (I)  *Say* swipe*. Now say* swipe *without* /s/*.* (wipe)  *Say* slime*. Now say* slime *without* /s/*.* (lime)  *Say* play*. Now say* play *without* /p/*.* (lay)  **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** Remind children that the letters *i* and *e* act as a team to stand for the /ī/ sound. Write *i\_e* to make a column head. Remind children that the letter *i* can stand for /i/. Write the letter *i* next to *i\_e* to make a second column head. Write the following words in a list: *vine, pig, size, fin, wipe, fine, dim, dive, bit, dip, dime.*  Hold up the **Photo Card** for *vine*. *Here is the picture for* vine*.* Vine *has the /ī/ sound. Listen, /v/ /īīī/ /n/. When I hear /ī/, I know that the letters* i *and* e *act together to stand for that sound. Point to the word* vine*. I will write* vine *under the i\_e.*  Repeat with *pig* and the letter *i*.  **(2) Guided Practice/Practice** Have children sort the remaining words by /i/ and /ī/. Have them read the word, say the sound in the middle of the word, and tell under which spelling the word should be written. When finished, point out that words with *e* at the end have the /ī/ sound. Words without *e* have the /i/ sound. Guide children with the first word.  Repeat the letter *i* and *pig.* | **Earth Day Activities**  Earth Day Stories, Crafts, and other themed activities |
| 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  11:10- 12:10 |
| Writing/ Science/ Social Studies  12:10- 12:40 | Rainforest- Book and Craft (Red Eyed Tree Frog) | Rainforest- Directed Drawings | Rainforest- Book and Craft (Three Toed Sloths) | Rainforest- Directed Drawings | Earth Day Activites |
| 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 explore counting as a way to measure and compare lengths of time.  Vocab:   * counts * fast * fewer * longer * more * shorter * slow * time * unit   Materials:  My First Math Book: p. 18  modeling dough or clay chart paper (optional) Two-Dimensional Shapes Poster (optional) Literacy Suggestions (optional):   * *This Is the Way We Go to School* * "The Tortoise and the Hair" | TSW count forward from numbers other than 1 throughout the 1–100 sequence.  Vocab:   * count on * count up   Materials:  Math Masters: pp. 103, TA12 (1 per pair, optional) Manipulative Kit: bear counters | TSW play a game to develop fluency with subtraction facts within 5.  Vocab:   * count back * difference * greater * less * minus * strategy * subtract   Materials:  My First Math Book: p. 16 Activity Card: 73 Manipulative Kit: cubes for dice  prepared Dice Subtraction dice\* prepared ten frames | 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 |
| RTII  1:50- 2:15 | Cancelled due to PSSA | Cancelled due to PSSA | Cancelled due to PSSA | Cancelled due to PSSA | Cancelled due to PSSA |
| Special  2:20- 2:55 | Computers (D) | Library (E) | Music (F) | STEAM (A) | Music (B) |
| Social Living  2:55- 3:20 |  |  |  |  |  |
| Snack and Pack  3:20-3:35 | Extra Snack Basket | Extra Snack Basket | Extra Snack Basket | Extra Snack Basket | Extra Snack Basket |
| Dismissal  3:35- 4:00 |  |  |  |  |  |