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

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Opening Exercises/ Lunch Count  8:30-9:00 |  |  |  |  |  |
| 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 developmentally appropriate level with assistance from an adult. | TSW be assessed on high frequency and decodable words as well as reading decodable text. |
| Language Arts  9:50-11:05 | **Building Background:**  Introduce the essential question for the week:  **How can you help out at home?**  **Phonics:**  TSW isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words. **RF.K.2d**  **(1) Model** Display the **Photo Cards** for *train, game,* and *hay. I will say three picture names:* train*,* game *,* hay*. Repeat these words with me. Which sound is the same in* train*,* game*, and* hay*?* Train*,* game*, and* hay *all have the /ā/ sound.* Repeat with *gate, face,* and *cake. Listen to these words:* gate*,* face*,* cake*. Repeat the words with me. What sound is the same in* gate *,* face*, and* cake*?* Gate*,* face*, and* cake *all have the /ā/ sound.*  *Let’s play a song. Listen for words with /ā/.* Play “Riding on a Train,” and have children listen for words with the /ā/ sound. *Let’s listen to the song again and clap when we hear words with /ā/.* Play or sing the letter song again, encouraging children to join in. Have children clap when they hear words with /ā/.  **(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. Guide practice with the first set of words.   |  |  |  | | --- | --- | --- | | same, bait, lake | cap, mat, fan | lay, pay, say | | map, cat, rag | cape, made, fate | rain, chain, plate |  1. **Model** This is the Train Sound-Spelling Card. The sound is / ā/, the long a sound. Today we will learn one of the spellings for the / ā/ sound. Use **Word-Building Cards** or write rat. Look at this word: rat. Say it with me. Rat has the sound /a/. Let’s add an e to the end. The new word is rate. The a and e act together to make the long a sound / ā/. Listen as I say the word: rate . Repeat with can and cane.   **Comprehension:**  TSW engage in group reading activities with purpose and understanding.  TSW demonstrate understanding of the organization and basic features of print.  **Jake and Dale Help** | **Phonics:**  Review long /a/.  **(1) Model** Write *cake, bake, make,* and *take* in a list*.* Point to -*ake*. *The letters* a *and* e *act together to stand for the sound /ā/. The letters* -ake *stand for /āk/ as in the word* cake*.* Read the words with children. *When we see words with the letter* a*, then a consonant, and the letter* e *at the end, the vowel sound is /*ā*/ because the letters* a *and* e *act as a team to make the long* a *sound, /*ā*/.*  **(2) Guided Practice/Practice** Have children listen as you say some words. Ask them to write the spelling *a\_e* on their **Response Boards** if the word has the sound /ā/. Do the first two words with children.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | ant | ape | tape | fade | add | fad | made | tale |   **Students will engage in the following centers throughout the morning:**  1. Guided Reading- Teacher Directed  2. Listening Center- There was an Old Lady Who Swallowed a Frog  3. Starfall  4. HFW Worksheet- help | **Phonics:**  Review long /a/.  **(1) Model** Place **Word-Building Cards** *m, a, d* in a pocket chart. Blend and read *mad*. Add an *e* to the end. *This is the letter* m*. It stands for /m/. These are the letters* a *and* e. *Together they stand for /ā/. This is the letter* d. *It stands for /d/. Listen as I blend the sounds: /mmmāāād/. Blend the sounds with me to read the word.*  **(2) Guided Practice/Practice** Use Word-Building Cards or write the word *tap.* Have children blend and read *tap*. Add an *e* to the end. Point to the letter *t* and have children say the sound. Point to the letters *a* and *e* and have children say the sound. Point to the letter *p* and have children say the sound. Move your hand from left to right under the word and have children read *tape.* Repeat with *Sam* and *same*.  **Students will engage in the following centers throughout the morning:**  1. Guided Reading- Teacher Directed  2. Monkey Word- IPad  3. Roll and Write HFWs  4. Write the Room | **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:  **Member**  **Organize**  **Accomplish**  **Contribute**  **Chores**  **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**  **Helping Out at Home**  Genre: Informational Text  Tell children that you will be reading an informational text. Remind them that informational texts give information that is true. Display the **Interactive Read-Aloud Cards**.  Read the title. Tell children that this informational text will explain ways to help at home.  Strategy: Ask and Answer Questions  **Phonemic Awareness:**  Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **RF.K.2e**  Demonstrate basic knowledge of oneto- one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. **RF.K.3a**  **(1) Model** Display **Word-Building Cards** *n, a, m, e. This is the letter* n*. It stands for /n/. These are the letters a* and e *. They act as a team to stand for / ā/. This is the letter* m*. It stands for /m/. Let’s blend the sounds together: /n/ / ā/ /m/, /n ā ā ām/. The word is* name *.* Continue with the following words: *same, save, cave.*  **(2) Guided Practice/Practice** Use Word-Building Cards or write the following words. Have children read each word, blending the sounds. Guide practice with the first word.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | ape | fake | ate | gate | same | Abe | make |   **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** Remind children that the letters *a* and *e* act as a team to stand for the sound / ā/. Write *a\_e* to make a column head. Remind children that the letter *a* can stand for /a/. Write the letter *a* next to the *a\_e* to make a second column head. Write the following words in a list: *at, ate, bat, cap, cape, came, fan, mad, made, rake, Sam, same*.  Hold up the **Photo Card** for *rake*. *Here is the picture for a* rake*.* Rake *has the /ā/ sound. Listen, /r/ /ā ā ā / /k/. When I hear* /?/ *, I know that the letters* a *and* e *act together to stand for that sound. Point to the word rake. I will write* rake *under the* a\_e *.*  Repeat with the letter *a* and *fan.*  **(2) Guided Practice/Practice** Have children sort the remaining words by /a/ and /ā/. Have them read the word, say the sound in the middle of the word and tell under which spelling the word should be written. When finished, point out that words with *e* at the end have the /ā/ sound. Words without *e* have the /a/ sound. Guide children with the first word. | **Phonological Awareness:**  **Syllable Segmentation**  Say the word *something* from “Something About Me.” *We can count the parts of this word. Listen:* some-thing*. The word* something *has two parts*. Clap each syllable as you say *some-thing.* Then ask: *How many parts does the word* knowing *have? Listen:* know-ing (two) Ask a volunteer to say and clap the parts of *knowing.* Repeat the exercise using the following words: *basket* (two); *window* (two); *me* (one).  **Category Words:**  **(1) Explain/Model** Read aloud the following rhyme:  *I sit on a chair. I eat at the table.*  *I lie on the sofa, whenever I’m able!*  *I turn on a lamp. I dust the shelf.*  *I make my bed, all by myself!*  Repeat the first sentence of the poem. *Which word is a type of household furniture?* (chair) Repeat this routine with each sentence. Then act out each line of the rhyme with children.  **(2) Guided Practice** Play the guessing game, “What Am I?” with children. Tell them you will give clues and they should guess what kind of furniture you are. For example, *I am like a chair, but longer. People sit on me. Sometimes they lie down on me. What am I?* (sofa)  With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). **RL.K.7**  Ask and answer questions about unknown words in a text. **RL.K.4**  Recognize common types of texts (e.g., storybooks, poems). **RL.K.5**  **The Clean Up!**  Genre: Fiction  Display “The Clean Up!” on pages 32–36 of the **Big Book** and read aloud the title. Ask children to tell what type of text this is. (fiction, a story) Remind children that fiction stories are made up and have make-believe characters.  **Phonics:**  TSW spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.2d**  **(1) Guided Practice** Remind children that the letters *a\_e* can stand for the sound /ā/. Display **Word-Building Cards** *a, t, e.* Point to the letters *a\_e. The letters* a\_e *stand for the sound /ā/. Say /āāā/. The letter* t *stands for /t/. Say /t/. Let’s blend the sounds to make the word: /āāāt/* ate *. Now let’s add* d *to the beginning.* Blend and read *date* with children.  **(2) Practice** Write these words and sentences for children to read:   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | *fate* | *ape* | *pale* | *cake* | *lake* | *Abe* | *take* |   I gave the fake rake to you.  The cave is up the lane.  Abe can go to the lake.  Can you bake the same cake?  Remove words from view before dictation. |
| 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 | Rainforest- Book and Craft | Rainforest- Book and Craft | Rainforest- Directed Drawings | Rainforest- Directed Drawings | Rainforest- Directed Drawings |
| 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 develop fluency with addition facts within 5.  Vocab:   * add * counting on * greater * plus * total   Materials:  customized dice Number-Grid Poster stick-on notes slates | TSW ask questions about attributes to identify and describe a mystery block.  Vocab:   * attributes * rule   Materials:  Math Masters: p. G25 (optional) Activity Cards: 50, 60, 70 Manipulative Kit: attribute blocks | TSW be assessed on skills learned in unit 7.  Skills include:   * counting to 100 * writing numbers 0-20 * counting groups of objects up to 20 (in a line, scattered, etc.) * basic addition and subtraction | TSW use their sense of touch to recognize, describe, and analyze 3-dimensional shapes and their attributes.  Vocab:   * attribute * circle * cone * cube * curve * cylinder * edge * face * flat * pyramid * rectangle * rectangular prism * round * shape * side * sphere * square * straight * triangle * vertex   Materials:  Math Masters: p. 101 My First Math Book: p. 16  Feely Box solid-shape pairs | TSW model 2-dimensional and 3-dimensional shapes.  Vocab:   * 2-dimensional * 2-dimensional shape names * 3-dimensional * 3-dimensional shape names * edge * side * vertex   Materials:  Math Masters: p. 102 My First Math Book: p. 17 Activity Card: 72 Manipulative Kit: round toothpicks  miniature marshmallows cardstock or cardboard to display children's geometric shapes stick-on notes |
| RTII  1:50- 2:15 | Cancelled due to PSSA | Cancelled due to PSSA | Cancelled due to PSSA | Cancelled due to PSSA | Cancelled due to PSSA |
| Special  2:20- 2:55 | Library (E) | Gym (F) | STEAM (A) | Music (B) | Gym (C) |
| Social Living  2:55- 3:20 | Let’s Find Out Frogs |  |  |  | Free Choice Friday |
| Snack and Pack  3:20-3:35 | Kennedy’s Snack Week | Kennedy’s Snack Week | Kennedy’s Snack Week | Kennedy’s Snack Week | Kennedy’s Snack Week |
| Dismissal  3:35- 4:00 |  |  |  |  |  |