Teacher: Miss Lindrose Date: March 28, 2016 to Aprill 1, 2016

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Opening Exercises/ Lunch Count  8:30-9:00 | No School |  |  |  |  |
| Morning Meeting/  Social Living  9:00-9:20 | No School | 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 | No School | 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 and decodable words as well as reading decodable text. |
| Language Arts  9:30-11:05 | No School | **Building Background:**  Introduce the essential question for the week:  **What do you know about our country?**  Read aloud the Essential Question. Tell children that you are going to sing a song about the flag of the United States.  You’re a Grand Old Flag  You’re a grand old flag, you’re a high-flying flag,  And forever in peace may you wave;  You’re the emblem of the land I love,  The home of the free and the brave.  Ev’ry heart beats true ’neath the Red, White, and Blue,  Where there’s never a boast or brag;  Should auld acquaintance be forgot,  Keep your eye on the grand old flag.  Sing the weekly song, “You’re a Grand Old Flag.” Ask: *What colors are in the U.S. flag?* (red, white, blue) Tell children that this week they will learn about symbols, like our flag, that stand for the United States.  **Oral Vocab:**  Use the **Define/Example/**  **Ask** routine to introduce the oral vocabulary words:  **Country**  **Travel**  **Comprehension:**  TSW engage in group reading activities with purpose and understanding.  TSW demonstrateunderstanding of the organization and basic features of print.  ***When Daddy’s Truck Picks Me Up***  Tell children that you will now read about a girl named Ana who travels to Washington, D.C. What symbols of the USA do you know about?  **Anna Goes to Washington, D.C.**  Genre: Informational Text  **Model** *Ana Goes to Washington, D.C.,* is informational text. Share these characteristics of informational text with children:   * Informational text gives information about real places. * Informational text often has photographs.   **Story Words** Preview these words before reading:  **historic:** an important thing from the past  **monument:** something large created to show respect for an important person  **slavery:** making a person work for free  **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 *yo-yo. Listen for the sound at the beginning of* yoyo. Yo-yo *has the /y/ sound at the beginning. Say the sound with me: /y/.* Say *yes, yarn, yell* and have children repeat. Emphasize /y/.  Repeat for /z/. Use the *zipper* Photo Card and the words *zero, zoo, zip.*  **Handwriting:**  TSW write a letter or letters for most consonant and short-vowel sounds (phonemes). **L.K.2c**  **Review of the letters Yy and Zz.** | **Oral Language:**  TSW Use words and phrases acquired through conversations. **L.K.6**  ***What do you know about our country?***  Remind children that this week they are learning about the symbols and places that represent the United States. Point out that U.S. symbols help people show pride in or feel good about our country.  **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**  **Ordinal Numbers**  **Comprehension:**  With prompting and support, ask and answer questions about key details in a text. **RL.K.1**  Ask and answer questions about unknown words in a text. **RL.K.4**   * Strategy: Make Predictions * Skill: Character, Setting, Plot   Genre: Informational Text  Display *Ana Goes to Washington, D.C.* Remind children that informational text gives real facts about places and events. Ask: *What makes* Ana Goes to Washington, D.C., *informational text?* (Possible answer: The photos and text tell about real places and historical people.)  **Strategy: Reread**  Remind children that good readers reread if they are confused. Say: *As we go through the text, tell me which parts you would like me to reread.*  **Skill: Main Topic and Key Details**  Tell children that the main topic is what the text is mainly about. Details tell more about the main topic. Say: *This book’s main topic is the things that we can see in Washington, D.C., that tell us about history. A key detail is a monument to President Abraham Lincoln.* As you read, have children look for evidence in the text that relates to the main topic and key details. Use prompts to fill out the Main Topic and Key Details graphic organizer.  **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**  **(1) Model** *The puppet is going to say sounds in a word, /y/ /e/ /s/. It can blend those sounds to make a word: /yeeesss/,* yes. *When the puppet blends the sounds together, it makes the word* yes*. Listen as it blends more sounds to make words.* Model phoneme blending with the following:   |  |  |  | | --- | --- | --- | | /y/ /är/ /d/, yard | /z/ /ü/, zoo | /y/ /är/ /n/, yarn |   **(2) Guided Practice/Practice** Tell children that the puppet is going to say the sounds in a word. *Listen as it says each sound. You will repeat the sounds, then blend them to say the word.*   |  |  |  | | --- | --- | --- | | /z/ /ō/ /n/, zone | /y/ /u/ /m/, yum | /z/ /ü/ /m/, zoom | | /y/ /e/ /l/, yell | /z/ /i/ /p/, zip | /y/ /a/ /m/, yam |   **(1) Model** Display the *Yo-yo* **Sound-Spelling Card**. *This is the* yo-yo *card. The letter* y *can stand for the sound /y/ as in the word* yo-yo. *What is the letter?* (y) *What sound does this letter stand for?* (/y/)  **(2) Guided Practice/Practice** Have children listen as you say some words. Ask them to write the letter *y* on their **Response Boards** if the word begins with /y/. Do the first two words with children.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | yes | box | yarn | yam | hit | bed | yell | yet | | **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:  **Careful**  **Purpose**  **Connect**  **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**  **The Best of the West**  Genre: Informational Text  Tell children you will be reading an informational text. Remind them that *informational text* gives true information about a subject. Display the **Interactive Read-Aloud Cards**.  Read aloud the title. Tell children that the West is a part of our country. Point out the West on a map of the United States.    Strategy: Reread  **Phonemic Awareness:**  TSWisolate 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**  Use Word-Building Cards or write the following words. Have children read each word blending the sounds. Guide practice with the first word.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | zip | yarn | Zack | yuck | Zeb | yak |   **Grammar:**  Remind children that a sentence tells a complete thought and has a naming part and a telling part. It begins with a capital letter and ends with a mark, such as a period. Review that a sentence can have words such as *in, out, on, off, by,* and *with* that tell where or how something happens.   * Write and read aloud: *Rita travels by plane.* * Ask children to tell the naming part and telling part. (Rita, travels) Ask how Rita travels. (by plane) Tell children that *by plane* are words that tell us how Rita travels. | **Comprehension:**  TSW With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **RI.K.3**  **See Our Country**  Genre: Informational Text  Display “See Our Country” on pages 26–28 of the **Big Book** and read aloud the title. Explain that the informational text in this selection is about real places we can visit in the United States.    **Phonemic Awareness:**  TSWisolate 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**  Have the puppet give directions to make new words. Give children ample time to respond. Guide practice with the first word.  *Say* bite*. Change /t/ to /k/. What word do you have?* (bike)  *Say* hip. *Change /p/ to /t/. What word do you have?* (hit)  *Say* job*. Change /b/ to /g/. What word do you have?* (jog)  *Say* tag. *Change /g/ to /p/. What word do you have?* (tap)  **Grammar:**  Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). **L.K.1e**  **(1) Review** Remind children that words such as *in, out, on, off, by,* and *with* tell where or how something happens.   * Write and read aloud: *Some people ride on a scooter.*   Ask children where some people ride. (on a scooter) Point out that the word *on* tells where some people ride. Have children point to the capital letter at the beginning and the period at the end of the sentence.  **(2) Guided Practice** Provide this sentence frame: *Some people ride \_\_\_*. Show the **Photo Card** for *horse*. *Where do some people ride?* (on a horse) Guide children in filling in the sentence frame. Ask children if they know other animals that people can ride. Show the Photo Card for *camel*. *Where do some people ride?* (on a camel) Write the sentence, and have children guide you in beginning the sentence with a capital letter and ending it with a period. |
| Lunch/Recess  11:10- 12:10 | No School | 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/ Science/ Social Studies  12:10- 12:40 | No School | Zoo Animals | Zoo Animals | Zoo Animals | Zoo Animals |
| Math Calendar  12:40- 1:00 | No School | 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 | TSW use a pan balance as a tool to explore and compare weights.  Vocab:   * balance * compare * equal * heavy * length * level * light * pan balance * unequal * weight     Materials:  *My First Math Book:* p. 14 Activity Cards: 35, 66 Manipulative Kit:   * pan balances * Quick Look Cards: 71, 72, 74, 76, 77, and 84   objects to weigh clay or modeling dough Literacy Suggestion: Just a Little Bit (optional) | TSW conduct surveys and represent their results.  Vocab:   * category * data * graph * labels * representation * survey * title     Materials:  class lists large paper clipboards | TSW analyze different data representations and discusses characteristics that contribute to clear representations.  Vocab:   * category * data * graph * labels * representation * survey * title   Materials:  class lists large paper clipboards | TSW make and check estimates using comparison and counting strategies.  Vocab:   * about * estimate * exact * fewer * more * much too high * much too low * pretty close   Materials:  prepared reference and estimation jars stick-on notes |
| RTII  1:50- 2:15 | No School | RTII | RTII | RTII | RTII |
| Special  2:20- 2:55 | No School | Music (B) | Gym (C) | Computers (D) | Library (E) |
| Social Living  2:55- 3:20 | No School |  |  |  | Free Choice Friday |
| Snack and Pack  3:20-3:35 | No School | Liam’s Snack Week | Liam’s Snack Week | Liam’s Snack Week | Liam’s Snack Week |
| Dismissal  3:35- 4:00 | No School |  | Good News Club |  |  |