Teacher: Miss Lindrose Date: February 22, 2016 to February 26, 2016

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| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Opening Exercises/ Lunch Count  8:30-9:00 |  | Sub | Sub | Sub |  |
| 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 the tooth fairy, I would…* | 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 are some animals alike and how are they different?**  **Oral Vocab:**  Use the **Define/Example/Ask** routine to introduce the oral vocabulary words:  **Appearance**  **Behavior**  **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** *ZooBorns!* is an informational text. Remind children of these characteristics of informational texts:   * They give facts about real people, animals, or events. * They often have photographs.   **Selection Words** Preview these words before reading:  **miracle:** an amazing event that seems impossible  **related:** things that are alike or part of a family  **zookeeper:** a person who cares for animals in zoos    **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 umbrella. Listen for the sound at the beginning of umbrella. Umbrella has the /u/ sound at the beginning. Say the sound with me: /u/. Say these words and have children repeat: under, up, until. Stretch initial /u/.  Display the *Umbrella* **Sound-Spelling Card**. *This is the* Umbrella *card. The sound is /u/. The /u/ sound is spelled with the letter* u. *Say it with me: /u/. This is the sound at the beginning of the word* umbrella*. Listen: /uuu/,* umbrella*. What is the name of this letter?* (u) *What sound does this letter stand for?* (/u/)  Display the song “My Umbrella” (see **Teacher’s Resource Book** online). Read or sing the song with children. Reread the title and point out that the word *umbrella* begins with the letter *u.* Model placing a self-stick note below the *U* in *Umbrella.*  *Letter Uu Circle Map*  **Handwriting:**  TSW write a letter or letters for most consonant and short-vowel sounds (phonemes). **L.K.2c**  **Review of the letter Uu.**  **Letter Uu Crown.** | **Oral Language:**  TSW use words and phrases acquired through conversations, reading, and being read to, and responding to texts.  ***How are some animals alike and how are they different?***  Remind children that this week they are learning about baby animals. With so many different kinds of animals, it is interesting to see how their behavior and appearance are the same and different. Ask children to tell about two animals that have different behaviors.  **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**  Animal Parts  **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   Reread the story ZooBorns! Use the manual to explore the text and practice outlined skills.  **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**  Introduce /u/ in the medial position. Listen for /u/ in the middle of this word: bug. Bug has /u/ in the middle, /b/ /u/ /g/. Say the sound with me: /u/. Say the word with me: bug. Then say cup, pup, luck and have children repeat. Emphasize medial /u/.  Introduce the –ub word family. Make the –ub word family flip book. | **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:  **Exercise**  **Wander**  **Plenty**  **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. Remind them that *informational text* gives true information about a person, place, or thing. Display the **Interactive Read-Aloud Cards**.  Read aloud the title. Point out that many different kinds of baby animals might live on a farm.  Strategy: Reread  **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** Use the puppet to demonstrate how to blend phonemes to make words. *The puppet is going to say sounds in a word. Listen: /u/ /s/. It can blend those sounds to make a word: /uuusss/,* us. *When the puppet blends the sounds together, it makes the word* us*. Listen as the puppet blends more sounds to make words.* Model phoneme blending with the following:   |  |  |  | | --- | --- | --- | | /u/ /p/ *up* | /b/ /u/ /s/ *bus* | /t/ /u/ /g/ tug |   **(2) Guided Practice/Practice** Have children blend sounds to make words. *The puppet is going to say sounds in a word. Listen as it says each sound. Repeat the sounds, then blend them to say the word.* Guide practice with the first word.   |  |  |  | | --- | --- | --- | | /p/ /u/ /p/ /s/ *pups* | /m/ /u/ /d/ *mud* | /r/ /u/ /g/ rug | | /k/ /u/ /p/ /s/ *cups* | /d/ /u/ /m/ /p/ *dump* | /l/ /u/ /k/ luck |   Make the –ub word family build-a-word book. As students finish, have them practice writing their words on their dry erase boards in their desk and use them in a sentence. | **Molly Mouse 9:50- 10:20**  **Finish Writing Craftivity if needed.**  **High Frequency Words:**  TSW read common highfrequency words by sight. **RF.K.3c**  Play the Sentence Builder High Frequency Word Game on the website.  **Grammar:**  TSW use frequently occurring nouns and verbs. **L.K.1b**  **Review** Remind children that action words tell what a person, an animal, or a thing does. *I can use action words to tell what my dog does. My dog runs. My dog jumps. My dog digs. What action words did I use?* (runs, jumps, digs) Runs, jumps, *and* digs *are all action words. They tell what my dog does.*   * Read the following sentence: *My dog chases me.* Have children chorally repeat the sentence. *What is the action word in the sentence?* (chases) *How do you know?* (It tells what the dog does.)   Play the Grammar Mini Lesson Game.  Then have students complete the verb worksheet. | **Writing:**  TSW share their writing with their peers.  Share Tooth Fairy Writing from yesterday.  **Comprehension:**  Recognize common types of texts (e.g., storybooks, poems). **RL.K.5**  Ask and answer questions about unknown words in a text. **RL.K.4**  Genre: Poetry  Display the poems on pages 34–36 of the **Big Book** and read aloud the titles. Ask children to tell which type of text this is. (poems) Remind them that poems are a kind of creative writing. Poets often use words that rhyme, or have the same ending sounds.  **Phonics:**  TSW spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.2d**  **(1) Guided Practice** Remind children that the letter *u* can stand for the sound /u/. Display **Word-Building Cards** *u, s.* Point to the letter *u. The letter* u *stands for the sound /u/. Say /uuu/. The letter* s *stands for /s/. Say /sss/. Let’s blend the sounds to make the word: /uuusss/* us *. Now let’s add* b *to the beginning.* Blend and read *bus*.  **(2) Practice** Write these words and sentences for children to read:   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | sun | fun | bun | run | tub | sub | cub | rub |  |  |  | | --- | --- | | I like fun. | Pat can run. | |
| 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 |  | If I Had Animal Teeth Story | If I Had Animal Teeth Craftivity- Craft | If I Had Animal Teeth Craftivity- Writing |  |
| 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 name, describe, and compare 3-dimensional shapes in everyday objects.  TSW analyze differences and relationships among 2- and 3-dimensional shapes.  Vocab:   * 2-dimensional * 3-dimensional * circle * cone * cube * cylinder * edge * face * rectangle * rectangular prism * sphere * square * triangle     Materials:  Math Masters: pp. 89, G29 Manipulative Kit: dice Activity Card: 39 (optional)  items that represent common 3-dimensional shapes index cards slates (optional) | 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:  Literacy Suggestion: Pet Show!  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 | TSW figure out and apply sorting rules as they play a game.  Vocab:   * attribute * sorting rule   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 use stick-on notes to measure their heights to determine whether they are tall enough to ride an amusement park ride.  Vocab:   * about the same * at least * height * length * long * longer * measure * same length * shorter * tall * tall enough * taller     Materials:  Math Masters: pp. 90, TA11 Activity Card: 51 Manipulative Kit: connecting cubes  body-height strings from Lesson 6-1 masking tape 3-inch square stick-on notes camera (optional) | TSW share and discuss their strategies for measuring and whether their stick-on note measurements make sense.  Vocab:   * about the same * at least * height * length * long * longer * measure * same length * shorter * tall * tall enough * taller     Materials:  Math Masters: pp. 90, TA11 Activity Card: 51 Manipulative Kit: connecting cubes  body-height strings from Lesson 6-1 masking tape 3-inch square stick-on notes camera (optional) |
| RTII  1:50- 2:15 | RTII | RTII | RTII | RTII | RTII |
| Special  2:20- 2:55 | Computers (D) | Library (E) | Gym (F) | STEAM (A) | Music (B) |
| Social Living  2:55- 3:20 | Tresnicky Pull Out | Let’s Find Out- You Can Smile Like a Crocodile | Dr. Seuss Cat in the Hat Craft | Luprek Pull Out  Dr. Seuss Cat in the Hat Craft | McCall Pull Out  Dr. Seuss Thing 1 and Thing 2 Craft |
| Snack and Pack  3:20-3:35 | Reed’s Snack Day | Extra Snack Basket | Extra Snack Basket | Extra Snack Basket | Extra Snack Basket |
| Dismissal  3:35- 4:00 |  |  | Good News Club |  |  |