Teacher: Miss Lindrose Date: January 18, 2016 to January 22, 2016

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Opening Exercises/ Lunch Count  8:30-9:00 | No School- MLK Day |  |  |  | ELA Meeting |
| Morning Meeting/  Social Living  9:00-9:20 | No School- MLK Day | TWO HOUR DELAY | 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 | No School- MLK Day | TWO HOUR DELAY | 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 | No School- MLK Day | TWO HOUR DELAY | **Oral Language:**  TSW use words and phrases acquired through conversations, reading, and being read to, and responding to texts.  *How do living things change as they grow?*  Remind children that this week they are learning how a tree changes as it grows. Point out that trees begin as very small plants. Ask children to tell about times they have seen a tree change.  Sing the song “My Oak Tree” with children.  **Comprehension:**  TSW engage in group reading activities with purpose and understanding.  TSW demonstrateunderstanding of the organization and basic features of print.  Tell children that you will now read about the ways one amazing tree develops as the years pass. What kinds of changes have you seen in trees in your neighborhood?  Genre: Informational Text  **Model** *A Grand Old Tree* is an informational text. Share these characteristics of informational text with children:   * Informational text give facts, or information, about things that happen in real life.   **Story Words** Preview these words before reading:  **grand:** big and wonderful  **bore:** made or grew  **sowed:** spread  **shed:** lost or had something fall off  **Explain** Tell children that something might not make sense to them as they read. Rereading, or reading again, can help them understand the text.  **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**  Use A Grand Old Tree to introduce words that name tree parts: roots, page 6; branches, page 8; leaves, page 9; trunk, page 27; and bark, page 27. Point out each tree part in the illustrations.  **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. 2. **Guided Practice/Practice** Listen to the puppet as it says the sounds in words. You will repeat the sounds and then blend them to say the word.   **Introduce the –ed word family. Make the mini 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 enormous, imagine, and content.  **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 a informational text. Remind them that *informational text* gives true information, or facts, about a topic. Display the **Interactive Read-Aloud Cards**.  Read the title. Point out that all plants need certain things to live and grow.  Strategy: Reread  Remind children that good readers reread to help them understand. Something might not make sense to them as they are reading, but reading again can help make the information clear. Remind children to use the **Think Aloud Cloud** as they reread to understand.  **Comprehension:**  Genre: Fairy Tale  Tell children that you will be reading a fairy tale. A *fairy tale* is a story with madeup characters and places. Fairy tales are often stories from long ago. Display the **Interactive Read-Aloud Cards**.  Read the title. Point to the illustration as you explain that a pine tree has thin, narrow leaves called needles.  Strategy: Reread  Remind children if they do not understand something while they read, it can be helpful to read a section again. Model using the **Think Aloud Cloud** to demonstrate the strategy.  **Phonemic Awareness:**  TSW isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.  Review short /e/.  Blend words with short /e/.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | met | Ed | den | hen | net | set | pet |   Make the –ed build it word family book. | **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 how living things change as they grow. Have them sing “My Oak Tree.” Then ask how the tree changes in A Grand Old Tree. Prompt children as necessary. Ask: What happened first? What happened next? (Its roots sank into the ground. It grew tall. It grew flowers. It shed its leaves. It fell.)  Category Words:  **(1) Explain/Model** Divide children into groups. Assign each group a tree part: *roots, trunk, branches, leaves,* and *bark.* Have children draw their tree part. Then read the following passage. Have them hold up their pictures whenever they hear the tree part they drew.  *A tree begins as a tiny seed. The seed breaks open, and* roots *begin to grow. Soon a stem pops out of the ground. This is the beginning of the tree’s* trunk *. Over time, the tree grows bigger. Soon it has* branches*, which look like arms.* Leaves *grow from the* branches*. The* trunk *and the* branches *are covered with* bark*. The* bark *protects the tree.*  **(2) Guided Practice** Display the **Photo Card** for *tree*. Help children identify each tree part. Read the following sentences and have children point to each tree part on the Photo Card.  **Comprehension:**  Display “From a Seed to a Tree” on pages 33–36 of the **Big Book** and read aloud the title. Explain to children that this informational text gives real information about how an apple tree grows.  Set a Purpose for Reading  Read aloud page 33. Tell children to listen as you continue reading to learn how seeds grow into trees.  Strategy: Reread  Remind children that good readers reread part of a text if there is something they do not understand. Point to page 33. *I can reread one line or the whole page if I need to. This will help me better understand the text.*  Text Feature: Diagram  **Explain** Point out the diagram on page 34 and read aloud the labels. *This diagram shows pictures and text. It shows the different stages in how a seed grows into a sapling, or young tree.* Explain to children that they can learn more about plants by observing how they grow.  **Apply** Have volunteers point to the part of the diagram that shows when the seed begins to grow leaves, or sprouts.  **Phonemic Awareness:**  TSW isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.  Dictate the following words for children to spell. Use the first word to model how to segment words to scaffold the spelling. *I will say a word. You will repeat the word, then think about how many sounds are in the word. Use your* ***sound boxes*** *to count the sounds. Then write one letter for each sound you hear.*   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | net | pen | set | met | pit | pat | pin | pet |   **Complete the word segmenting worksheet.** |
| Lunch/Recess  11:10- 12:10 | No School- MLK Day | 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 | **Building Background:**  Introduce the essential question for the week:  ***How do living things change as they grow?***  Read aloud the Essential Question. Tell children you are going to read about how a tree changes as it grows.  **Oral Vocab:**  Use the **Define/Example/Ask** routine to introduce the oral vocabulary words **develop** and **amazing**.  To introduce the theme of “Trees,” explain that trees develop in amazing ways as they grow. What is one amazing way a tree develops as it grows? (Possible answer: It starts very small and gets very big.)  **Define:** To **develop** is to grow.  **Define:** To be **amazing** is to be surprising and  **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 egg. Listen for the sound at the beginning of egg. Egg has the /e/ sound at the beginning. Say the sound with me: /e/. Say end, Ed, enter and have children repeat. Emphasize /e/.  Display and name each Photo Card: elevator, elbow, envelope, exit. Say each picture name with me. Tell me the sound at the beginning of the word. Guide practice with the first word.  **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 Ee. Practice on the small dry-erase boards. Then have students complete the letter Ee handwriting paper.** | 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 | No School- MLK Day | 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 | No School- MLK Day | TSW engage in 90th day of school activities.  Vocab:  Half  Ninety  Symmetry  Divide  Materials:  Zero the Hero Day 90 Note  Symmetry Paper  Oreos | TSW play a cooperative game to generate combinations that add to 10.  Vocab:   * combination * fewer * more   Materials:   * Math Masters: pp. TA12, TA19 * Activity Card: 40 * bear counters * Number Cards 0–10 * ten frames chart * paper stick-on notes * Literacy Suggestion: Mouse Count (optional)   **M**: ABCya- Fuzz Bugs  **A**: Counting by 10s- sentence strip  **T**: Bears on a Bus  **H**: Roll and Record | 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 |
| RTII  1:50- 2:15 | No School- MLK Day | RTII | RTII | RTII | RTII |
| Special  2:20- 2:55 | No School- MLK Day | Library (E) | Extra Special(F) | STEAM (A) | Music (B) |
| Social Living  2:55- 3:20 | No School- MLK Day | Parts of a Tree | Parts of a Tree | Luprek Pull Out  Parts of a Tree | McCall Pull Out  Parts of a Tree |
| Snack and Pack  3:20-3:35 | No School- MLK Day | Extra Snack Week | Extra Snack Week | Extra Snack Week | Extra Snack Week |
| Dismissal  3:35- 4:00 | No School- MLK Day |  |  |  |  |