Teacher: Miss Lindrose Date: February 29, 2016 to March 4, 2016

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Opening Exercises/ Lunch Count  8:30-9:00 | Math Assessments  Mixed Up Monday | Green Eggs and Ham- Wear Green | Happy Bday Dr. Seuss- Hat Day | Thing 1 and Thing 2 Twin Day | Wear Red- CT Shirt 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.  *If Thing 1 and Thing 2 came to my house…* | TSW be assessed on high frequency and decodable words as well as reading decodable text.  Dr. Seuss Activities |
| Language Arts  9:30-11:05 | **Building Background:**  Introduce the essential question for the week:  **How do you take care of different kinds of pets?**  **Oral Vocab:**  Use the **Define/Example/Ask** routine to introduce the oral vocabulary words:  **Responsibility**  **Train**  **Comprehension:**  TSW engage in group reading activities with purpose and understanding.  TSW demonstrateunderstanding of the organization and basic features of print.  **The Birthday Pet**  Genre: Fiction  **Model** *The Birthday Pet* is a fiction story. Remind children of these characteristics of fiction:   * The events and characters are made up. * A character usually solves—or figures out—a problem by the end of the story.   **Story Words** Preview these words before reading:  **beady:** round and small  **gnawed:** chewed  **absurd:** very, very silly  **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 *guitar. Listen for the sound at the beginning of* guitar*.* Guitar *has the /g/ sound at the beginning. Say the sound with me: /g/.* Say *girl and give* and have children repeat. Emphasize /g/*.*  Repeat with /w/ using the *window* Photo Card and *will* and *win*.  **Handwriting:**  TSW write a letter or letters for most consonant and short-vowel sounds (phonemes). **L.K.2c**  **Review of the letters Gg and Ww**  **Handwriting Papers for both letters** | **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: Visualize * Skill: Key Details   Green Eggs and Ham  **Oral Language:**  TSW use words and phrases acquired through conversations, reading, and being read to, and responding to texts.  ***How do you take care of different kinds of pets?***  Remind children that this week they are learning about ways to take care of pets. Point out that owning a pet means having the responsibility of taking care of it. Tell children that families must train pets. Training helps keep a pet safe, and it helps other people stay safe when they are near a pet.  **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**  **(1) Model** Use the **Big Book** *The Birthday Pet* to discuss pets. Explain that a pet is an animal you keep in your home and care for. Discuss the pets from each illustration. *A rabbit can be a pet. How do you care for a pet rabbit? What do you think it’s like to have a pet rabbit?* Chant the following jingle:  *Mom says that I can get a pet, but what kind should I get?*  *A snake, a rat, a dog, a cat? It’s hard to pick one I have not met!*   * Help children identify the pets in the jingle. Discuss which pet they would prefer and why.   **(2) Guided Practice/Practice** Make up riddles about pets and ask children to figure out which pet you are describing. *I live in a cage. I sit on a branch. I have feathers and a beak. Which pet am I?* (a bird)  Complete the Pet Riddle Worksheet  **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**  Change Word-Building cards to w, i, g. Point to the letter w and have children say /w/. Point to the letter i and have children say /i/. Point to the letter g and have children say /g/. Then move your hand from left to right under the word and have children blend and read the word wig. Repeat with wag, tag, tug, bug, web, wet, get.  Introduce the –ug word family. Make the –ug word family 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:  **Depend**  **Compared**  **Social**  **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 Family Pet**  Genre: Informational Text  Tell children that you will be reading an informational text. Guide them to recall that *informational texts* give true information, or facts, about a topic. Display the **Interactive Read-Aloud Cards**.  Read aloud the title. Point out that different kinds of pets must be cared for in different ways.  Strategy: Make, Confirm, and Revise Predictions  **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**  Tell children that the puppet will say the sounds in a word. *Listen to the puppet as it says each sound. Repeat the sounds, then blend them to say the word.* Guide practice with the first word.   |  |  |  | | --- | --- | --- | | /w/ /a/ /g/ wag | /g/ /a/ /p/ gap | /w/ /a/ /ks/ wax | | /g/ /i/ /v/ give | /w/ /e/ /b/ web | /g/ /u/ /m/ gum |   Make the –ug word family build-a-word book. As students finish, have them practice writing their words on their dry erase boards in their desk and use them in a sentence. | **Writing:**  TSW share their writing with their peers.  Share Thing 1 and Thing 2 writing.  **Comprehension:**  Recognize common types of texts (e.g., storybooks, poems). **RL.K.5**  Ask and answer questions about unknown words in a text. **RL.K.4**  **The Perfect Pet**  Genre: Fiction  Display “The Perfect Pet” on pages 33–36 of the **Big Book** and read aloud the title. Remind children that fiction stories have made-up characters and events.  **Phonics:**  TSW spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.2d**  Mrs. Wishy Washy’s Farm Book | **Comprehension:**  With prompting and support, ask and answer questions about key details in a text. **RL.K.1**  **Which Pet Shoud I Get? by Dr. Seuss**  Activity: Create your own pet!  Draw, write, create |
| 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/ Science/ Social Studies  12:10- 12:40 | Read The Cat in the Hat and make the door hanger | If I Ran the Zoo | Happy Birthday To You | If I Ran the Circus | The Cat in the Hat Comes Back |
| 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 describe, analyze, and compare measurable and geometric attributes through a game.  Vocab:   * attributes * color words * shape words * size words * thick * thin     Materials:  *Math Masters:* pp. G23–G24\* Activity Cards: 55–56 Manipulative Kit:   * attribute blocks   Atribute Block Spinners | TSW model number stories with counters and the subtraction symbol.  Vocab:   * equals * minus * minus sign * minus symbol * number story * remove * subtract * subtraction * subtraction symbol * take apart * take away * take from * word problem   Materials:  *Math Masters:* pp. 91, TA17, TA51 Activity Card: 52 Manipulative Kit:   * craft sticks * counters   prepared large subtraction symbol camera (optional) Literacy Suggestion: Five Little Ducks (optional) | TSW model subtraction concretely and symbolically through a game.  Vocab:   * backward * count back * longer * minus * shorter * subtract * take away   Materials:  Math Masters: p. 92 Activity Cards: 53–54 Manipulative Kit: connecting cubes  prepared Train Games gameboards and customized dice | TSW play a game to practice finding combinations that add to 10.  Vocab:   * combinations of ten * ten frame     Materials:  Math Masters: p. 93 My First Math Book: p. 8 Activity Cards: 40, 57 Manipulative Kit: bear counters  cups chart paper prepared Blank Ten Frames (optional) Number Cards 0–10 (two colors) | TSW practice addition and subtraction in a game.  Vocab:   * add * addition symbol * backward * count back * count on * equals * forward * minus symbol * plus symbol * remove * subtract * take away     Materials:  My First Math Book: p. 9 Activity Card: 58 Manipulative Kit: connecting cubes  prepared Train Games gameboards customized dice slates |
| RTII  1:50- 2:15 | RTII | RTII | RTII | RTII | RTII |
| Special  2:20- 2:55 | Gym (C) | Computers (D) | Library (E) | Gym (F) | STEAM (A) |
| Social Living  2:55- 3:20 | Cat in the Hat Movie | Tresnicky Pull Out  Green Eggs and Ham Movie | Dr. Seuss Let’s Find Out | Thing 1 and Thing 2 | Luprek Pull Out  The Cat in the Hat Comes Back Movie |
| Snack and Pack  3:20-3:35 | Alexis’ Snack Week | Alexis’ Snack Week | Alexis’ Snack Week | Alexis’ Snack Week | Alexis’ Snack Week |
| Dismissal  3:35- 4:00 |  |  | Good News Club |  |  |