Teacher: Miss Lindrose Date: February 1, 2016 to February 5, 2016

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Opening Exercises/ Lunch Count  8:30-9:00 |  | SAP 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. |
| Language Arts  9:30-11:05 | **Building Background:**  Introduce the essential question for the week:  **How are the seasons different?**  Read aloud the Essential Question. Then tell children that you are going to do a finger-play about snowmen. When do we see snowmen? (winter) Explain that winter is one of the four seasons.  **Oral Vocab:**  Use the **Define/Example/Ask** routine to introduce the oral vocabulary words **weather and seasons.**  **Comprehension:**  TSW engage in group reading activities with purpose and understanding.  TSW demonstrateunderstanding of the organization and basic features of print.  Genre: Fiction  **Model** Mama, Is It Summer Yet? is a fiction story. Remind them that fiction stories are made up. Share these characteristics of fiction:   * Fiction stories have characters, people or animals who aren’t real. * A fiction story has a beginning, a middle, and an end.   **Story Words** Preview these words before reading:  **bud:** a flower or leaf before it blossoms or opens  **swelling:** getting bigger  **blossoming:** opening up into a flower    **Phonics:**  TSW isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words. **RF.K.2d**  **Model** Display the **Photo Card** for bat. Listen for the sound at the beginning of bat. Bat has the /b/ sound at the beginning. Say the sound with me: /b/. Say big, boy, bus and have children repeat. Emphasize /b/.  Repeat with /l/ using the lemon Photo Card and the words lip, lamp, log.    **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 Bb and Ll. Practice on the small dry-erase boards. Then have students complete the handwriting paper.** | **Zero the Hero- 9:50- 10:20**  **Begin 100th Day Centers:**  **1. 100 piece puzzle**  **2. 100th day of school hat**  **3. Write 100 words**  **4. Race to 100 Math Game**  **5. 100 Day Art** | **Oral Language:**  TSW use words and phrases acquired through conversations, reading, and being read to, and responding to texts.  **How are the seasons different?**  Remind children that this week they are learning about how the weather changes throughout the year. Point out that the same seasons repeat every year—winter, spring, summer, fall, and then winter again. Ask children to name something they see or hear that reminds them of winter, of spring, of summer, and of fall.  **Phonological Awareness: Onset/Rime Segmentation**  To help children segment onset and rime, remind children of the finger-play “Five Little Snowmen” that they played on Day 1. Tell children that you are going to say some words from the finger-play. Tell them that you will say the very first sound and then the ending sounds in the words. Say the word fifth. Repeat the word, segmenting the onset and rime: /f/ /ifth/. Have children repeat. Then segment the word years, /y/ /ērz/. Have children repeat. Then say other words from the finger-play and have children segment the onset and rime in each one, such as: five, (/f/ /īv/); day, (/d/ /ā/); and said, (/s/ /ed/).  **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**  Seasons  **Phonemic Awareness:**  TSW isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.  **1) Model** Display the Bat **Sound-Spelling Card**. This is the letter b. The letter b can stand for the /b/ sound heard at the beginning of the word bat. The letter b can also stand for the /b/ sound heard at the end of web. What is the name of this letter? (b) What sound does this letter stand for? (/b/) Repeat for the initial sound/letter /l/l using the Lemon Sound-Spelling Card.  **(2) Guided Practice/Practice** Have children listen as you say some words. Ask them to write the letter b or the letter l on their **Response Boards** if the word begins with the sound /b/ or /l/. Do the first two words with children.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | ball | last | bus | boy | leaf | like | back | lock |     Make the –en 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 *migrate, spot, active.*  **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 facts, or true information, about a topic. Display the **Interactive Read-Aloud Cards**.  Read the title. Point out that a tour is like a trip. Tell children that they will go on a reading trip to learn about different seasons.  Strategy: Visualize  Remind children that they can use information from the pictures and the words to make pictures in their minds of what is happening. This can help them understand what is going on in the selection. Model the strategy using the **Think Aloud Cloud**.  **TSW** isolate 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** Remind children that the letter *b* can stand for /b/. Place the **Word-Building Card** *b* on the left side of a pocket chart. *What is the letter?* (b) *What sound does it stand for?* (/b/) Continue the same routine for the letter *l.*  Hold up the **Photo Card** for *bat*. *Here is the picture for* bat*.* Bat *has the /b/ sound in the beginning. I will place* bat *under the letter* b *because the letter* b *stands for /b/.* Use the same routine for letter *l* and *lemon*.  **(2) Guided Practice/Practice** Have children sort the Photo Cards *boat, book, bus, leaf, light, lock.* Have them say the sound at the beginning of the word and tell which letter the Photo Card should be placed under.  **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.  Make the –en word family book. | **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   Poetry About the Seasons  **Phonics:**  TSW Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.2d**  Remind children that the letter *b* stands for /b/ and the letter *l* stands for /l/. Display **Word-Building Cards** *l, e, t.* Point to the letter *l. The letter* l *stands for /l/. Say /lll/. The letter* e *stands for /e/. Say /eee/. The letter* t *stands for /t/. Say /t/. Let’s blend the sounds to make the word: /llleeet/,* let*. Now let’s change the* l *to* b*.* Blend and read the word *bet* with children.  **(2) Practice** Write these words and sentences for children to read:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | lip | bat | led | cab | bed | | I nap on my bed. | The cat sat on my lap. |  |  |  | | Bob had a bat. | Ben and Deb like my pet cat. |  |  |  |   **High Frequency Words:**  **Practice** Say the words *is* and *little* and have children write them. Then display the **Visual Vocabulary Cards** for *is* and *little*. Follow the Teacher Talk routine on the back.  **Build Fluency** Build sentences in a pocket chart using **High-Frequency Word Cards** and **Photo Cards**. Use index cards to create punctuation cards for a period and a question mark. Have children chorally read the sentences as you track the print. Then have them identify the words *is* and *little*.  **Grammar:**  **Plural Nouns**  TSWForm regular plural nouns orally by adding /s/ or /es/. **L.K.1c**  Remind children that naming words, also called nouns, tell the names of people, places, animals, and things. Explain to children that we can add -s to the end of naming words when we talk about more than one. |
| 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 | Groundhogs Day Writing | 100th Day Writing | Free Writing | Free Writing | Free 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 engage in Groundhog’s Day themed activities that focus on previously learned skills.  Groundhog Day predictions  Groundhog Day graphing  Groundhog Day write the room ten frames | TSW participate in 100th day of school centers/ activities.  **100th Day Centers:**  **1. 100 piece puzzle**  **2. 100th day of school hat**  **3. Write 100 words**  **4. Race to 100 Math Game**  **5. 100 Day Art** | TSW represent and compare teen numbers.  Vocab:   * double ten frame * equal * fewer * greater * less * more * same * teen * ten     Materials:  prepared 10–20 Spinners\* and Class Number Cards 10–20 Number-Grid Poster  Math Masters: pp. 82, TA50, G21\* Activity Card: 42 Manipulative Kit: counters | TSW learn about the equal symbol.  Vocab:   * equal * equal sign * equal symbol * same * same number * symbol     Materials:  *Math Masters:* p. TA51 *My First Math Book:* p. 4 Manipulative Kit:   * connecting cubes * counters * craft sticks   prepared equal symbol Individual Number Cards 0–10 or 0–20 (one deck per pair) Literacy Suggestion: Equal Shmequal (optional) | 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) |
| RTII  1:50- 2:15 | RTII | RTII | RTII | RTII | RTII |
| Special  2:20- 2:55 | Music (B) | Gym (C) | Computers (D) | Library (E) | Gym(F) |
| Social Living  2:55- 3:20 | McCall Pullouy | Fine Motor Group Pullout | Tresnicky Pull Out |  |  |
| Snack and Pack  3:20-3:35 | Hailey’s Snack Week | Hailey’s Snack Week | Hailey’s Snack Week | Hailey’s Snack Week | Hailey’s Snack Week |
| Dismissal  3:35- 4:00 |  |  |  |  |  |