Teacher: Miss Lindrose Date: January 4, 2016 to January 8, 2016

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Opening Exercises/ Lunch Count8:30-9:00 |  | SAP Meeting | Faculty Meeting |  |  |
| Morning Meeting/Social Living9:00-9:20  | 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 Reading9:20- 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 Arts9:30-11:05 | **Skills and Comprehensions:**TSW listen to Squirrel's New Year's Resolution and sequence the story at its conclusion.Introduce the story Squirrel's New Year's Resolution. Ask the students if they know what a resolution is? Discuss. Talk about why people make resolutions. Explain that after listening to the story we will sequence the story. We need to focus on the animals we meet and the resolutions they make. Read the story while asking comprehension questions throughout. Then complete the sequencing paper together as a group.**Shared/ Independent Writing:**TSW discuss and write about their goals for the new year. Brainstorm things we might set as our goal/ resolution for the new year. List all ideas on a chart. Have each child choose their resolution/ goal. Each child will then write their goal on a special New Years paper. **Craftivity:**TSW create a model of themselves using construction paper.The students will make themselves with a party hat to hold their New Years writing. They will focus on selecting an appropriate color for their hair and eyes and will try to style the person to look like themselves. Mirrors will be provided.  | **Building Background:**Introduce the essential question for the week: ***How can people help to make your community better?*** Read aloud the Essential Question. Tell children that you are going to sing a song about one way people helped to improve their community, by working on a railroad. Sing the song with children. How do trains and railroads help communities? Tell children that this week, they will learn how people help their own communities.**Oral Vocab:**Introduce oral vocab words:-community: A **community** is a group of people who work, play, or live together.-improve: To **improve** is to make something better.**Comprehension:**TSW engage in group reading activities with purpose and understanding.TSW demonstrateunderstanding of the organization and basic features of print.Genre: Informational Text **Model** *Roadwork* is an informational text. Remind children of the characteristics of informational text: * Informational text tells facts, or true information, about real life places and events.

**Selection Words** Preview these words before reading: **roadwork:** work done to fix or build a road **roadbed:** area where a road is built **machine:** a tool that makes work easier **Phonemic Awareness and Phonics:**TSW isolate andronounce the initial, medial vowel, and final sounds in three-phoneme words.**(1) Model** Display the **Photo Cards** *car, camel, carrots*. *I will say three picture names:* car*,* camel *,* carrots*. Say the names with me:* car*,* camel*,* carrots*. Which sound is the same in* car*,* camel*,* carrots *? Yes, the first sound, /k/, is the same.* Repeat with the Photo Cards *inch, ink, insect* and *nest, newspaper, night*. **(2) Guided Practice/Practice** Show children sets of the Photo Cards. Name the pictures with children and have them identify the sound that is the same in each set.

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| comb, camel, car  | nose, nail, net  | insect, inchworm, inch  |
| ox, otter, olive  | door, dime, doll  |  |

**Daily 5:** Introduce Read to Self. Make a T-Chart with what the teacher does and what the students will do. Discuss how to pick books that are a good fit. Talk about the three different ways to read a book:1. read the words2. look at the pictures and make up your own words3. retell a story that you know/ we have readPractice reading to self to build **stamina**. **Phonics:**TSW be introduced to the –og word family.Introduce the students to the –og word family like we here in dog and log. Build words that have the –og word family in them. Make the flip book together as a class. | **Oral Language:**Remind children that this week they are learning about community workers. They are also learning what kinds of equipment and uniforms the workers use and wear. Ask children to list some jobs that people have in their community. Read aloud “Firefighters.” As you read, have children echo the lines. *In addition to hoses and trucks, what other kinds of equipment do firefighters use?* (ladders, flashlights, helmets) **Phonological Awareness:****Recognize Rhyme** Tell children that the words day and away rhyme in “I’ve Been Working on the Railroad.” Words that rhyme have the same ending sounds. Repeat day and away and have children tell you a new word that rhymes with them. (Possible responses: play, stay, clay) Say: Listen carefully to these three words and tell me which one does not rhyme: blow, wind, snow (wind) Which words do rhyme? (blow, snow) Repeat this routine with page, book, look.  **Category Words:**Position Words**Comprehension:**TSW ask and answer questions about key details in a story with prompting and support.TSW describe the relationship between illustrations and the story in which they appear with prompting and support.Genre: Informational Text Display *Whose Shoes*? Remind children that informational text contains information about real life. The text tells facts about real people, information, or events. *How do you know that* Whose Shoes? *is informational text?* Have children point to evidence in the text and the pictures to show that this is informational text. (It shows photos of real people; it’s about real workers.) Skill: Key Details Remind children that as they read, they can find important details in the text and in the photos. Point out that photographs sometimes give information that is not in the author’s words. *Details in the photographs can help you answer your questions.* As you read, have children listen for evidence in the text to find details. **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, /n/ /o/ /d/. It can blend those sounds to make a word: /noood/ nod . When the puppet blends the sounds together, it makes the word nod. Listen as the puppet blends more sounds to make a word. Continue modeling phoneme blending with the following:

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| /n/ /o/ /t/  | /k/ /a/ /n/  | /t/ /o/ /p/  | /n/ /a/ /p/  | /d/ /i/ /p/  |

**(2) Guided Practice/Practice** Tell children to listen as the puppet says sounds in words. Have children repeat the sounds, and then blend them to say the words. Guide practice with the first word.

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| /d/ /o/ /t/ dot  | /k/ /a/ /p/ cap  | /s/ /i/ /p/ sip  | /m/ /a/ /n/ man  |

 **Handwriting:****(1) Model** Review handwriting and letter sound correspondence with the letters *i, n, c, o,* and *d*. * Write the following sentence. *Can dad sit on the mat?* Read the sentence with children and track the print.
* *I hear the* /k*/ sound in the word* can*. I know that the letter* c *stands for* /k/*. I will underline the letter* c *because it stands for* /k/*. Which word has the sound /d/?* (dad) *Which letter stands for* /d/? Underline the letter *d* at the beginning and end of *dad*. Continue asking children which word has the sound /i/ and which letter stands for the sound (sit, *i*); /o/ (on, *o*) and /n/ (on, *n*) *.* Underline the letters that stand for the sounds and read the words with children.

(2) Guided Practice/Practice * Write the following sentence for children to copy: *Tom did not see the cap.* Give them ample time to write the sentence. Chorally read the sentence.
* Ask children to identify which words have the sound /o/. (Tom, not) Have them underline the letter that stands for the sound (*o*) and read the words. Ask children to identify words with the following sounds and to underline the letter that stands for the sound: /d/ (did, *d*); /i/ (did, *i*); /n/ (not, *n*) and /k/ (cap, *c*).
 | **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:-harvest: During a **harvest**, farmers pick the food they have grown.-quarrel: When people **quarrel** , they argue or disagree with each other.-confused :To be **confused** is to be mixed up.**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: Fable Tell children you will be reading a fable. Guide them in recalling that a *fable* is a fiction story that teaches a lesson. Display the **Interactive Read-Aloud Cards**. Read the title. Point out that a *bundle* of sticks is a lot of sticks all together. It might be held together by a piece of string. Strategy: Ask and Answer Questions Guide children in recalling that good readers ask themselves questions as they read. *Asking questions can help us understand important details in a story.* Use the **Think Aloud Cloud** to model asking and answering questions as you read the fable. **Think Aloud** I read that Mrs. Sato asked Yuki to break a stick. She broke it easily. I’m confused by this. I wonder why she would ask her to break a stick. I’ll read ahead to try to answer my question. I read ahead and I was able to answer my question. Mrs. Sato wanted the children to see that they needed to work together, so they could be strong like a bundle of sticks. Read “The Bundle of Sticks.” Pause to model the strategy as you read. Make Connections Guide partners to connect “The Bundle of Sticks” with *Roadwork*. Discuss the different ways that the two selections show how people can make their communities better. **Phoneme Segementation:****1) Model** Use the **Sound Boxes** and markers. *Listen as I say a word:* mad*. Say the word with me:* mad*. Say the sounds in* mad *with me: /m/ /a/ /d/. There are three sounds in* mad*. Let’s place a marker in a box for each sound: /m/ /a/ /d/.* Repeat for *pot*. **(2) Guided Practice/Practice** Distribute Sound Boxes and markers. Say the word. Have children repeat the word and say each sound as they place a marker in a box. Then have them tell the number of sounds in the word. Guide practice with the first word.

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| sad, /s/ /a/ /d/  | dot, /d/ /o/ /t/  | nap, /n/ /a/ /p/  |
| sand, /s/ /a/ /n/ /d/  | dip, /d/ /i/ /p/  | cap, /k/ /a/ /p/  |
| did, /d/ /i/ /d/  | mask, /m/ /a/ /s/ /k/  | mop, /m/ /o/ /p/  |

**Phonics:**TSW identify and create words with the –og word family. TSW differentiate between words that end with –ig and words that end with –og.Complete the –og/ -ig word family flip book. | TSW be assessed on skills learned up to and including unit 4 including but not limited to the following skills: listening comprehension, phoneme segmentation, phoneme blending, phoneme identification, HFW, category words, and sound identification.Students will take the unit 4 reading test. The first half will be given whole group. Students will then engage in centers while the remainder of the test is given in small groups. Centers:1. Ipads2. Color by sight word3. Write the room |
| Lunch/Recess11:10- 12:10 | Lunch/Recess11:10- 12:10 | Lunch/Recess11:10- 12:10 | Lunch/Recess11:10- 12:10 | Lunch/Recess11:10- 12:10 | Lunch/Recess11:10- 12:10 |
| Writing12:10- 12:40 | Writing Workshop:Mini-lesson: Why Writers WriteIndependent/ Teacher Led Journaling: Ricky, Liam, Alexis, Blake | Writing Workshop:Mini-lesson: What can we write about?Independent/ Teacher Led Journaling: Reed, Hailey, Ella, Jameson | Writing Workshop:Mini-lesson: What writers do?1. Think
2. Draw
3. Label
4. Write
5. Add More Details

Independent/ Teacher Led Journaling: Megan, Kennedy, Jeremy, Ava  | Writing Workshop:Mini-lesson: Goals for writing1. Capitalization
2. Punctuation
3. Spaces
4. HFW
5. Writes Neatly

Independent/ Teacher Led Journaling: Lilly, Aidan, Eden, Braeden | Writing Workshop:Mini-lesson: Drawing a picture and labeling using adjectivesIndependent/ Teacher Led Journaling: Landon, Lexie, Nina, Bryce |
| Math Calendar12:40- 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 Lesson1:00- 1:50 | TSW participate in 80th day of school activities.Materials:80th day of school papersZero the HeroTSW practice counting backwards from 10-0 and matching objects to a number while creating a countdown to the New Year book.Materials:Countdown to the New Year bookPaint (5 colors)Q-tipsScissorsStapler | TSW compare the capacities of containers.Vocab:* capacity
* holds less
* holds more
* holds the same amount
* volume

 Materials:Manipulative Kit: * pan balance (optional)
* pattern blocks
* sensory table or plastic tubswater, sand, dry beans, pasta, or ricevarious containters
* *The Apple Pie Tree* or *Cook-a-Doodle-Doo*

**M**: ABCya**A**: Sweater Patterns**T**: capacity**H**: pattern blocks | TSW learn and practice skip counting by 10s.Vocab:* 1s
* 10s
* counting by 10s
* extend
* skip counting

 Materials: Growing Number LineConcrete Number Count**M**: ABCya**A**: Winter Ten Frames**T**: counting by 10s**H**: pattern blocks | TSW play a game with number cards to practice comparing written numerals.Vocab:* equal
* fewer
* greater
* higher
* less
* lower
* more
* pair

 Materials:prepared Top-It card decks**M**: ABCya**A**: Count by 10s**T**: Number Top-It Game**H**: Race to 50 | TSW engage in centers and be pulled out for review as needed.**M**: Math Ipads**A**: Complete unfinished work then Roll and Add Game**T**: Teacher pull-out**H**: Number Top-It |
| RTII1:50- 2:15 | RTII | RTII | RTII | RTII | RTII |
| Special2:20- 2:55 | Music (B) | Gym (C) | Computers (D) | Library (E) | Library (F) |
| Social Living2:55- 3:20 | Toast to a New Year | Fine Motor Group Pullout | Tresnicky Pull Out |  |  |
| Snack and Pack3:20-3:35 |  |  |  |   |  |
| Dismissal 3:35- 4:00 |  |  |  |   |  |