Teacher: Miss Lindrose Date: February 8, 2016 to February 12, 2016

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Opening Exercises/ Lunch Count  8:30-9:00 | Faculty Meeting |  |  | Math Meeting |  |
| 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. | 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 happens in different kinds of weather?***  Discuss how different kinds of weather. Ask children what activities you can do in different weather.  **Oral Vocab:**  Use the **Define/Example/Ask** routine to introduce the oral vocabulary words:  **Predict**  **Temperature**  **Comprehension:**  TSW engage in group reading activities with purpose and understanding.  TSW demonstrateunderstanding of the organization and basic features of print.  Genre: Fantasy  **Model** *Rain* is fantasy. Remind children that fantasy stories are made up. Share these characteristics of fantasy:   * Fantasy stories have characters, people or animals who aren’t real. * Some events in fantasy, such as animals talking, could never happen in real life.   **Story Words** Preview these words before reading:  **cracked:** broken  **water hole:** a pond where animals drink water    **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 *koala*. *Listen for the sound at the beginning of* koala*.* Koala *has the /k/ sound at the beginning. Say the sound with me: /k/.* Say *key, king, kite* and have children repeat. Emphasize initial /k/*.*  Repeat the instruction with final /k/. Use the *lock* Photo Card and the words *lick*, *pack*, and *rock.* Emphasize final /k/.  **Handwriting:**  TSW write a letter or letters for most consonant and short-vowel sounds. **L.K.2c** | **Oral Language:**  TSW use words and phrases acquired through conversations, reading, and being read to, and responding to texts.  ***What happens in different kinds of weather?***  Remind children that this week they are learning about weather and how it can affect people and places. Point out that some types of weather repeat year after year, such as the rainy season in parts of Africa. Ask children to describe the weather outside today.  Phonological Awareness  **Recognize Rhyme**  Tell children that the words *away* and *day* in this song rhyme. Remind them that words that rhyme have the same ending sounds. Say the following word pairs and have children tell if the words rhyme: *car, far; joy, toy; rain, pan; go, slow; want, sing; day, door; up, cup.*  **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**  Weather words: rainy, cloudy, windy, snowy, gloomy, and sunny  **Phonemic Awareness:**  TSW isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.  **(1) Model** Use the puppet to demonstrate how to blend phonemes to make words. *The puppet is going to say sounds in a word, /k/ /i/ /t/. It can blend those sounds to make a word: /kiiit/* kit. *When the puppet blends the sounds together, it makes the word* kit*. Listen as the puppet blends more sounds to make a word.* Continue modeling blending with the following:   |  |  |  | | --- | --- | --- | | /k/ /i/ /s/ | /k/ /i/ /d/ | /k/ /ē/ /p/ |   **(2) Guided Practice/Practice** Tell children that the puppet is going to say the sounds in a word. *Listen to the puppet as it says each sound. You will repeat the sounds, then blend them to say the word.* Guide practice with the first word.   |  |  |  |  | | --- | --- | --- | --- | | /k/ /i/ /k/ kick | /k/ /ē/ key | /k/ /e/ /n/ Ken | /k/ /ī/ /t/ kite |   **Grammar:**  **Nouns**  TSW form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). **L.K.1c** | **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 *drought, clever, storm.*  **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: Folktale  Tell children you will be reading a folktale. Explain that a *folktale* is a made-up story from long ago that often teaches a lesson. Display the **Interactive Read-Aloud Cards**.  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 sounds in a word. Listen: /l/ /o/ /k/. It can blend those sounds together: /llloook/,* lock *. Say the word with the puppet:* lock*.* Repeat with *kid*.  **(2) Guided Practice/Practice** Have children blend sounds to form words. *The puppet is going to say the sounds in a word. Listen to the puppet as it says each sound. Repeat the sounds. Then blend them to say the word.* Guide practice with the first word.   |  |  |  | | --- | --- | --- | | /k/ /i/ /i/ kit | /k/ /i/ /k/ kick | /b/ /a/ /k/ back | | /l/ /o/ /k/ lock | /k/ /i/ /d/ kid | /k/ /ē/ /p/ keep |   Review initial /k/. Play and sing “Koala.” Have children clap when they hear initial /k/. Demonstrate as you sing with children.  **Grammar**: **Proper Nouns**  **(1) Model** Explain to children that the names of people and places are called *proper nouns.* Write and read aloud: *I live on Main Street. Jay lives on Main Street, too. Which word tells the name of a person?* (Jay) *Which word tells the name of a place?* (Main Street) *The words* Main Street *and* Jay *are proper nouns.*  **(2) Guided Practice/Practice** Write and read aloud: *Mary went to the market. She walked to Summer Street.*  Ask children which words give the names of a person and place. (Mary; Summer Street) Circle the words and read aloud with children. Have children say their names and the streets they live on. | **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 “Cloud Watch” on pages 33–36 of the **Big Book** and read aloud the title. Explain to children that informational text can have made-up characters, but the information is true.  **Weather Activity** | **Comprehension:**  TSW recognize common types of texts (e.g., storybooks, poems).  Read the story The Night Before Valentine’s Day.  **Centers:**  1. Candy Heart Drop  2. Cupids Arrows  3. Write the Room  4. Listening Center- There was an Old Lady Who Swallowed a Rose |
| 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  12:10- 12:40 | TSW engage in science and writing activities that focus on weather.  Clouds: Read the book It Looked Like Spilt Milk | TSW engage in science and writing activities that focus on weather.  Create a cloud and write about it. | TSW engage in science and writing activities that focus on weather.  The different types of clouds- labeling activity. | TSW engage in science and writing activities that focus on weather.  Cloud Science Experiment | **Centers:**  1. Candy Heart Drop  2. Cupids Arrows  3. Write the Room  4. Listening Center- There was an Old Lady Who Swallowed a Rose |
| 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 model number stories with counters and the addition symbol.  Vocab:   * add * addition symbol * all together * change * combine * equal * join * part * plus * plus sign * plus symbol * put together * total     Materials:  Math Masters: pp. 83, TA17, TA51 My First Math Book: p. 5 Activity Card: 43 Manipulative Kit:   * craft sticks * counters * bear counters   prepared addition symbol construction paper or slates prepared ten frames Number Cards 0–10 Literacy Suggestion: Little Quack (optional) | TSW model addition concretely and symbolically through a game.  Vocab:   * add * count on * equal * forward * join * plus   Materials:  Math Masters: pp. 84, G22 Activity Cards: 44, 45 Manipulative Kit: connecting cubes | TSW write numbers on scrolls to deepen their understanding of the count sequence and place value.  Vocab:   * number grid * pattern * scroll   Materials:  Math Masters: pp. TA49, TA52–TA54, G15–G16 Activity Card: 46  Number-Grid Poster paper-towel tubes and rubber bands (optional) Monster Squeeze monsters Growing Number Line | TSW combine shapes to create new shapes.  Vocab:   * combine * position words * put together * rotate * shape names     Materials:  *Math Masters:* pp. 65–68, TA39–TA48, TA55–TA58\* Activity Cards: 47–48 Manipulative Kit:   * hexagon pattern block * connecting cubes   prepared Shape Cards and Shape-Card Puzzles\* completed Building Hexagons recording sheets from Lesson 4-7 (optional) Literacy Suggestions (optional):   * *Shape by Shape* * *Grandfather Tang's Story* * Mouse Shapes | TSW engage in Valentines Day math and reading centers.  **Centers:**  1. Candy Heart Drop  2. Cupids Arrows  3. Write the Room  4. Listening Center- There was an Old Lady Who Swallowed a Rose |
| RTII  1:50- 2:15 | RTII | RTII | RTII | RTII | Library (E) |
| Special  2:20- 2:55 | STEAM (A) | Music (B) | Gym (C) | Computers (D) | Valentines Day Party |
| Social Living  2:55- 3:20 | Luprek Pull Out | McCall Pull Out |  | Tresnicky Pull Out | Valentines Day Party |
| Snack and Pack  3:20-3:35 | Extra Snack Week | Extra Snack Week | Extra Snack Week | Extra Snack Week | Valentines Day Party |
| Dismissal  3:35- 4:00 |  |  |  |  |  |