Teacher: Miss Lindrose Date: April 4, 2016 to Aprill 8, 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:  ***What do you see in the sky?***  Read aloud the Essential Question. Tell children that you are going to read a poem about stars in the sky.  Star Light  Star light, star bright,  First star I see tonight,  I wish I may, I wish I might,  Have the wish I wish tonight.  SSay the weekly poem, “Star Light,” with children. Read each line and have children echo.  Ask children which star the poem is talking about. (the first star at night) Tell children that this week they will be reading to learn about what we see in the sky.  **Oral Vocab:**  Use the **Define/Example/**  **Ask** routine to introduce the oral vocabulary words:  **Distance**  **Recognize**  **Comprehension:**  TSW engage in group reading activities with purpose and understanding.  TSW demonstrateunderstanding of the organization and basic features of print.  **Bringing Down the Moon**  Genre: Fantasy  **Model** *Bringing Down the Moon* is a fantasy story. Remind children of these characteristics of fantasy:   * Fantasy stories have made-up characters and events. * Some things in the story could never happen in real life, such as animals talking.   **Story Words** Preview these words before reading:  **poking:** pushing at  **tripped:** fell over  **puddle:** water on the ground  *Strategy: Making Predictions*  **Phonics:**  TSW isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words. **RF.K.2d**  Have children listen as you say some words. Ask them to write the letter that stands for the beginning sound on their **Response Boards**. Do the first two words with children.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | up | gate | wash | go | under | watch | girl | | us | web | gas | give | wish | umbrella | wax |   **Handwriting:**  TSW write a letter or letters for most consonant and short-vowel sounds (phonemes). **L.K.2c**  Write Sentences with u, g, w, x, v, j, qu, z. | **Oral Language:**  TSW Use words and phrases acquired through conversations. **L.K.6**  ***What do you see in the sky?***  Remind children that this week they are learning about objects they can see in the sky during the day or at night. Point out that some objects, like the moon, can be seen during both the day and night.  Read the poem “Star Light” with children. Say each line and have children repeat.  **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**  **Opposites**  **Comprehension:**  With prompting and support, ask and answer questions about key details in a text. **RL.K.1**  With prompting and support, identify characters, settings, and major events in a story. **RL.K.3**  Reread the story **Brining Down the Moon.**  Complete the sequencing worksheet that accompanies it.  **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** Display **Photo Cards** for *under, up, jet. Which picture names begin with the same sound?* Say the picture names. Under *and* up *both begin with /u/.* Jet *does not begin with /u/.* Jet *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 of words.   |  |  |  | | --- | --- | --- | | vest, water, vine | jacket, jewelry, zoo | October, ink, olive | | night, moth, nail | seal, saw, shore | helicopter, watch, hat | | zipper, goat, girl | yolk, yogurt, queen | king, quarter, quail | | **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:  **Space**  **Challenge**  **Surface**  **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 View From the Moon**  Genre: Informational Text  Tell children that you will be reading an informational text. Guide them in recalling that *informational text* gives facts, or true information, about a topic. Display the **Interactive Read-Aloud Cards**.  Read aloud the title. Point out that the moon looks very tiny when it is viewed from Earth.  Strategy: Make Predictions  **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** *Listen as I say a word:* ox*. Repeat the word:* ox*. Now we are going to add /b/ to the beginning of* ox *. What word do you have if you add /b/ to the beginning of* ox*?* Box *is the word you have when you add /b/ to the beginning of* ox *.* Have children say the word.  **(2) Guided Practice/Practice** Ask children to add initial phonemes to words to make new words. Guide practice with the first one.  *What word do you have if you add /kw/ to the beginning of* it*?* (quit)  *What word do you have if you add /w/ to the beginning of* ax*?* (wax)  *What word do you have if you add /j/ to the beginning of* am*?* (jam)  *What word do you have if you add /k/ to the beginning of* up*?* (cup)  *What word do you have if you add /f/ to the beginning of* ox*?* (fox)  **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**  Sort pictures based on their beginning sounds. | **Category Words:**  **(1) Explain/Model** Say the following rhyme and have children act out the words to demonstrate opposites:  *Nod your head yes, then shake it no.*  *Run in place fast, then take it slow.*  *Hold your arms out big, then make them small.*  *Make yourself short, then stand up tall.*  **(2) Guided Practice** Have partners identify examples of opposites. Then have children choose a word pair to illustrate. Tell them to draw a line down the middle of the paper and illustrate one word on each half. Help children label their drawing. Have children describe their pictures using complete sentences that include opposites.  Complete the opposites worksheet.  **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** *Listen as I say a word:* up. *Repeat the word:* up. *Let’s add /p/ to the beginning of* up. *What word would you have if you add /p/ to the beginning of* up *?* Pup *is the word you get when you add /p/ to the beginning of* up. Have children say the word.  **(2) Guided Practice/Practice** Have children add initial sounds to words to form new words. Guide practice with the first word.  *What word do you have if you add /v/ to the beginning of* an*?* (van)  *What word do you have if you add /g/ to the beginning of* old*?* (gold)  *What word do you have if you add /p/ to the beginning of* each*?* (peach)  *What word do you have if you add /w/ to the beginning of* in*?* (win)  *What word do you have if you add /k/ to the beginning of* lap*?* (clap)  **High Frequency Words:**  Read common high-frequency words by sight. **RF.K.3c**  **Complete the flency and sentence builder HFW activities as a class.**  **Then have students complete the HFW worksheet.** | **Molly Mouse**  **9:50- 10:20**  **UNIT 8 READING ASSESSMENT**  **The test will assess the following skills:**   * Listening comprehension * Beginning sounds * HFW * Category Words * Phoneme Segmentation * Phoneme Addition |
| 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 | Lunch/Recess  10:45- 11:45 |
| Writing/ Science/ Social Studies  12:10- 12:40 | Zoo Animals Book- Start first half of book- read, blue dot, cut and glue | Zoo Animals Book- Finish second half of book- read, blue dot, cut and glue | Zoo Animals- Habitats | Zoo Animals- Habitats | Zoo Animals- Habitats |
| 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 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 | TSW decompose numbers in multiple ways.  Vocab:   * combinations * groups * number sentence   Materials:  *Math Masters:* p. 99 *My First Math Book:* p. 15 Activity Card: 68 Manipulative Kit:   * beads * connecting cubes   chenille stems reference and estimation jars from Lesson 7-8 beans stick-on notes | TSW create and solve number stories and represent them with pictures and mathematical symbols.  Vocab:   * add * addition * equal * minus * number model * number sentence * number story * plus * subtract * subtraction * symbol * unknown   Materials: *My First Math Book:* Journaling Page (optional) Activity Card: 58 Manipulative Kit:   * counters * connecting cubes   chart paper or board stick-on notes | TSW use a growing collection of objects to count and to record data.  Vocab:   * collection * table   Materials:  Math Masters: pp. 100, TA39–TA49 Pattern-Block Puzzles 1–10 (Math Masters: pp. TA39–TA48)\* My First Math Book: p. 16 Manipulative Kit: pattern blocks  large and smaller storage containers items for class collection prepared record-keeping displays | TSW play a game to develop fluency with addition facts within 5.  Vocab:   * add * counting on * greater * plus * total   Materials:  Math Masters: p. TA12 Activity Card: 69  customized dice Number-Grid Poster stick-on notes slates Literacy Suggestion: Animals on Board (optional) |
| RTII  1:50- 2:15 | RTII | RTII | RTII | RTII | RTII |
| Special  2:20- 2:55 | Gym (F) | STEAM (A) | Music (B) | Gym (C) | Computers (D) |
| Social Living  2:55- 3:20 |  |  |  |  |  |
| 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 |  |  |  |  |  |