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

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Opening Exercises/ Lunch Count  8:30-9:00 | Web portal meeting 8:30 |  |  |  |  |
| 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.  -Robot Writing | TSW be assessed on high frequency and decodable words. |
| Language Arts  9:30-11:05 | **Building Background:**  Introduce the essential question for the week:  ***What kinds of things grow on a farm?***  Read aloud the Essential Question. Tell children you are going to sing a song about some foods that are grown on farms.  **Oral Vocab:**  Use the **Define/Example/Ask** routine to introduce the oral vocabulary words **fresh** and **delicious**.  To introduce the theme of “Fresh from the Farm,” explain that foods grown on farms are fresh and delicious. Many other foods besides the ones in the song are grown on farms. What other kinds of food grows on a farm? (Possible answers: corn, potatoes, tomatoes)  **Comprehension:**  TSW engage in group reading activities with purpose and understanding.  TSW demonstrateunderstanding of the organization and basic features of print.  Genre: Informational Text  **Model** *An Orange in January* is an informational text. Share these characteristics of informational text with children:   * Informational text gives facts, or real information, about people, places, or events.   **Story Words** Preview these words before reading:  **nectar:** something sweet and wet in flowers  **drenched:** covered in something  **skyway:** part of a road that seems to go up to the sky  **segments:** pieces  **Phonics:**  TSW isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words. **RF.K.2d**  **(1) Model** Display the *Fire* **Sound-Spelling Card**. *This is the* Fire *card. The sound is /f/. The /f/ sound is spelled with the letter* f *. Say it with me: /f/. This is the sound at the beginning of* fire*. Listen: /fff/ire, fire. What is the name of this letter?* (f ) *What sound does this letter stand for?* (/f/)  Display “Let’s Build a Fire” (see **Teacher’s Resource Book** online). Read or sing the song with children. Reread the title and point out that *fire* begins with the letter *f.* Model placing a self-stick note below the *f* in *fire*.  **(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 begin with *F* or *f* and say the letter name.  Repeat Steps 1–2 with /r/*r* and the song “A Rose.”  **Handwriting:**  TSW write a letter or letters for most consonant and short-vowel sounds. **L.K.2c**  **Introduce the proper way to write the letter Ff and Rr. Practice on the small dry-erase boards. Then have students complete the handwriting paper.** | **Oral Language:**  TSW use words and phrases acquired through conversations, reading, and being read to, and responding to texts.  ***What kinds of things grow on a farm?***  Remind children that this week, they are learning about foods grown on farms. Ask them to name foods they have seen at the market or store that were grown on a farm.  Sing “Oats, Peas, Beans, and Barley Grow” with children.  **Phonological Awareness: Recognize Rhyme**  TSW recognize rhyming words.  Tell children that these words from the song rhyme: *grow* and *know*. Remind them that words that rhyme have the same end sound. Have children repeat *grow, know* after you, stressing the end sounds. Then say each of the following sets of words and have children raise their hands if they hear words that rhyme: *cub, tub; wall, wish; lag, tag; rake, take; ball, bat; hot, tab.*  **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**  Food Words  **Phonemic Awareness:**  TSW isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.  **(1) Model** *The puppet is going to say sounds in a word, /f/ /a/ /n/. It can blend those sounds to make a word: /fffaaannn/*, fan. *. Listen as the puppet blends more sounds to make a word.* Model phoneme blending with the following words.   |  |  |  |  | | --- | --- | --- | --- | | /f/ /i/ /t/ *fit* | /f/ /ī/ /n/ *fine* | /f/ /i/ /n/ *fin* | /i/ /f/ *if* |   **(2) Guided Practice/Practice** Tell children to listen as the puppet says the sounds in words. Have them repeat the sounds, and then blend them to say the word.   |  |  |  | | --- | --- | --- | | /f/ /a/ /n/ *fan* | /f/ /u/ /n/ *fun* | /f/ /ē/ /t/ *feet* |   Repeat Steps 1–2 with /r/ and the words *red, rug, ran* for Step 1 and *rat, ride, rise* for Step 2.  **Pronouns:**  **TSW** use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).  **(1) Model** Remind children that some of the pronouns they have learned include *he, she, it, we, you,* and *I.* Write *they* and explain that *they* is a pronoun, too.   * Write and read aloud: *Joe and Tom play football. They play football.* Explain that *they* can be used in place of the names of two or more people.   **(2) Guided Practice/Practice** *Nancy and Marina won the game.* Work together to identify which words can be replaced with *they*. (Nancy and Marina)  *Mom and Dad have jobs. Mom and Dad work very hard.* Explain that you want to change the second sentence so you don’t repeat *Mom and Dad.* Ask children how to say the sentence using *They* in place of *Mom and Dad.* (They work very hard.) | **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 talking and learning about the kinds of things that grow on a farm. Guide children to discuss the Essential Question using information from the **Big Book** and the weekly song. Remind children about the foods that grow in “Oats, Peas, Beans, and Barley Grow.” Sing the song and have children join in.  Oral Vocabulary  Review last week’s oral vocabulary words, as well as *fresh* and *delicious* from Day 1. Then use the **Define/Example/Ask** routine to introduce *beneath, raise,* and *special.*  **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: Informational Text  Tell children you will be reading an informational text. Guide them in recalling that *informational text* gives facts, or true information, about a topic. Display the **Interactive Read-Aloud Cards**.  Read the title, “Farms Around the World.” *This selection is going to tell facts about different kinds of farms.* Point out that different kinds of plants grow in different parts of the world.  Strategy: Reread  Remind children that sometimes when they read, they might not understand something the first time. Good readers will go back and reread to help them understand. *When you reread you should pay close attention to details that will help you understand what is happening.* Model rereading using the **Think Aloud Cloud**.  **Phonemic Awareness:**  TSW isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.  **(1) Model** *The puppet is going to say sounds in a word: /r/ /i/ /p/. It can blend those sounds to make a word: /rrriiip/,* rip*. When the puppet blends the sounds together, it makes the word* rip*.* Continue modeling blending with the following:   |  |  |  | | --- | --- | --- | | /r/ /a/ /p/ *rap* | /f/ /e/ /d/ *fed* | /f/ /i/ /sh/ *fish* | | /r/ /e/ /d/ *red* | /f/ /i/ /t/ *fit* | /i/ /f/ *if* |   **(2) Guided Practice/Practice** *Listen to the puppet as it says each sound: /f/ /i /g/. The puppet can blend these sounds together: /fffiiig/.* Fig*. Say the sounds with the puppet: /f/ /i/ /g/, /fffiiig/, fig. Now let’s say the word with the puppet:* fig*.*  Place the following **Photo Cards** face down: *fan, fox, five, rose, rake, rock*. Choose a card but do not display it. Tell children that the puppet will say the sounds in the word. *Listen to the puppet as it says each sound. You will repeat the sounds, then blend them to say the word.* After children have said the word, show the Photo Card.   |  |  |  | | --- | --- | --- | | /f/ /a/ /n/ *fan* | /f/ /o/ /ks/ *fox* | f/ /ī/ /v/ *five* | | /r/ /ō/ /p/ *rope* | /r/ /ā/ /k/ *rake* | /r/ /o/ /k/ *rock* |   Make the –et word family flip book. | **Vocabulary Strategy:**  TSW With prompting and support, ask and answer questions about unknown words in a text.  **(1) Model** Remind children that they can ask questions about words in a text that they do not know the meaning of. They can also use clues from the sentences and pictures in the book to make sense of words they do not know.  **Think Aloud** What does the word *segments* mean in this sentence? “And two hands, pink with cold, shared its *segments*, so that everyone could taste the sweetness of an orange in January. “ I have eaten an orange, and I know that the fruit can be separated into small pieces. The sentence talks about sharing, and I see the boy hand a girl a small piece of orange in the picture. A *segment* must be “one small part of the orange.”  **(2) Guided Practice/Practice** Read the following sentence from pages 16-22 of *An Orange in January*.  *From bag to basket, truck to truck, it followed the skyway over mountains, across deserts and plains until the orange arrived at a grocery store.*  Have children use sentence and picture clues to figure out the meaning of *skyway* and *plains*. Guide children as needed.  Let’s Move!  Give simple directions that include food words for fruits and vegetables. For example*: Peel a banana. Pull a carrot from the ground. Pick an apple from a tree. Bite into a piece of celery.*  **Comprehension:**  With prompting and support, identify the main topic and retell key details of a text.  Set a Purpose for Reading  Read aloud the first two sentences on page 34. Tell children to listen as you continue reading to learn about how food is grown and sold.  Strategy: Reread  Remind children that good readers reread part of a text if there is something they do not understand. Reread the second sentence on page 34. *The word* they *is referring to the farmers’ stands. Sometimes we may have to reread other sentences to better understand the text.*  Text Feature: Lists  **Explain** Point to the list on page 40. Explain that sometimes authors include extra information in a list. *This list shows what a shopper needs to buy at the market.*  **Phonemic Awareness:**  TSW demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.  **(1) Model** Have children make different words by adding an initial phoneme to an existing word. *We can add sounds to the beginning of words to make new words. Listen as I say a word:* an *. Say it with me:* an*. What word do we have when we add /f/ to the beginning of* an*. When we add /f/ to* an*, we make the word* fan *.* Repeat substituting /r/ to make *ran*.  **(2) Guided Practice/Practice** *Listen carefully to these questions about words. Answer the questions by adding the beginning sound to make a new word.* Allow children ample time to respond. Guide practice with the first question.  What word do you have if you add /f/ to the beginning of *it*? (fit)  What word do you have if you add /r/ to the beginning of *Ed*? (red)  What word do you have if you add /f/ to the beginning of *in*? (fin)  What word do you have if you add /r/ to the beginning of *at*? (rat)  **Phonics**:  Write these words and sentences for children to read:   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | rid | red | fit | fat | rod | rip | fad | fin | if | | I like the red fan. | I fit in the hat. |  |  |  |  |  |  |  | | We ran to the den. | He fed the pet rat. |  |  |  |  |  |  |  |   Create the –et word family book | **TSW be tested on the following skills taught in unit 5:**  **Comprehension:**   * Character, Setting, Events **RL.K.3** * Main Topic and Key Details **RI.K.2**   **High-Frequency Words:**   * *my, are, he, with* **RF.K.3c**   **Phonemic Awareness:**   * Phoneme Isolation (initial) **RF.K.2d** * Phoneme Blending (medial) **RF.K.2d** * Phoneme Categorization **RF.K.2d** * Phoneme Segmentation **RF.K.2d** * Phoneme Addition **RF.K.2e**   **Phonics:**   * h (initial) **RF.K.3a** * e (initial/medial) **RF.K.3b** * f (initial) **RF.K.3a** * r (initial) **RF.K.3a**   **Category Words:**   * Size **L.K.5c** * Foods **L.K.5a**   **After the assessment, students will engage in literacy centers** |
| 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  12:10- 12:40 | No School- MLK Day |  | Writing Workshop:  Mini-lesson:  Plurals  Independent/ Teacher Led Journaling: Reed, Hailey, Ella, Jameson, Bryce | Writing Workshop:  Mini-lesson:  Plurals  Independent/ Teacher Led Journaling: Blake, Liam, Jeremy, Alexis, Ava | Writing Workshop:  Mini-lesson:  Past Tense Verbs  Independent/ Teacher Led Journaling: Lexie, Aidan, Braeden, Eden, Landon, Nina |
| 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 describe and draw shapes found in pictures.  Vocab:   * positional words * shape names * side * vertex * vertices   Materials:  Math Masters: p. 79 My First Math Book: p. 2  Two-Dimensional Shapes Poster or shape collages pictures showing shapes in the real world  **M**: ABCya- Number BINGO  **A**: Let’s Make Ten  **T**: Shape Find  **H**: Write the Room- Winter Count and Total | TSW identify shapes on a "shape walk" and use positional words to describe their locations.  Vocab:   * above * behind * below * beside * circle * rectangle * square * triangle   Materials:  Math Masters: p. 80 Activity Card: 31 Manipulative Kit: Quick Look Cards: 54, 58, 61, 65, 68  clipboards | TSW use fingers to explore the concept that teen numbers represent "10 and some more ones."  Vocab:   * some * teen * ten   Materials:  Math Masters: p. TA17 Activity Card: 41 My First Math Book: p. 3  **M**:  **A**:  **T**:  **H**: | TSW solve a comparison number story and justify, or "prove," their solutions.  Vocab:   * compare * comparison number story * fewer * greater * justify * less * more * number story * prove   Materials:  *Math Masters:* pp. 81, TA11, G20 Manipulative Kit:   * counters * dice | TSW discuss and analyze different solutions and arguments.  Vocab:   * compare * comparison number story * fewer * greater * justify * less * more * number story * prove   Materials:  *Math Masters:* pp. 81, TA11, G20 Manipulative Kit:   * counters * dice |
| RTII  1:50- 2:15 | RTII | RTII | RTII | RTII | RTII |
| Special  2:20- 2:55 | Gym (C) | Computers (D) | Library (E) | Gym(F) | STEAM (A) |
| Social Living  2:55- 3:20 | Fine Motor Group Pullout | Tresnicky Pull Out |  |  | Luprek Pull Out |
| Snack and Pack  3:20-3:35 | Ella’s Snack Week | Ella’s Snack Week | Ella’s Snack Week | Ella’s Snack Week | Ella’s Snack Week |
| Dismissal  3:35- 4:00 |  |  |  |  |  |