Teacher: Miss Lindrose Date: May 9, 2016 to May 13, 2016

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Opening Exercises/ Lunch Count  8:30-9:00 |  | Math Assessments- Sub All Day |  | DIEBLS Assessments- PM Only |  |
| 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 be assessed on high frequency words, decodable words, and decodable text. | **PTA Movie 9:30- 11:00** |
| Language Arts  9:50-11:05 | **Building Background:**  Introduce the essential question for the week:  **In what ways are things alike? How are they different?**  Use the **Define/ Example/ Ask** routine to introduce:   1. **sort** 2. **similar**   **Comprehension:**  TSW engage in group reading activities with purpose and understanding.  TSW demonstrate understanding of the organization and basic features of print.  Tell children that you will now read about ways that things can be sorted into families. Ask: What have you sorted before?  All Kinds of Families  Genre: Fiction  **Model** *All Kinds of Families!* is fiction. Remind children that fiction stories are made-up. Review these characteristics of fiction:   * Fiction stories have characters, people or animals who aren’t real. * Many fiction stories have illustrations, or pictures that show what is happening.   **Story Words** Preview these words before reading:  **jacks:** star-shaped items used in a game  **bobby pins:** clips used to hold hair in place  **yams:** a type of vegetable  **Phonics:**  TSW associate the long and short sounds with common spellings (graphemes) for the five major vowels. **RF.K.3b**   1. **Model** This is the Tree Sound-Spelling Card. The sound is /ē/. Tell children that they will learn three spellings for the sound / ē/. Use **Word-Building Cards** or write be. The /ē/ sound can be spelled with the letter e as in the word be . Point to and read be. The /ē/ sound can also be spelled with the letters ee. Add an e to make bee. Read the word. Use Word-Building Cards to make Eve. Sometimes an e-consonant-e act together to stand for the sound /ē/. Point to the e\_e spelling in Eve.   **Handwriting:**  TSW Capitalize the first word in a sentence and the pronoun I. **L.K.2a**  **(1) Model** Write the following sentence. *Pete can see the queen.* Read the sentence and track the print. Then have children chorally read the sentence.  *The words* Pete, see, *and* queen *have the /ē/ sound. I see that the words have the* e-consonant-e *and the* ee *spelling. I will underline the* e-consonant-e *spelling in* Pete *and the* ee *spelling in* see *and* queen*.* Underline *-ete* in *Pete* and *ee* in *see and queen*.  **(2) Guided Practice/Practice**   * Write the following sentence for children to copy: *Eve can keep the seed.* Remind children to begin their sentence with a capital letter and to end the sentence with a period. * Chorally read the sentence. Have them identify words with /ē/. * Have them underline words with the *ee* and *e\_e* spellings. * Repeat with *We need to see if she can go.* Have children underline words with the *e* and *ee* spellings. * Have children check that the words in their sentences are separated by spaces, that the sentences begin with a capital letter, and that each sentence has end punctuation. | **Comprehension:**  TSW with prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. **RL.K.9**  **The Perfect Color**  **Genre**: Informational Text  Tell children that you will be reading an informational text. Remind them that *informational text* tells true information, or facts, about a topic. Display the **Interactive Read-Aloud Cards**.  Read the title. Tell children that this text will tell them more about color.  **Strategy**: Ask and Answer Questions  **Students will engage in the following centers throughout the morning/ following lunch:**  1. Long Ee Book- Teacher Directed Center focused on \_ee\_ and comprehension  2. Monkey Word- IPad  3.  4. Long Ee Write the Room \_ee\_ | **High Frequency Words:**  TSW read common high-frequency words by sight. **RF.K.3c**  **(1) Guided Practice** Display the **High- Frequency Word Card** *come*. Use the **Read/Spell/Write** routine to teach the word. Ask children to close their eyes, picture the word in their minds, and then write the word the way they see it. Have children self-correct by checking the High- Frequency Word Cards. Repeat the routine for the highfrequency word *does.*  **(2) Practice** Add the words *come* and *does* to the word bank.   * Have partners create sentences using the words. * For each word, have children count the number of letters, look at the letters in the word, and then write the word again.   **Cumulative Review** Review previous weeks’ words: *who, good, where, look, play, has, help, too.*   * Repeat the **Read/Spell/Write** routine. Mix the words and have children chorally say each one.   **Phonics:**  TSW associate the long and short sounds with common spellings (graphemes) for the five major vowels. **RF.K.3b**  **(1) Model** Display the *Tree* **Sound-Spelling Card**. *This is the* Tree *card. This is the letter* e*. It can stand for the /ē/ sound as in* me*. This is the spelling* e\_e*. It stands for the /ē/ sound as in* Pete*. This is the spelling* ee*. It stands for the /ē/ sound as in* tree. *What are the spellings for this sound?* (e, e\_e, ee) *What sound do the spellings stand for?* (/ē/)  **(2) Guided Practice/Practice** Have children listen as you say some words. Ask them to write the spelling *ee* on their **Response Boards** if the word contains the sound /ē/. Do the first two words with children.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | jeep | jet | queen | meet | ten | keep | seen | set |   **Grammar:**  Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). **L.1.1d**  **(1) Review** Show the **Photo Card** for *jump.* Write and read aloud: *Ana jumps high.* Ask children to tell the naming word that can be replaced with a pronoun. (Ana) Ask children to create their own sentence about Ana, using a pronoun instead. For example: *She jumps three times.*  **(2) Guided Practice** Show the Photo Card for *juggle.* Write and read aloud: *Mr. Rivera juggles.* Ask children to say other sentences about the Photo Card, using pronouns. For example: *He will try to juggle four balls.* Point out that they can create sentences about the balls and then use the pronoun *they* to talk about them.  Show the Photo Card for *volcano.* Write and read aloud: *Here is a volcano.* Ask children to create other sentences about the Photo Card, using the pronoun *it. There is something coming out of it. There is smoke coming from it.*  **(3) Practice** Have children work with a partner. Provide Photo Cards for *bird, cook, grapes,* and *king*. Ask children to use pronouns to tell partners something about things they see on the Photo Cards. Guide children by asking questions, such as these: *What is it doing? What is she wearing? What shape are they? What is he holding?* Have children share their sentences with the class. | **Oral Language:**  Use the **Define/ Example/ Ask** routine to introduce:   1. **perfect** 2. **endless** 3. **experiment**   **Comprenhension:**  TSW with prompting and support, ask and answer questions about key details of a text. **RI.K.1**  **Good for You**  Genre: Informational Text  Display “Good for You” on pages 34–36 of the **Big Book** and read aloud the title. Explain to children that the informational text they will be reading will help them learn how to eat healthful meals.  **Phonological Awareness:**  TSW add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **RF.K.2e**  **(1) Model** Use the **Puppet** to demonstrate substituting a medial phoneme in a word. *The puppet can change a sound in a word to make a new word. Listen as it says a word:* fed. Fed *has the /e/ sound in the middle. The puppet will change /e/ in* fed *to /ē/:* feed. *What word would you get?* (feed) Repeat with *buy,* changing /ī/ to /ē/.  **(2) Guided Practice/Practice** *The puppet will say words and tell you how to change them. Follow the puppet’s directions to say the new word.* Guide children with the first word.  *Say* shape. *Change /ā/ to /ē/. What word do you have?* (sheep) *Say* met. *Change /e/ to /ē/. What word do you have?* (meet) *Say* woke. *Change /ō/ to /ē/. What word do you have?* (week) *Say* choose*. Change /ü/ to /ē/. What word do you have?* (cheese) *Say* dream*. Change /ē/ to /u/. What word do you have?* (drum)  **Phonics:**  TSW associate the long and short sounds with common spellings (graphemes) for the five major vowels. **RF.K.3b**  **(1) Guided Practice** Remind children that the letter e, the spelling e\_e, and ee can stand for the sound /ē/. Display Word-Building Cards k, e, e, p. Point to the letter k. The letter k stands for the sound /k/. Say /k/. The letters ee stand for the sound /ē/. Say /ēēē/. The letter p stands for the sound /p/. Let’s blend the sounds to make the word: /kēēēp/, keep. Now let’s change k to d. Blend and read the word deep with children. | **PTA Movie 9:30- 11:00** |
| 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  11:10- 12:10 |
| Writing/ Science/ Social Studies  12:10- 12:40 | Three-toed sloth craft | Finish centers from the morning | Exit tickets- math | Read Aloud | Exit tickets- math |
| 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 learn about function machines and use them to practice basic addition and subtraction problems.  Vocab:   * function machine * rule   Materials:  *Math Masters:* pp. TA49, TA63–TA64, G20 *My First Math Book:* p. 24 Activity Card: 78 Manipulative Kit:   * dice * connecting cubes (optional) | TSW explore equivalent names for numbers.  Vocab:   * equal * equivalent names * name collection   Materials:  Math Masters: pp. 50, 107, TA60–TA62 (or dominos) Activity Card: 79 Manipulative Kit: counters (optional)  chart paper | TSW play a game with number cards to gain fluency with subtraction.  Vocab:   * difference * greater than * less than * smaller * strategy * subtract * subtraction * total   Materials:  My First Math Book: p. 25 Activity Cards: 73, 81 Manipulative Kit: counters  prepared Subtraction Top-It decks\* (0-10)  Math Centers:  1. Subtraction Top- It  2. Compare and Dot  3. ABCya Math  4. Spring Subtraction Write the Room | TSW play a game using shape and positional language to describe and re-create pattern-block designs.  Vocab:   * above * below * beside * left * next to * pattern-block shape names * right   Materials:  pattern blocks file folders (one per pair) tape (sticky or magnetic) | TSW identify and use addition and subtraction rules.  Vocab:   * function machine * rule   Materials:  Math Masters: p. TA64 function machine box and number cards (see Before You Begin in lesson Overview) stick-on notes |
| RTII  1:50- 2:15 | RTII | RTII | RTII | RTII | RTII |
| Special  2:20- 2:55 | Music (F) | STEAM (A) | Music (B) | Gym (C) | Computers (D) |
| Social Living  2:55- 3:20 |  | I See Seeds Let’s Find Out |  | Fireflies Let’s Find Out |  |
| Snack and Pack  3:20-3:35 | Aidan’s Snack Week | Aidan’s Snack Week | Aidan’s Snack Week | Aidan’s Snack Week | Aidan’s Snack Week |
| Dismissal  3:35- 4:00 |  |  |  |  |  |