Teacher: Miss Lindrose Date: May 2, 2016 to May 6, 2016

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Opening Exercises/ Lunch Count  8:30-9:00 | Faculty Meeting | 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. | CONCERT PRACTICE 9:00-11:30 | 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. | CONCERT PRACTICE 9:00- 11:30 | TSW be assessed on high frequency words, decodable words, and decodable text. |
| Language Arts  9:50-11:05 | **Building Background:**  Introduce the essential question for the week:  **What can happen when we work together?**  Use the **Define/ Example/ Ask** routine to introduce:   1. **decide** 2. **opinion**   **Phonics:**  TSW isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words. **RF.K.2d**  **(1) Model** Display **Photo Cards** *cube* and *mule*. *I will say two picture names:* cube, mule. *Say the names with me:* cube, mule. Tell children that in some words, the /ū/ sounds like /yū/. *What sound is the same in* cube *and* mule*? Yes, the middle sound, /ū/, is the same in* cube *and* mule. *Now listen to these words:* fuse, cute. *Repeat the words with me. What sound is the same in* fuse *and* cute*? Yes, the middle sound, /ū/, is the same in* fuse *and* cute.  **(2) Guided Practice/Practice** Have children listen to these words. Ask them to name the sound that is the same in each set of words.   |  |  | | --- | --- | | huge, cute, fume | run, duck, bus | | cut, bun, dug | tune, fume, cute | | fun, hug, tub | tube, mule, cube |   This is the Cube ***Sound-Spelling Card***. The sound is /ū/. Use **Word-Building Cards** or write cub. Look at this word: cub. Say it with me. Cub has the sound /u/. Let’s add an e to the end. The new word is cube . The u and the e act as a team to make the long u sound /ū/. Listen as I say the word: cube. Contrast cub and cube. Take away letter e and say cub. Add letter e to make cube and say cube.  **Comprehension:**  TSW engage in group reading activities with purpose and understanding.  TSW demonstrate understanding of the organization and basic features of print.  **What’s the Big Idea Molly?**  Genre: Fantasy  **Model** *What’s the Big Idea, Molly?* is fantasy. Remind children that fantasy stories are made-up. Review these characteristics of fantasy:   * In fantasy, the characters are people or animals who aren’t real. * Some events, such as animals talking, could never happen in real life.   **Story Words** Preview the following words with children before reading the story:  **idea:** an important thought  **poem:** a way to share your ideas in writing; often has rhyming words  **present:** a gift | **Oral Language:**  TSW use words and phrases acqued through conversations, reading, and being read to, and responding to texts.  ***What can happen when we work together?***  Remind children that this week they are learning about working together in groups. Point out that it’s important to listen to other people’s opinions and to be fair when making group decisions.  **Category Words:**  **Question Words**  **Phonics:**  Associate the long and short sounds with common spellings (graphemes) for the five major vowels. **RF.K.3b**  **((1) Model** Use the **Puppet** to demonstrate how to blend phonemes to make words. *The puppet is going to say sounds in a word, /k/ /ū/ /t/. It can blend those sounds to make a word: /kūūūt/,* cute. *When the puppet blends the sounds together, it makes the word* cute. *Listen as the puppet blends more sounds to make words.* Continue modeling phoneme blending with the following:   |  |  |  | | --- | --- | --- | | /c/ /ū/ /t/, cute | /t/ /ū/ /b/, tube | /f/ /ū/ /m/, fume |   **(2) Guided Practice/Practice** *The puppet is going to say the sounds in a different word. Listen to the puppet as it says each sound. You will repeat the sounds, then blend them to say the word.*   |  |  |  | | --- | --- | --- | | /h/ /ū/ /j/ huge | /m/ /ū/ /l/ mule | /c/ /ū/ /t/, cute | | **Comprehension:**  TSW with prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. **RL.K.9**  Genre: Tale  Tell children you will be reading a tale, which is like a fable. Remind them that a *fable* is a story that teaches a lesson. Display the **Interactive Read-Aloud Cards**.  Read the title. Tell children that shoemakers make and fix shoes. Point out that elves are tiny, make-believe characters who appear when no one is watching.  Strategy: Make, Confirm, and Revise Predictions  **Students will engage in the following centers throughout the morning:**  1. Long Uu Book- Teacher Directed  2. Monkey Word- IPad  3. Short Vowel Long Vowel Sort and Write  4. Write the Room  **Concert Practice 10:30- 11:00** | CONCERT PRACTICE 9:00- 11:30 | **Molly Mouse**  **9:50- 10:20** |
| Lunch/Recess  11:10- 12:10 | Lunch/Recess  11:10- 12:10 | Lunch/Recess  11:10- 12:10 | Lunch/Recess  11:10- 12:10 | CONCERT PRACTICE 9:00- 11:30 | Lunch/Recess  11:10- 12:10 |
| Writing/ Science/ Social Studies  12:10- 12:40 | Mother’s Day Project | Mother’s Day Project | Finish centers from the morning | Lunch 11:45- 12:15  Recess 12:15- 12:45 |  |
| 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 play a game to practice decomposing numbers and finding a missing part of 10.  Vocab:  None  Materials:  *Math Masters:* pp. G30–G32 Activity Cards: 68, 76 Manipulative Kit:   * counters * dice   prepared Car Race gameboards | TSW solve number stories with calculators.  Vocab:   * addition symbol * all clear * clear * equals * equal sign * join * minus * number story * plus * subtraction symbol * take away * tool   Materials:  *Math Masters:* p. 105 *My First Math Book:* p. 20 Manipulative Kit:   * counters (optional) * chenille stems * beads | TSW compare numbers and place them in order from smallest (least) to largest (greatest).  Vocab:   * compare * greater * greatest * larger * largest * least * order * smaller * smallest   Materials:  Math Masters: p. 106 My First Math Book: pp. 21–23  Class and Individual Number Cards Growing Number Line or Number-Grid Poster containers pennies stick-on notes | TSW play a game with number cards to gain fluency with addition.  Vocab:   * add * addition * greater * strategy * total   Materials:  *Math Masters:* p. TA34 Activity Cards: 38, 69, 77 Manipulative Kit:   * pattern blocks * connecting cubes | 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) |
| RTII  1:50- 2:15 | RTII | RTII | RTII | RTII | RTII |
| Special  2:20- 2:55 | STEAM (A) | Music (B) | Gym (C) | Computers (D) | Library (E) |
| Social Living  2:55- 3:20 |  |  |  |  |  |
| Snack and Pack  3:20-3:35 | Extra Snack Basket | Extra Snack Basket | Extra Snack Basket | Extra Snack Basket | Extra Snack Basket |
| Dismissal  3:35- 4:00 |  |  |  |  |  |