Teacher: Miss Lindrose Date: January 11, 2016 to January 15, 2016

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Opening Exercises/ Lunch Count  8:30-9:00 | Math Meeting | GIEP Meeting |  |  | ½ Day |
| 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:  **What things do plants need to grow?**  Read aloud the Essential Question. Tell children you are going to read a rhyme about a girl’s garden.  Mary, Mary, Quite Contrary  Mary, Mary, quite contrary  How does your garden grow?  With silver bells and cockle-shells,  And pretty maids all in a row.  Say the rhyme “Mary, Mary, Quite Contrary” with children. What is in the girl’s garden? (silver bells and cockle-shells) Tell children that those are make-believe plants, but this week they will read to find out what real plants need to grow.  **Oral Vocab:**  Introduce oral vocab words:  -require: If you **require** something, you need it.  -plant: A **plant** has roots, stems, and leaves and grows in the ground.  **Comprehension:**  TSW engage in group reading activities with purpose and understanding.  TSW demonstrateunderstanding of the organization and basic features of print.  Genre: Fiction  **Model** *My Garden* is a fiction story. Remind children of these characteristics of fiction:   * The events are made up by the author. * Fiction stories often have illustrations that show what is happening.   **Story Words** Preview these words before reading:  **invisible:** cannot be seen  **lantern:** a source of light  **rusty:** covered with a reddish-brown coating  **Model** Tell children that, as they read, something might not make sense to them. Then they can reread to help them understand. Explain that the prefix *re-* means *again*. *What do you think* reread *means?*  **Phonemic Awareness and Phonics:**  TSW isolate andronounce the initial, medial vowel, and final sounds in three-phoneme words.  **Model** Display the **Photo Card** for hippo. Today we are going to learn a new sound. Listen for the sound at the beginning of hippo . Hippo has the /h/ sound at the beginning. Say the sound with me: /h/. Say had, hot, heat and have children repeat. Emphasize /h/.  **Guided Practice/Practice** Display and name each Photo Card: hair, hat, hook. Say each picture name with me. Tell me the sound at the beginning of the word. Guide practice with the first word.  **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**  Display the Hippo **Sound-Spelling Card**. This is the Hippo card. The sound is /h/. The /h/ sound is spelled with the letter h. Say it with me: /h/. This is the sound at the beginning of the word hippo. Listen: /h/ /h/ /h/, hippo. What is the name of this letter? (h) What sound does this letter stand for? (/h/)  **Model** Display the *Hippo* **Sound-Spelling Card**. *This is the Hippo card. The sound is /h/. The /h/ sound is spelled with the letter* h. *Say it with me: /h/. This is the sound at the beginning of the word* hippo. *Listen: /h/ /h/ /h/,* hippo*. What is the name of this letter?* (*h*) *What sound does this letter stand for?* (/h/)  Display the song “A Hippo in the House” (see **Teacher’s Resource Book** online). Read or sing the song with children. Reread the title and point out that the word *hippo* begins with the letter *h*. Model placing a self-stick note below the *h* in *hippo*.  **Guided Practice/Practice** Read each line of the song. Stop after each line and ask children to place self-stick notes below words that begin with *H* or *h* and say the letter name.  A Hippo in the House  There’s a hippo in the house.  There’s a hippo in the house.  Not a kitten or a whale, not a hamster or a snail,  but a hippo in the house.  There’s a hippo in the house.  There’s a hippo in the house.  Not a penguin or a puppy,  not a hedgehog or a guppy  but a hippo in the house.  **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 Hh. Practice on the small dry-erase boards. Then have students complete the letter Hh handwriting paper.** | **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 are learning about the things plants need to grow. Point out that plants need certain things to live. Have children share some of those things. (Possible answers: water, sunshine, warm weather, soil, no weeds) Ask children to tell about times when they have helped to take care of a plant.  Recite the rhyme “Mary, Mary, Quite Contrary” with children.  Phonological Awareness  **Phonemic Awareness:**  **Count and Blend Syllables**  TSW count, pronounce, blend, and segment syllables in spoken words. **RF.K.2b**  *We can count the parts of a word. Listen: /gär/ /den/. The word* garden *has two parts.* Clap each syllable as you again say: /gär/ /den/. Have children repeat the routine with you. Then say: *We can put the parts of the word together. Listen: /gär/ /den/, /gärden/.* Have children repeat. Repeat routine for *silver*.    **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**  Size Words- big, small, short, and tall.  **Vocabulary Strategies:**  **TSW** use words and phrases acquired through conversations, reading and being read to, and responding to texts. **L.K.6**  **Model** Explain that words can be broken into parts, including endings. The -s ending makes a singular noun into a plural noun. Review that plural nouns end in -s and mean more than one. Use My Garden to model how to identify plural nouns ending with -s.  **Guided Practice** Point out and discuss other plural nouns in the story that end with *-s.* Discuss what the singular form of each noun is and how it was made plural by adding *-s.*  *There would be no weeds, and the flowers would keep blooming.*  **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. *The puppet is going to say sounds in a word, /h/ /i/ /p/ /ō/. It can blend those sounds to make a word: /hipō/*, hippo. *When the puppet blends the sounds together, it makes the word* hippo*. Listen as the puppet blends more sounds to make a word.* Model phoneme blending with the following words.   |  |  |  | | --- | --- | --- | | /h/ /i/ /p/, *hip* | /h/ /ou/, *how* | /h/ /a/ /d/, *had* |   **(2) Guided Practice/Practice** Tell children to listen as the puppet says the sounds in words. Have them repeat the sounds, and then blend them to say the word.   |  |  |  | | --- | --- | --- | | /h/ /a/ /t/, *hat* | /h/ /o/ /t/, *hot* | /h/ /e/ /n/, *hen* | | /h/ /i/ /m/, *him* | /h/ /e/ /d/, *head* | /h/ /a/ /z/, *has* |   **(1) Model** Place **Word-Building Cards** *h, i* and *m* in a pocket chart. Point to the *h*. *This is the letter* h. *The letter* h *stands for /h/. Say /h/. This is the letter* i*. The letter* i *stands for /i/. Say /i/. This is the letter* m. *The letter* m *stands for /m/. Say /m/. Listen as I blend the three sounds together: /hiiimmm/. Blend the sounds with me to read the word.*  **(2) Guided Practice/Practice** Change Word-Building Cards to *h, a, t*. Point to the letter *h* and have children say the sound. Point to the letter *a* and have children say the sound. Point to the letter *t* and have children say the sound. Then move your hand from left to right under the word and have children blend and read *hat*. Repeat with *hip* and *hot*.  **Complete the word building paper together as a class.** | **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:  -harmful: Something **harmful** can hurt you.  -soak: **Soak** up means “to take in.” -crowd : When you **crowd** something, you push it into a small space.  **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.  **Handwriting**:  Complete the “Fix It” sentence worksheet. Use the sample provided. Students need to make sure the first letter in the first word is capitalized, words have spaces between them, high frequency words are spelled correctly, and each sentence has a punctuation mark at the end of the sentence.  **Picture Sort:**  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 *h* can stand for /h/. Place **Word-Building Card** *h* on the left side of the pocket chart. *What is this letter?* (*h*) *What sound does this letter stand for?* (/h/)  Hold up the **Photo Card** for *hat*. *Here is the picture for* hat*.* Hat *begins with /h/. Listen, /h/ /h/,* hat. *I will place* hat *under the letter* h *because the letter* h *stands for /h/.*  Use the same routine for letter *d* and the *dog* Photo Card.  **(2) Guided Practice/Practice** Have children sort the Photo Cards *hand, doll, hippo, door, hair, dime, hammer, dolphin*. Have them say the sound at the beginning of the word and tell which letter the Photo Card should be placed under. | **Comprehension**:  TSW Recognize common types of texts (e.g., storybooks, poems). **RL.K.5**  Genre: Poetry  Display pages 31–36 of the **Big Book**. Ask children what kinds of texts are in these pages. (poems) Read aloud the title of the first poem. Remind children that poetry is creative writing that often includes rhyming words.  Set a Purpose for Reading  Read aloud the title “Tommy” on page 31. Tell children to listen for rhyming words as you read aloud the other poems.  Strategy: Reread  Remind children that good readers reread parts of a text if there is something they do not understand. Reread the second line in the first stanza on page 31. *What does the word* it *refer to? If I reread the first sentence, I know that* it *refers to the seed.*  Literary Element: Rhyme and Repetition  **Explain** Tell children that many poems use rhyme or repetition. Read aloud “Maytime Magic” on pages 32–33. *Words that rhyme have the same ending sounds. Two words that rhyme in this poem are* sow *and* grow. *This poem also repeats the words* “A little.”  **Apply** Have children listen for rhyming words as you read aloud the first stanza of “The Seed” on page 34. *Which words rhyme?* (know, grow; seed, weed)  **Phoneme Categorization:**  Distinguish between similarly spelled words by identifying the sounds of the letters that differ. **RF.K.3d**  **(1) Model** Display the **Photo Cards** for *hand, hammer,* and *jacket*. *Which picture names begin with the same sound?* Say the picture names. Hand *and* hammer *both begin with /h/.* Jacket *does not begin with /h/.* Jacket *does not belong.*  **(2) Guided Practice/Practice** Show children sets of Photo Cards. Name the pictures with children and have them identify the picture in each set that does not begin with the same sound. Guide children with the first set.   |  |  |  | | --- | --- | --- | | hair, hat, night | sing, soup, helicopter | hippo, hook, nut | | horse, light, house | seal, hair, hammer | door, dog, hay |   **High Frequency Words:**  TSW read common highfrequency words by sight. **RF.K.3c**  **Build Fluency** Build sentences in the pocket chart using the **High-Frequency Word Cards**, **Photo Cards** and teacher-made punctuation cards. Have children chorally read the sentences as you track the print. Then have them identify the word *my*.  I like my kitten.  We can go to my house.  Do you see my bike?  **Then complete the High Frequency Word Sentences Worksheet. Do the first sentence together. Have students edit their sentences. They may use a different colored crayon to trace each sentence.**  **If students finish early, they can do the sight word search on the back of the worksheet.**  If time remains before lunch please read the book: | TSW engage in activities that revolve around Martin Luther King Jr.  - MLK Book  - The Crayon Box that Talked  - Crayon Box Craftivity |
| 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 | Writing Workshop:  Mini-lesson: Goals for writing   1. Capitalization 2. Punctuation 3. Spaces 4. HFW 5. Writes Neatly   Independent/ Teacher Led Journaling: Ricky, Liam, Alexis, Blake | Writing Workshop:  Mini-lesson: Pronouns  Independent/ Teacher Led Journaling: Reed, Hailey, Ella, Jameson | Writing Workshop:  Mini-lesson: Pronouns- Worksheet | Writing Workshop:  Mini-lesson: Word Parts and Plurals- Worksheet | 11:45- 12:15  Writing Workshop:  Mini-lesson:  Independent/ Teacher Led Journaling: Megan, Kennedy, Jeremy, Ava |
| 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 explore the Number Grid and use it as a counting tool.  Vocab:   * column * count on * number grid * row   Materials:  aminated Number-Grid Poster\* wipe-off marker containers beans or other "pouring" material shallow tray or pan  **M**: ABCya- Fuzz Balls  **A**: New Years Measurement  **T**: Exploring the Number Board  **H**: Race to 50 | TSW be assessed on skills learned in section 4 of EDM including but not limited to:   * identifying the larger or smaller written numeral * measuring objects using cubes * identifying larger/ smaller, taller/ shorter objects * writing numbers 0-20 * orally counting to 50 * counting on from numbers other than 1 | TSW find, record, and analyze sums of dice rolls.  Vocab:   * add * chance * likely * total   Materials:  *My First Math Book:* p. 1 Manipulative Kit:   * dice * double-sided counters * beans painted on one side from Lesson 3-2 (optional) * small cups * paper plate * prepared ten frames   **M**: Math Games on Ipads  **A**: Counting by 10s- sentence strip  **T**: Roll and Record  **H**: Top It | 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-  **A**: Counting by 10s- sentence strip  **T**: Bears on a Bus  **H**: Roll and Record | PROFESSIONAL DEVELOPMENT |
| RTII  1:50- 2:15 | RTII | RTII | RTII | RTII | PROFESSIONAL DEVELOPMENT |
| Special  2:20- 2:55 | STEAM (A) | Music (B) | Gym (C) | Computers (D) | PROFESSIONAL DEVELOPMENT |
| Social Living  2:55- 3:20 | Luprek Pull Out | McCall Pull Out | Fine Motor Groups | Tresnicky Pull Out | PROFESSIONAL DEVELOPMENT |
| Snack and Pack  3:20-3:35 | Reed’s Snack Week | Reed’s Snack Week | Reed’s Snack Week | Reed’s Snack Week | PROFESSIONAL DEVELOPMENT |
| Dismissal  3:35- 4:00 |  |  |  |  | PROFESSIONAL DEVELOPMENT |