**Lesson plans for the week of Sept 5 to Sept 9, 2016**

**Language of Instruction: English**

**Craycroft Elementary**

**Monday, Sept 5**

**Holiday**

**Lesson plans for the week Sept 5 to Sept 9 of, 2016**

**Language of Instruction: English**

**Craycroft Elementary**

**Tuesday, Sept 6**

8:10-10:10: Module 1: Cycle 4: Lesson 22

Getting to Know Letters (Part 2

* RF.K.1: Demonstrate understanding of the organization and basic features of print.
  + RF.K.1d: I can identify all the uppercase and lowercase letters of the alphabet.
* RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.
  + RF.K.3a: I can look at each consonant and say its sound.
* L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  + L.K.1a: I can print many uppercase letters.

L.K.1a: I can print many lowercase letters.

**Daily Learning Targets**

**Opening A: I can search for letters in a familiar text (poem): “m” and “r” (RF.K.1).**

* I can identify the name of each lowercase letter.
* I can identify the name of each uppercase letter.

**Opening B**: **I can identify the name and sound for the letters “m”and “r” (RF.K.3).**

* I can identify the name of each uppercase letter.
* I can look at each consonant and say its sound.

**Work Time A: I can follow directions for writing letters “m” and “r” (L.K.1).**

* I can print many uppercase letters.

I can print many lowercase letters.

**Agenda**

1. Opening (5 minutes)
   1. Poem Letter Search: “m” and “r”
   2. Letter-Sound Chant: “m” and “r”
2. Work Time (10–15 minutes)
3. Getting to Know Letters (Part 2): “m” and “r”
4. Closing and Assessment (2 minutes)
5. Reflecting on Learning

Differentiated Small Group Instruction and Rotations

**Vocabulary**

Key:(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary :keyword (L)

* **Materials;** Enlarged poem: “Mouse and Rabbit Share a Snack” (to display; from Lesson 21)
* Large pointer (optional; for teacher to point to words in poem as the class recites)
* Keyword Picture Cards: “m” and “r” (one of each for teacher to display; from Lesson 21)
* Poetry notebooks (from Lesson 21)
* Poem: “Mouse and Rabbit Share a Snack” (one per student in their poetry notebooks)
* Highlighter, highlighter tape, or Wikki Stix (one for teacher to circle the letter in poem)
* Writing utensil (optional; for students to circle the letters in their poetry notebooks or on their loose copies of the poem; one per student)
* Letter Formation Guidance document (standalone document for teacher reference; see K–2 Skills Resource Manual)
* “m” handwriting paper (one per student)
* “r” handwriting paper (one per student)
* Snapshot Assessment (optional; one per student)

**Opening**

**A. Poem Letter Search: “m” and “r”**

* (Suggested transition song, sung to the tune of “I’m a Little Teapot”):

*“Now let’s read the poem, line by line. Letters make words and words make rhymes. We will search for letters, short and tall. Search them out and have a ball!”*

* Begin the Poem Letter Search instructional practice:

1. Teacher reads **enlarged poem:** **“Mouse and Rabbit Share a Snack”** aloud once, pointing to each word as it is read (with a finger or a **pointer**).
2. Students chorally read the poem once or twice.
3. Teacher says: “We met two letters in our last lesson: ‘m’ and ‘r.’ We are going to look *really* closely at the words in this poem and search for those letters. I’ll show you.”
4. Teacher displays the **Keyword Picture Cards: “m” and “r.”**
5. Teacher curls her hands around her eyes like binoculars or pretends to use a magnifying glass to look closely at the words of the poem. Teacher encourages students to do the same.
6. Teacher says: “Look! I found an ‘m’! I am going to circle the word with my **highlighter**.”
7. Teacher says: “The letter ‘m’ starts the word ‘mouse.’ I can hear the /m/ sound at the beginning of the word ‘mouse.’”
8. Students circle the letter in their **poetry notebooks** or copies of the **poem: “Mouse and Rabbit Share a Snack”** with a **writing utensil**, if using.
9. Repeat steps 4–8 a few more times with the same letter.
10. Repeat steps 4–8 a few times with remaining letter: “r.” Review by finding letters “a,” “t,” “h,” and “p” from previous cycles, if time allows.

Teacher says: “Today, we searched in the poem for letters we know. In the next lesson, we will search for special words called *high-frequency* words. That means authors use them all the time in their writing. We are going to figure out which high-frequency words the author used in this poem. Right now, it’s a mystery. I wonder which word it could be. We’ll find out soon!”

**B. Letter-Sound Chant: “m” and “r”**

* (Suggested transition song, sung to the tune of “I’m a Little Teapot”):

*“Now let’s say the alphabet, letter by letter. Here is the letter, here is the sound. When we chant together, we sound great. Listen up to the sounds we make!”*

* Begin the Letter-Sound Chant instructional practice:

1. Teacher says: “Let’s say our Letter-Sound Chant to help us remember those keywords we learned.”
2. Teacher asks:

* “Who remembers what a keyword does?” (unlocks sound for the letter)

1. Teacher says: “That’s right! Our keywords in the chant are our keys to unlock the sounds for each letter. Let’s go!”
2. Teacher models the Letter-Sound Chant for “m”: “‘m,’ mouse, /m/,” and repeat.
3. Teacher asks students to join in the Letter-Sound Chant for “m”: “‘m,’ mouse, /m/,” and repeat.
4. Repeat steps 4–5 with “r.”

Teacher says: “Great job! Knowing the sounds for letters helps us become better readers.”

**Work Time: A. Getting to Know Letters (Part 2): “m” and “r”**

* (Suggested transition song, sung to the tune of “I’m a Little Teapot”):

“*Now we’ll write a letter, line by line. Get your hand ready to start on time. When we write a letter, we start on top. Pull down until it’s time to stop.”*

* Begin the Getting to Know Letters (Part 2) instructional practice:

1. Teacher says: “We learned some of the story of the letters ‘m’ and ‘r’ yesterday. We learned the names, sounds, and keywords. Today, we’re going to learn how to write these letters.”
2. Teacher reviews letter sounds from Lesson 21.
3. Teacher selects the sound for review: /m/.
4. Teacher says: “Now I will say the sound and skywrite the letter ‘m,’ and then you can do the same.”
5. Students echo the sound and say the letter while skywriting: /m/.
6. Teacher says: “It’s time to follow along as I write this letter.”
7. Teacher chooses a volunteer to come up to the board to write the letter.
8. Teacher directs students in proper letter formation with directions (referring to the standalone **Letter Formation Guidance document**).

Example:

* “m” is a belly line letter. It starts on the belly line.
* Point to the belly line.
* Pull straight down to the feet line, then back up and around to make a hump that touches the feet line.
* Pull straight back up and then around to make another hump that touches the feet line.
* Teacher says: “‘m,’ mouse, /m/.”
* Students repeat: “‘m,’ mouse, /m/.”

1. Students write letter on their **“m”** **handwriting paper**. Teacher directs students using the Letter Formation Guidance document.
2. Teacher circulates to assist students as needed, checking for proper grip. Students repeat letter formation twice more.
3. Repeat steps 2–11 with upper- and lowercase “r” using the “r” handwriting paper.
4. Teacher says: “Great job writing the letters ‘m’ and ‘r.’ Remember, to make the letter ‘m,’ (repeat letter formation directions). And when we make the letter ‘r,’ (repeat letter formation directions).”

**Closing and Assessing**

**A. Reflecting on Learning**

* Emphasize that successful learners think about what they’ve learned and why it’s important. Consider using a metaphor, such as a baseball player learning to keep his or her eye on the ball to know exactly when to hit it.
* Ask:
  + “When we write the letter ‘m,’ how can we remember where to start?” (Start at the belly line.)

“How will that help us with writing?” (Responses will vary.)

**Station 1:** Skills Practice page

**Materials:** Worksheet crayons, Team Leader badge

**Procedure:** The Team Leader will pass out page to each group member. The students will be asked to stand behind their chairs and rotate to Station 2.  **Assessment:** Teacher observation and page

**Station 2: Students read books independently**

The students will be asked to stand behind their chairs and rotate to Station 3. **Assessment:** Teacher observation

**Station 3: Letter Writing: Materials: Worksheet letter**

**Procedure:** The Team Leader will pass out page m or r to each group member. The students will be asked to stand behind their chairs and rotate to Station 4. **Assessment:** Teacher observation

**Station 4: Teacher Station:**

**Assessment:** Teacher observation

|  |  |  |
| --- | --- | --- |
| Differentiated Small Groups: Work with Teacher | | |
| *Suggested Plan: Teacher works with the Pre-Alphabetic and Early Partial Alphabetic groups. Teacher may meet briefly with the Late Partial and Early Full Alphabetic groups to get them started on independent work.*  *Note: Groups not working with the teacher at a given time should be engaged in purposeful independent rotation work. Refer to the Independent Student Work Guidance document (see K–2 Skills Resource Manual) for more details.* | | |
| **Pre-Alphabetic:**   * Practice activity: Teacher guides students as they practice letter formation for letters “m” and “r,” using “m” and “r” handwriting papers from the lesson.   + Refer to the Letter Formation Guidance document (see K–2 Skills Resource Manual) as needed.   + Continue to observe grip as students write letters.   + Some students in this phase may need to work with forming straight and curved lines before continuing practice with letter formation.   + If students need additional practice, consider providing a variety of materials for writing, such as sand trays, bags of shaving cream, etc. * Consider also reading the Letter Stories: “m” or “r,” found in the Kindergarten Appendix. After reading the story, practice skywriting the letter. | **Early Partial Alphabetic:**   * Practice activity: Teacher guides students as they practice letter formation for letters “m” and “r,” using “m” and “r” handwriting papers from the lesson.   + Refer to the Letter Formation Guidance document (see K–2 Resource Manual) as needed.   + Continue to observe grip as students write letters.   + Some students in this phase may need to work with forming straight and curved lines before continuing practice with letter formation.   + If students need additional practice, consider providing a variety of materials for writing such as sand trays, bags of shaving cream, etc. * Consider also reading the Letter Stories: “m” or “r,” found in the Kindergarten Appendix. After reading the story, practice skywriting the letter. | **Late Partial and Early Full Alphabetic:**   * Practice activity: Teacher guides students as they practice letter formation for letters “m” and “r,” using “m” and “r” handwriting papers from the lesson.   + Refer to the Letter Formation Guidance document (see K–2 Resource Manual) as needed.   + Continue to observe grip as students write letters.   + Some students in this phase may need to work with forming straight and curved lines before continuing practice with letter formation.   + If students need additional practice, consider providing a variety of materials for writing such as sand trays, bags of shaving cream, etc. * Consider also reading the Letter Stories: “m” or “r,” found in the Kindergarten Appendix. After reading the story, practice skywriting the letter. |

**10:10-10:50:** Line students up for lunch. **Recess & Lunch**

**10:55-11:10 Water and Bathroom Break**

**11:10-11:20 Behavioral Expectations**

**11:25-12:05 Specials Library**

**1:05-1:05 ELA Senses**

**ELP Standards:**

(K.RI.1, K.RI. 2,  K.RI.4, K.SL.3 ) **I W 2:HI-11:** using interrogative sentences in a variety of writing applications.

(K.L.1a.) **I W 2:HI-1**: writing legibly and with correct formation all of the lower case and upper-case letters of the alphabet.

(K.L.2c)**I W 2:HI-2:** applying letter-sound relationships to write simple CVC words and attempt more complex words.

(K.L.2d.) **I W 2:HI-3**: using resources throughout the classroom to spell words.

(K.W.2) **I W 2:HI-9:** using prompt, write simple declarative sentences(e.g., S-V, S-V-C) with subject-verb agreement.

(K.RI.10, K.W.2, )**I W 3:HI-1:** generating or expanding on ideas independently by drawing pictures and using key vocabulary in graphic organizers. (e.g., storyboard)

**Read-Aloud: Essential Questions:**

* **How does our sense of hearing help us in our world?**
* **How can sounds differ?**
* **How can I add details to make my writing more interesting?**
* **How do descriptive words enhance my writing?**
* **How can I communicate what I am saying through a picture?**

[**Scaffolding for ELL Students**](https://docs.google.com/document/d/1BTbfhev6-BS9To9f6ey6HhEsNM13w3MgOjLP5t-XTdI/edit)

Suggested scaffolds to instruction in writing and vocabulary for ELL students.

**Instruction:**

**Background Knowledge:**

* Students will be asked to demonstrate understanding of the sense of hearing, identify the parts of the ear and their functions, and provide simple explanations about how the ear works.

**Vocabulary:**

* **Introduce key vocabulary for the unit.**

**Academic Vocabulary:**

non-fiction, informational text, facts, sentence, word, capital, spacing, period

**Text Vocabulary:**

echo, sound waves, volume, invisible, vibrate, ears, ear drum, ear lobes

**Read-Aloud:**

**Introduce Topic:**

* Ask students to look at their partner’s ear. What do they notice? How do they think that an ear can allow them to hear sounds? Allow students to share their thoughts. Prompt for complete and elaborate sentences. Tell students that they will find out more about how the ear works.

**Introduce Text:**

* Read the book Polar Bear Polar Bear What Do you Hear? or show the video  [**Polar Bear Polar Bear**](https://www.youtube.com/watch?v=tl55UUym1Lo)
* Show the picture from the [**Five Senses Flipbook**](https://docs.google.com/a/students.susd12.org/file/d/0B4O5q5JF6gX2d3FhTkhaVkNnLUk/edit)  slide 14.   Talk about how many ears you have and the different sizes of all the ears they see in the picture.
* Read  text on page 23 (Different kinds of ears) of [**Five Senses Information Page**](http://www.p12.nysed.gov/engageny/k-2-curriculum/GK_D2_Anthology.pdf).
* Students should be given time to visualize the information provided in the text.  Anchor charts should be used to help students develop vocabulary to describe the content of the text.
* The students will use pictures from slide 14 accompanying the read-aloud to check and support understanding of the read-aloud.  The teacher may choose to model how pictures support the text through a think aloud.
* The teacher can pose questions requiring literal recall and understanding of the details and/or facts from Five Senses Information Page**.** Ask the children what they use their ears for? What would it be like if you couldn’t hear? How would you communicate with your friends/family? How do your ears keep you safe?
* Have  students answer in complete sentences .
* Add information to the Five Senses Anchor Chart.

**Pair Share:**

* Students will share with their partner what they hear in the classroom, etc.
* *Partner A  will ask*: *What can you hear?*
* *Partner B will answer: I can hear my teacher.*
* Partners will switch roles.

**Writing:**

**Option 1:**

* Brainstorm a list of things you can hear.
* Teacher will model drawing and writing in their journal.
* Write the sentence stem:  I can hear…
* Teacher will model beginning with a capital letter, finger spaces, phonetic spelling and drawing a picture to match what the words are saying.
* Students will draw and write in their journal.

**1:05-2:30 Math** Common Core Content Standards:

**K.CC.A Know number names and the count sequence.** (report card indicator) [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1b082SWFOV0kzZW8)

* K.CC.A.1.  Count to 100 by ones and tens
* K.CC.A.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

**K.CC.B Count to tell the number of objects.** (report card indicator) [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1eUR4SkVIa3pWZTQ)

\*K.CC.B.4.Understand the relationship between numbers and quantities; connect counting to cardinality.

1. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
2. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
3. Understand that each successive number name refers to a quantity that is one larger.

\*K.CC.B.5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

|  |
| --- |
| Common Core Content Standards:  **K.CC.A Know number names and the count sequence.** (report card indicator) [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1b082SWFOV0kzZW8)  \*K.CC.A.1.  Count to 100 by ones and tens  \*K.CC.A.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).  **K.CC.B Count to tell the number of objects.** (report card indicator) [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1eUR4SkVIa3pWZTQ)  \*K.CC.B.4.Understand the relationship between numbers and quantities; connect counting to cardinality.   1. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. 2. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. 3. Understand that each successive number name refers to a quantity that is one larger.   \*K.CC.B.5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.  [Detailed explanation of Counting and Cardinality](https://drive.google.com/open?id=0B6RJi4wBOdp1cElxZWVaNnNRTjg) (Progressions) |
| Mathematical Practice Standards:  MP 2 -  Reason abstractly & quantitatively.  MP 7 – Look for and make use of structure.   |  |  |  | | --- | --- | --- | | **Student Actions** | **Teacher Actions** | **Open-Ended Questions** | | ~Constantly think about how objects and number fit together  ~Look for patterns in number  ~Visualize what the numbers are representing | ~Provide real-world context for counting “how many?”  ~Manipulatives & other math tools need to be on hand for students to pick up & use at any time.  ~Question students about what patterns they might be seeing | ~What did \_\_\_\_\_\_\_ say that helped you understand?  ~What patterns do you see?  ~What are you noticing |   [Mathematical Practices Cards](https://drive.google.com/open?id=0B6RJi4wBOdp1Z2d0NFZwbHZmVG8)   These can be posted & referred to. (They’re in kid friendly language.) [Mathematical Practice Standards Sentence Strips](https://drive.google.com/open?id=0B6RJi4wBOdp1dDRxY2ZaaFk3SUk) |

**Daily Skills Review**

* [Number Talks to 4](https://drive.google.com/open?id=0B6RJi4wBOdp1TTkyNHRVUjg3ZUU) (“How many do you see? How do you see them?”)   [Number Talk Guide](https://drive.google.com/open?id=1drzDBNoc8VN2gbXmqbaQEEpd20paq85aBPSuBvv6aRs)
* [Fluency Games](https://drive.google.com/open?id=0B6RJi4wBOdp1WFRwZ0ZKTTc0RTA) Many of these games are appropriate for centers (choose activities that are appropriate for your students)

**Task 8:** [**Properties Everywhere**](https://drive.google.com/open?id=0B6RJi4wBOdp1NDJlTG9wQkMwUVk)

* This lesson focuses students’ attention on the attributes of objects and rules for sorting them while building vocabulary for describing attributes and for classifying objects.

**Assessment:** Teacher observation

**2:30-2:40 Clean up** Students will clean up the classroom (pick up papers off the floor).

**2:40 Dismissal**

Students will get backpacks and line up according to how they get home.

**Lesson plans for the week of Sept 5 to Sept 9, 2016**

**Language of Instruction: English**

**Craycroft Elementary**

**Wednesday, Sept 7**

8:10-10:10: Module 1: Cycle 4: Lesson 23 Mystery Word

* RF.K.1: Demonstrate an understanding of the organization and basic features of print.
  + RF.K.1a: I can read from left to right and top to bottom.
  + RF.K.1d: I can identify all the uppercase and lowercase letters of the alphabet.
* RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.
  + RF.K.3a: I can say the sound that each consonant letter makes in words.

RF.K.3c: I can read high-frequency (common) words automatically (by sight).

**\*Daily Learning Targets**

**Opening A: I can identify the name and sound for the letters “m”and “r.”**

* I can identify the name of each lowercase letter.
* I can identify the name of each uppercase letter.
* I can look at each consonant and say its sound.

**Work Time A: I can search in a text (poem) and find a word with one letter in it.**

* I can count the number of letters in a word.

**Work Time B: I can use clues from the text (poem) to identify a mystery word.**

* I can count the number of letters in a word.
* I can count the number of words in the poem.
* I can point to words in the poem.

I can recognize and read many high-frequency words in a text and in isolation (alone).

1. **Agenda:** Opening (5 minutes)
   1. Poem: Articulatory Gestures
   2. Clues to the Mystery Word
2. Work Time (10–15 minutes)
3. Mystery Word: “in”
4. Closing and Assessment (2 minutes)
5. Reflecting on Learning

Differentiated Small Group Instruction and Rotations

**Vocabulary:**) Key: (L): Lesson-Specific Vocabulary (T): Text-Specific Vocabulary. clues, mystery word (L)

* **Materials:** Enlarged poem: “Mouse and Parrot Share a Snack” (or handwritten on chart paper; to display; from Lesson 21)
* Large pointer (optional; for teacher to point to words in poem as the class recites)
* Articulatory Gestures chart (enlarged version to post; from Lesson 11)
* Poetry notebooks (one per student; see Teaching Notes)
* Poem: “Mouse and Parrot Share a Snack” (one per student in poetry notebooks)
* Hand mirrors (optional; one per student or pair to see mouth movements)

Snapshot Assessment (optional; one per student)

**Opening: A. Poem: Articulatory Gestures**

* (Suggested transition song, sung to the tune of “I’m a Little Teapot”):

*“Now let’s say the letters that we know. Think of the sounds and go, go, go. Open up your mouth big and wide. Sometimes your breath comes from deep inside. As we say the letters we will know. Our letter sound skills will grow, grow, grow!”*

* Begin the Poem: Articulatory Gestures instructional practice:

1. Teacher reads the **enlarged poem: “Mouse and Rabbit Share a Snack”** once or twice, pointing to each word as he or she reads it (with a finger or a **pointer**).
2. Teacher says: “We’ve been practicing saying and writing the letters ‘m’ and ‘r*.*’Today, we will concentrate on the way our mouths look when we say the letter sounds.”
3. Teacher says: “Watch my mouth as I say the sound /m/ for mouse.”
4. Teacher models the articulatory gesture for /m/ (referencing the **Articulatory Gestures chart**).
5. Teacher asks:

* “What do you notice about the way my mouth looks when I say the sound /m/?” (lips are closed together)

1. Teacher says: “Great! Now it’s your turn to try making the /m/ sound with your mouth.” (/m/)
2. Teacher asks:

* “What did you notice when you said the /m/ sound?” (My lips were closed and I hummed with my lips together. I kept my lips together for the /m/ sound.)

Repeat steps 3–8 with /r/ for “rabbit.” **B. Clues to the Mystery Word**

* Begin the Clues to the Mystery Word instructional practice:

1. Teacher says: “Yesterday, we learned that high-frequency words are words that authors use a lot in their writing. We don’t know which word it is, so we called it a ‘mystery word.’ Today, we will use clues to try to figure out the mystery word. Listen for each clue so we can work together to figure out the word.”
2. Teacher says: “The mystery word has two letters in it. I see ‘he’has two letters.”
3. Teacher points underneath each “he” in the poem and counts the number of letters aloud.
4. Teacher asks:

* “Can you find any other words with two letters?”

1. Students refer to their **poetry notebooks** to search their copy of the **poem: “Mouse and Rabbit Share a Snack”** individually or with a partner. Students point to a word they think has two letters.
2. Teacher chooses a student volunteer to say or point to which word has two letters.
3. Teacher reads the poem again.
4. Teacher says: “Clap your hands each time I say a word with two letters.”
5. Teacher reads the poem as students clap.

Teacher says: “Wow! You clapped 16 times! There are many two-letter words in our poem. I wonder which word is the mystery word. Now we will find out.”

**Work Time: A. Mystery Word: “in”**

* (Suggested transition song, sung to the tune of “Three Blind Mice”):

“*Let’s solve the mystery, let’s solve the mystery. Clue by clue, clue by clue. The clues will tell you what to do to make the word become clearer to you. We’ll know the word; we’ll figure it out. Clue by clue, clue by clue.”*

* Begin the Mystery Word instructional practice:

1. Teacher says: “We have been trying to figure out what the mystery word in this poem is. So far, we know it’s a two-letter word.”
2. Teacher says: “Now we are going to use more clues to find out what the mystery word is. The mystery word has one vowel in it.”
3. Teacher asks:

* “Can you see any two-letter words with one vowel?”

1. Students read their copy of the poem individually or with a partner. They turn to an elbow partner and point to the word they think is the mystery word.
2. Teacher calls on a student to share an idea.
3. Teacher says: “I am hearing good guesses about our mystery word! Here is your next clue: The vowel in our mystery word is ‘i.’ Now look at the poem again and share your guess with your elbow partner. Your guess might change, or it might stay the same after our last clue.”
4. Teacher says: “Here is your last clue: The mystery word rhymes with ‘pin.’”
5. Teacher asks:

* “Who can share their guess at the mystery word?” (Responses will vary.)

1. Teacher says: “I think you might be right. Let’s check the word ‘in’ and see if it is our mystery word.”
2. Teacher asks:

* “Does it have two letters?” (yes)
* “Does it have one vowel?” (yes)
* “Is the vowel an ‘i’?” (yes)

1. “Does it rhyme with ‘pin’?” (yes) Teacher says: “Yes! ‘in’ is the mystery word because it has two letters, one vowel, the letter ‘i,’ and it rhymes with ‘pin’!”
2. Teacher asks:

* “Does any other word in our poem match all of those clues?” (no)

1. Teacher says: “Great! Then that means that we were right and now we know our mystery word is ‘in’!”

Teacher says: “This is an important word you will practice and remember when we see it in our poem or in other places. I’m so glad we were able to solve that mystery together!”

**Closing and Assessment:**

**A. Reflecting on Learning**

* Emphasize that successful learners think about what they’ve learned and why it’s important. Consider using a metaphor, such as a baseball player learning to keep his or her eye on the ball to know exactly when to hit it.
* Ask:
  + “When we see the word ‘in,’ how can we remember what it says?” (because it was our mystery word)

“How will that help us with reading?” (Responses will vary.)

**Station 1:** Skills Practice page

**Materials:** Worksheet crayons, Team Leader badge

**Procedure:** The Team Leader will pass out page to each group member. The students will be asked to stand behind their chairs and rotate to Station 2.  **Assessment:** Teacher observation and page

**Station 2: Students read books independently**

The students will be asked to stand behind their chairs and rotate to Station 3. **Assessment:** Teacher observation

**Station 3: Letter Writing**

**Materials: Worksheet letter**

**Procedure:** The Team Leader will pass out page e to each group member. The students will be asked to stand behind their chairs and rotate to Station 4.

**Assessment:** Teacher observation

**Station 4: Teacher Station**

|  |  |  |
| --- | --- | --- |
| Differentiated Small Groups: Work with Teacher | | |
| *Suggested Plan: Teacher works with the Pre-Alphabetic and Early Partial Alphabetic groups. Teacher may meet briefly with the Late Partial and Early Full Alphabetic groups to get them started on independent work.*  *Note: Groups not working with the teacher at a given time should be engaged in purposeful independent rotation work. Refer to the Independent Student Work Guidance document (see K–2 Skills Resource Manual) for more details.* | | |
| **Pre-Alphabetic:**   * Practice activity: Teacher leads students in a Letter-Picture Sound Identification Matching Memory game.   + Teacher cuts apart Letter-Picture Match Cards.   + Teacher places all cards facedown on a flat surface.   + Students turn over two cards at a time, looking for a match (letter matching a picture with that beginning sound).   + Teacher encourages student to say the name of the letter each time and the name of the picture, identifying the first sound.   + Student tells the teacher if the picture and letter match. If they match, the student keeps the pair of cards.   + Repeat until all cards have been matched. * Alternative practice activity: Teacher leads students in a Letter-Name Matching activity.   + Students are given a stack of Student Name Cards with their classmates’ names and Alphabet Cards. | **Early Partial Alphabetic:**   * Practice activity: Teacher guides students in a Mystery Word Search and Rainbow Write.   + Students find the word “in”in their copy of the poem: “Mouse and Rabbit Share a Snack.”   + Students circle the word every time they see it.   + Students practice writing the word with different-colored markers, crayons, or colored pencils. * **Additional Supporting Materials:**   + Poetry notebook or copy of poem: “Mouse and Rabbit Share a Snack”   + Writing tools (for Rainbow Write; colored pencils, crayons, markers)   + Lined writing paper (for Rainbow Write) | **Late Partial and Early Full Alphabetic:**   * Practice activity: Students complete a Mystery Word Write.   + Students count all of the word “in”they find and record.   + Students write a story using the word“in” as many times as they can, reinforcing the idea that “in” is a high-frequency word used often by authors to communicate ideas. * **Additional Supporting Materials:**   + Poetry notebook or copy of poem: “Mouse and Rabbit Share a Snack”   + Lined writing paper and writing utensils |

|  |  |  |
| --- | --- | --- |
| Differentiated Small Groups: Work with Teacher (continued) | | |
| * + Students match the beginning letter of each name to the matching Letter Card. Repeat until all names and letters are matched. * **Additional Supporting Materials:**   + Letter-Picture Match Cards   + Student Name Cards (teacher-created) |  |  |

**10:10-10:50:** Line students up alphabetically for lunch.

**Lunch in the cafeteria & recess**

**10:55-11:10 Water and Bathroom Break**

**11:10-11:20 Behavioral Expectations**

**11:25-12:20 Math** Common Core Content Standards:

**K.CC.A Know number names and the count sequence.** (report card indicator) [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1b082SWFOV0kzZW8)

* K.CC.A.1.  Count to 100 by ones and tens
* K.CC.A.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

**K.CC.B Count to tell the number of objects.** (report card indicator) [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1eUR4SkVIa3pWZTQ)

\*K.CC.B.4.Understand the relationship between numbers and quantities; connect counting to cardinality.

1. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
2. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
3. Understand that each successive number name refers to a quantity that is one larger.

\*K.CC.B.5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

|  |
| --- |
| Common Core Content Standards:  **K.CC.A Know number names and the count sequence.** (report card indicator) [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1b082SWFOV0kzZW8)  \*K.CC.A.1.  Count to 100 by ones and tens  \*K.CC.A.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).  **K.CC.B Count to tell the number of objects.** (report card indicator) [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1eUR4SkVIa3pWZTQ)  \*K.CC.B.4.Understand the relationship between numbers and quantities; connect counting to cardinality.   1. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. 2. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. 3. Understand that each successive number name refers to a quantity that is one larger.   \*K.CC.B.5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.  [Detailed explanation of Counting and Cardinality](https://drive.google.com/open?id=0B6RJi4wBOdp1cElxZWVaNnNRTjg) (Progressions) |
| Mathematical Practice Standards:  MP 2 -  Reason abstractly & quantitatively.  MP 7 – Look for and make use of structure.   |  |  |  | | --- | --- | --- | | **Student Actions** | **Teacher Actions** | **Open-Ended Questions** | | ~Constantly think about how objects and number fit together  ~Look for patterns in number  ~Visualize what the numbers are representing | ~Provide real-world context for counting “how many?”  ~Manipulatives & other math tools need to be on hand for students to pick up & use at any time.  ~Question students about what patterns they might be seeing | ~What did \_\_\_\_\_\_\_ say that helped you understand?  ~What patterns do you see?  ~What are you noticing |   [Mathematical Practices Cards](https://drive.google.com/open?id=0B6RJi4wBOdp1Z2d0NFZwbHZmVG8)   These can be posted & referred to. (They’re in kid friendly language.) [Mathematical Practice Standards Sentence Strips](https://drive.google.com/open?id=0B6RJi4wBOdp1dDRxY2ZaaFk3SUk) |

**Daily Skills Review** [Number Talks to 4](https://drive.google.com/open?id=0B6RJi4wBOdp1TTkyNHRVUjg3ZUU) (“How many do you see? How do you see them?”)   [Number Talk Guide](https://drive.google.com/open?id=1drzDBNoc8VN2gbXmqbaQEEpd20paq85aBPSuBvv6aRs)

* [Fluency Games](https://drive.google.com/open?id=0B6RJi4wBOdp1WFRwZ0ZKTTc0RTA) Many of these games are appropriate for centers (choose activities that are appropriate for your students)

**Task 9: Sorting shapes**

* The teacher will sit the students in a circle. The teacher will place 2 hula hoops in the middle of the circle.
* The teacher will take a set of shapes and place a rectangle inside one hula hoop and a circle inside the other hula hoop. The teacher tells the class that they are going to sort their set by “shape” which means that all the rectangles would go in one hoop and all the circles would go in the other hoop.  If I do not have a rectangle or a circle, it would go outside the circles.  The teacher will model and explain why they place the shapes where they go.
* The teacher will pass out a 2D shape to each student and the teacher will place a shape in each circle and have the students come to the middle of the circle and place their shape where they think it goes and ask them why they put it there.  The teacher can have them sort in various ways such as size, color, thickness.
* [Sorting Attribute Blocks](https://drive.google.com/open?id=0B6RJi4wBOdp1amwtODAyakV3NmM) (partner activity)

           1.Work with a partner. Choose ten attribute blocks.

           2.Talk to your partner and decide how to sort the blocks.

           3.Sort the blocks.

           4.Draw a picture to show how you sorted the blocks. Label and

              number your groups.

           5.Explain your sorting rule.

           6.Try sorting your attribute blocks in a different way.

**12:20 Clean up** Students will clean up the classroom (pick up papers off the floor). **12:25 Dismissal**

Students will get backpacks and line up according to how they get home.

**Lesson plans for the week of Sept 5 to Sept 9, 2016**

**Language of Instruction: English**

**Craycroft Elementary**

**Thursday, Sept 8**

8:10-10:10: Module 1: Cycle 4: Lesson 24 Feel the Beats

* **Long Term Targets:** RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.
  + RF.K.3a: I can say the sound that each consonant letter makes in words.
  + RF.K.3b: I can say the sound that a vowel letter makes based on the way it is spelled.
* RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  + RF.K.2b: I can count the syllables in a spoken word.
  + RF.K.2b: I can segment (break apart) and pronounce separate syllables in a spoken word.
  + RF.K.2b: I can blend separate syllables to form a spoken word.

**Daily Learning Targets: Work Time A and B: I can identify the name and sound for the letters “m,” “r,” “h,”“p,” “a,” and “t” (RF.K.3).**

* I can identify the name of each uppercase letter.
* I can look at each consonant and say its sound.

**Work Time A: I can feel and count the syllables (beats) in the words of a poem (RF.K.2).**

* I can count the syllables in a spoken word.
* I can segment (break apart) and pronounce separate syllables in a spoken word.

I can blend separate syllables to form a spoken word.

**Agenda:**

1. Opening (5 minutes)
   1. Letter-Sound Chant: “m,” “r,”“h,” “p,” ”a,” and “t”
2. Work Time (10–15 minutes)
3. Feel the Beats
4. Closing and Assessment (2 minutes)
5. Reflecting on Learning
6. Differentiated Small Group Instruction and Rotations

**Vocabulary:** Key:(L): Lesson-Specific Vocabulary; (T): Text-Specific Vocabulary; beat, blend, syllable (L); swooped (T)

* **Materials:** Enlarged poem: “Mouse and Rabbit Share a Snack” (to display; from Lesson 21)
* Large pointer (optional; for teacher to point to words in poem as the class recites)
* Articulatory Gestures chart (from Lesson 11)

Snapshot Assessment (optional; one per student)

**Opening: A. Letter-Sound Chant*:* “m,” “r,”“h,” “p,” ”a,” and “t”**

* (Suggested transition song, sung to the tune of “I’m a Little Teapot”):

*“Now let’s say the alphabet, letter by letter. Here is the letter, here is the sound. When we chant together, we sound great. Listen up to the sounds we make!”*

* Begin the Letter-Sound Chant instructional practice:

1. Teacher says: “Today, we will do a Letter-Sound Chant with ALL the letters we have learned so far.”
2. Teacher models the Letter-Sound Chant for “m”: “‘m,’ mouse, /m/,” and repeats.
3. Teacher asks students to join in the Letter-Sound Chant for “m”: “‘m,’ mouse, /m/,” and repeats.
4. Repeat steps 2–3 with “r,” “h,” “p,” “a,” and “t.”

Teacher says: “Great job! Knowing the sounds for letters helps us become better readers.”

**Work Time:**

**A. Feel the Beats**

* (Suggested transition song, sung to the tune of “I’m a Little Teapot”):

*“Let’s count the syllables, beat by beat. Tap your fingers and drum in your seat. When we hear a syllable, we will tap. Try it out with a rat-a-tat-tat.”*

* Begin the Feel the Beats instructional practice:

1. Teacher reads the **enlarged poem: “Mouse and Rabbit Share a Snack”** once, pointing to each word as he or she reads it (with a finger or a **pointer**) with expression.
2. While reading, teacher draws students’ attention to the rhythm and beats by tapping each beat under the word.
3. Teacher says: “There’s a wonderful rhythm and beat in this poem! Let’s see if we can feel it in our bodies and mouths.”
4. Teacher models how to make little drumsticks with two fingers from each hand: Tap together the index and middle fingers of the right hand against the same two fingers of the left.
5. Students practice tapping.
6. Students and teachers recite the entire poem aloud slowly, tapping the rhythm and beats on their fingers.
7. Teacher recites the first two lines of the poem again while tapping, as students listen: “The little brown mouse ran out to find cheese. He saw his friend, Rabbit, and said ‘If you please …’’’
8. Teacher invites students to say the word “rabbit” aloud, holding up a finger every time they hear a beat.
9. Teacher asks:

* “How many beats are in the word ‘rabbit’?” (two)

1. Teacher says: “That’s right. There are two beats in the word ‘rabbit.’ There is a special name for the beats we hear in words. We call these beats ‘syllables.’”
2. Teacher asks:

* “What is the first syllable we hear in the word ‘rabbit’?” (“rab”)

“What is the second syllable we hear in the word ‘rabbit’?” (“bit”)

1. Repeat steps 8–11 with the words: “looking,” “ate,” and “crackers.”
2. Teacher says: “We noticed that some words have one syllable, like the word ‘ate,’ and some words have more than one. The word ‘rabbit’ has two syllables: ‘rab’ and ‘bit.’ Each syllable is one beat.”
3. Teacher says: “Now let’s play a game: I’ll say each syllable in a word, and you blend them together to say the word they make.”
4. Teacher says: “crack-ers.”
5. Students say: “crackers.”

Repeat step 15–16 with two or three more multisyllabic words from the poem.

**Closing And Assesment**

**A. Reflecting on Learning**

* Emphasize that successful learners think about what they’ve learned and why it’s important. Consider using a metaphor, such as a baseball player learning to keep his or her eye on the ball to know exactly when to hit it.
* Ask:
  + “When we listen to or say a word like ‘something,’ how can we count the syllables it has?” (Say it, listen for each “beat,” hold up a finger each time a new beat is heard.)

“How might that help us with reading or writing?” (Responses will vary.)

**Station 1:** Skills Practice page

**Materials:** Worksheet crayons, Team Leader badge

**Procedure:** The Team Leader will pass out page to each group member. The students will be asked to stand behind their chairs and rotate to Station 2.

**Assessment:** Teacher observation

**Station 2:**  **Students read books independently**

The students will be asked to stand behind their chairs and rotate to Station 3. **Assessment:** Teacher observation

**Station 3: Letter Writing**

**Materials: Worksheet letter**

**Procedure:** The Team Leader will pass out the page to each group member. The students will be asked to stand behind their chairs and rotate to Station 4.

**Assessment:** Teacher observation

**Station 4:**

|  |  |  |
| --- | --- | --- |
| Differentiated Small Groups: Work with Teacher | | |
| *Suggested Plan: Teacher works with the Pre-Alphabetic and Early Partial Alphabetic groups. Teacher may meet briefly with the Late Partial and Early Full Alphabetic groups to get them started on independent work.*  *Note: Groups not working with the teacher at a given time should be engaged in purposeful independent rotation work. Refer to the Independent Student Work Guidance document (see K–2 Skills Resource Manual) for more details.* | | |
| **Pre-Alphabetic:**   * Practice activity: Teacher guides students as they tap out each beat in the first two lines of the poem: “Mouse and Rabbit Share a Snack” as they recite it.Students work with the teacher to determine the number of syllables (beats) in a specific word. They continue the process with the remaining lines, if time allows.   OR:   * Suggested Activity Bank activity:   + Syllable Say Animal Feed (with teacher) | **Early Partial Alphabetic:**   * Practice activity: Teacher guides students as they tap out each beat in the first two lines of the poem: “Mouse and Rabbit Share a Snack” as they recite it.Students work with the teacher to determine the number of syllables (beats) in a specific word. They continue the process with the remaining lines, if time allows.   OR:   * Suggested Activity Bank activity:   + Syllable Say Animal Feed (with teacher) | **Late Partial and Early Full Alphabetic:**   * Independent practice activity: Students practice reciting the poem: “Mouse and Rabbit Share a Snack” and tapping the beats with their fingers a few times. Then they read the poem aloud in their poetry notebooks and indicate the number of syllables under each word. Example:   + Under the word “mouse,” students will make one line, while under the word “rabbit,” they will make two.   OR:   * Suggested Activity Bank activity:   + Syllable Say Animal Feed (independently) * **Additional Supporting Materials:**   + Poetry notebooks (from Lesson 21; one per student) |

**10:10-10:50:** Line students up alphabetically for lunch.

**Lunch in the cafeteria & recess**

**10:55-11:10 Water and Bathroom Break**

**11:10-11:20 Behavioral Expectations**

**11:25-12:05 Specials P.E**

**12:05-1:05 ELA Senses**

**Vocabulary: Introduce key vocabulary for the unit.** [**Vocabulary Resources for additional practice**](https://docs.google.com/document/d/1HN6aU3HkQtL-2QazkG0EqLbE6AZol9eSb8HbiWOiwAg/edit)**/**

**Academic Vocabulary:**

**Text Vocabulary:**

**ELP Standards:**

(K.RI.1, K.RI. 2,  K.RI.4, K.SL.3 ) **I W 2:HI-11:** using interrogative sentences in a variety of writing applications.

(K.L.1a.) **I W 2:HI-1**: writing legibly and with correct formation all of the lower case and upper-case letters of the alphabet.

(K.L.2c)**I W 2:HI-2:** applying letter-sound relationships to write simple CVC words and attempt more complex words.

(K.L.2d.) **I W 2:HI-3**: using resources throughout the classroom to spell words.

(K.W.2) **I W 2:HI-9:** using prompt, write simple declarative sentences(e.g., S-V, S-V-C) with subject-verb agreement.

(K.RI.10, K.W.2, )**I W 3:HI-1:** generating or expanding on ideas independently by drawing pictures and using key vocabulary in graphic organizers. (e.g., storyboard)

**Read-Aloud: Essential Questions:**

* **How does our sense of hearing help us in our world?**
* **How can sounds differ?**
* **How can I add details to make my writing more interesting?**
* **How do descriptive words enhance my writing?**
* **How can I communicate what I am saying through a picture?**

[**Scaffolding for ELL Students**](https://docs.google.com/document/d/1BTbfhev6-BS9To9f6ey6HhEsNM13w3MgOjLP5t-XTdI/edit)

Suggested scaffolds to instruction in writing and vocabulary for ELL students.

**Instruction:**

**Background Knowledge:**

* Students will be asked to demonstrate understanding of the sense of hearing, identify the parts of the ear and their functions, and provide simple explanations about how the ear works.

**Vocabulary:**

* **Introduce key vocabulary for the unit.**

**Academic Vocabulary:**

non-fiction, informational text, facts, sentence, word, capital, spacing, period

**Text Vocabulary:**

echo, sound waves, volume, invisible, vibrate, ears, ear drum, ear lobes

**Introduce Text:**

* Show the diagram in the [**Five Senses Flipbook**](https://docs.google.com/a/students.susd12.org/file/d/0B4O5q5JF6gX2d3FhTkhaVkNnLUk/edit)  slide 15 and read aloud EngageNY unit page 23 (sound wave diagram)  **[Five Senses Information Page](http://www.p12.nysed.gov/engageny/k-2-curriculum/GK_D2_Anthology.pdf) .**  Students should be given time to visualize the information provided in the text.  Anchor charts should be used to help students develop vocabulary to describe the content of the text.
* Show the diagram in the [**Five Senses Flipbook**](https://docs.google.com/a/students.susd12.org/file/d/0B4O5q5JF6gX2d3FhTkhaVkNnLUk/edit)  slide 17 and read aloud EngageNY unit page 24 (ear diagram)  **[Five Senses Information Page](http://www.p12.nysed.gov/engageny/k-2-curriculum/GK_D2_Anthology.pdf) .**  Students should be given time to visualize the information provided in the text.  Anchor charts should be used to help students develop vocabulary to describe the content of the text.
* The teacher can pose questions requiring literal recall and understanding of the details and/or facts from the Five Senses Information Page  using who, what, where,when, etc.  Have  students answer in complete sentences by asking them to restate the question in their responses.  Remind students of the questions you have discussed:
* How does sound travel through the air? (The sound travels through the air in sound waves.)
* Can you see sound waves? (You cannot see sound waves because they are invisible.)
* Can you stop the sound waves completely from coming into your ears? (You cannot stop the sound waves completely coming into your ears but if you cover your ears the sound is muffled or quieted.)
* What part of your ear vibrates, or moves back and forth, when the sound waves bump into it? (The part of your ear that vibrates, or move back and forth when the sound wave bumps into it is the eardrum.)

**Pair Share:**

* In their A/B partners, student A will ask “Why can you  hear?”
* Partner B will answer,  “My ear can hear because …(sound waves vibrate,  my ear drum vibrates, etc.)

**Writing:**

**Option 1:**

* Teacher will review the parts of the ear,  draw and label the parts of the ear.
* Be sure to include the ear drum on the inside, ear lobe  and the sound waves on the outside.
* Using the teacher’s model; students will draw and label the parts of the ear in their journals.

**1:05-2:30 Math** Common Core Content Standards:

**K.CC.A Know number names and the count sequence.** (report card indicator) [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1b082SWFOV0kzZW8)

* K.CC.A.1.  Count to 100 by ones and tens
* K.CC.A.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

**K.CC.B Count to tell the number of objects.** (report card indicator) [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1eUR4SkVIa3pWZTQ)

\*K.CC.B.4.Understand the relationship between numbers and quantities; connect counting to cardinality.

1. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
2. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
3. Understand that each successive number name refers to a quantity that is one larger.

\*K.CC.B.5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

|  |
| --- |
| Common Core Content Standards:  **K.CC.A Know number names and the count sequence.** (report card indicator) [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1b082SWFOV0kzZW8)  \*K.CC.A.1.  Count to 100 by ones and tens  \*K.CC.A.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).  **K.CC.B Count to tell the number of objects.** (report card indicator) [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1eUR4SkVIa3pWZTQ)  \*K.CC.B.4.Understand the relationship between numbers and quantities; connect counting to cardinality.   1. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. 2. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. 3. Understand that each successive number name refers to a quantity that is one larger.   \*K.CC.B.5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.  [Detailed explanation of Counting and Cardinality](https://drive.google.com/open?id=0B6RJi4wBOdp1cElxZWVaNnNRTjg) (Progressions) |
| Mathematical Practice Standards:  MP 2 -  Reason abstractly & quantitatively.  MP 7 – Look for and make use of structure.   |  |  |  | | --- | --- | --- | | **Student Actions** | **Teacher Actions** | **Open-Ended Questions** | | ~Constantly think about how objects and number fit together  ~Look for patterns in number  ~Visualize what the numbers are representing | ~Provide real-world context for counting “how many?”  ~Manipulatives & other math tools need to be on hand for students to pick up & use at any time.  ~Question students about what patterns they might be seeing | ~What did \_\_\_\_\_\_\_ say that helped you understand?  ~What patterns do you see?  ~What are you noticing |   [Mathematical Practices Cards](https://drive.google.com/open?id=0B6RJi4wBOdp1Z2d0NFZwbHZmVG8)   These can be posted & referred to. (They’re in kid friendly language.) [Mathematical Practice Standards Sentence Strips](https://drive.google.com/open?id=0B6RJi4wBOdp1dDRxY2ZaaFk3SUk) |

**Daily Skills Review**

* [Number Talks to 4](https://drive.google.com/open?id=0B6RJi4wBOdp1TTkyNHRVUjg3ZUU) (“How many do you see? How do you see them?”)   [Number Talk Guide](https://drive.google.com/open?id=1drzDBNoc8VN2gbXmqbaQEEpd20paq85aBPSuBvv6aRs)
* [Fluency Games](https://drive.google.com/open?id=0B6RJi4wBOdp1WFRwZ0ZKTTc0RTA) Many of these games are appropriate for centers (choose activities that are appropriate for your students)
* **Task 10: Sorting and Counting Practice**
* Teacher will follow the lesson called [Junk Sorting](https://drive.google.com/open?id=0B6RJi4wBOdp1aW15dWgzdHVGZjg) for modeling how to sort sets of objects.
* The students will practice sorting objects at their tables and describe to a partner how they sorted it.

**2:30-2:40 Clean up** Students will clean up the classroom (pick up papers off the floor).

**2:40 Dismissal** Students will get backpacks and line up according to how they get home.

**Lesson plans for the week of Sept 5 to Sept 9, 2016**

**Language of Instruction: English**

**Craycroft Elementary**

**Friday, Sept 9**

8:10-10:10: Module 1: Cycle 4: Lesson 25 Rhyme Time

**Long-Term Targets**

* RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  + RF.K.2a: I can identify and make words that rhyme.
* RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.
  + RF.K.3a: I can say the sound that each consonant letter makes in words.
  + RF.K.3b: I can say the sound that a vowel letter makes based on the way it is spelled.

**Daily Learning Targets**

**Work Time A and B: I can identify the name and sound for the letters “m,” “r,” “h,”“p,” “a,” and “t” (RF.K.3).**

* I can identify the name of each uppercase letter.
* I can look at each consonant and say its sound.

**Work Time A: I can identify and produce words that rhyme (RF.K.2).**

* I can listen to a list of three rhyming words and create a new rhyming word with a different sound (provided by the teacher; example: “pat,” “bat,” “hat,” /s/).
* I can listen to a line of text containing two rhyming words, and pick out and say the two words.

1. When given a word, I can create a new rhyming word by changing the first sound in the word.
2. **Agenda:** Opening (5 minutes)
   1. Letter-Sound Chant: “m,” “r,”“h,” “p,” ”a,” and “t”
3. Work Time (10 minutes)
4. Rhyme Time
5. Closing and Assessment (2 minutes)
6. Reflecting on Learning

Differentiated Small Group Instruction and Rotations

**Vocabulary** Key: (L): Lesson-Specific Vocabulary (T): Text-Specific Vocabulary :rhyme (L)

* **Materials:** Enlarged poem: “Mouse and Rabbit Share a Snack” (to display; from Lesson 21)
* Large pointer (optional; for teacher to point to words in poem as the class recites)
* Poetry notebooks (from Lesson 21)
* Snapshot Assessment (optional; one per student)

**Opening:**

**Work Time: A. Getting to Know Letters (Part 1): “m” and “r”**

* (Suggested transition song, sung to the tune of “I’m a Little Teapot”):

“*Now we’ll learn the letters, short and tall. Get your bodies ready to write them all. When we learn the letters, we will shout. We know their names, we figured it out!”*

* Begin the Getting to Know Letters (Part 1) instructional practice:

1. Teacher says: “We are going to learn the story of two new letters today: ‘m’ and ‘r*.*’ We will learn the names, the sounds, and keywords for these two letters.”
2. Teacher holds up a **Keyword Picture Card: “m,”** showing only the picture, and asks:

* “Who knows the name of this animal that we just learned?” (“mouse”)
* “What sound do we hear at the beginning of the word: ‘mouse’?” (/m/)

1. Teacher says: “Let’s all say that sound together: /m/.”
2. Students repeat sound: /m/.
3. Teacher asks:

“What letter makes the sound /m/ in ‘mouse’?” (“m”) **A. Letter-Sound Chant:“m,” “r,”“h,” “p,” ”a,” and “t”**

* (Suggested transition song, sung to the tune of “I’m a Little Teapot”):

*“Now let’s say the alphabet, letter by letter. Here is the letter, here is the sound. When we chant together, we sound great. Listen up to the sounds we make!”*

* Begin the Letter-Sound Chant instructional practice:

1. Teacher says: “Today, we will do a Letter-Sound Chant with ALL the letters we have learned so far.”
2. Teacher models the Letter-Sound Chant for “m”: “‘m,’ mouse, /m/,” and repeats.
3. Teacher asks students to join in the Letter-Sound Chant for “m”: “‘m,’ mouse, /m/,” and repeats
4. Repeat steps 2–3 with “r,” “h,” “p,” “a,” and “t.”

* Teacher says: “Great job! Knowing the sounds for letters helps us become better readers.”

**Work Time A. Rhyme Time**

* (Suggested transition song, sung to the tune of “Frère Jacques”):

“*Now it’s rhyme time, now it’s rhyme time. Hear the sounds, hear the sounds. Listen for the pattern, listen for the pattern. At the end, at the end.”*

* Begin the Rhyme Time instructional practice:

1. Teacher says: “We’re going to explore some sounds in words in the poem again today, but before we do that, we’re going to play a game: I’ll say two words, and you will repeat them. Then we will figure out how the two words go together. Watch while I model.”
2. Teacher says: “pin” and then says: “fin.”
3. Teacher invites students to say both words: “pin, fin.”
4. Teacher asks:

* “How these words are the same?” (sound almost the same, rhyme, endings are the same)
* “What sounds do they both have?” (/i/, /n/)
* “How are these words different?” (first sound is different)
* “Who can think of another word that has the same ending (‘in’) as ‘pin’ and ‘fin’?”

1. Teacher says: “That’s right! These words all have the same sound pattern at the ending of the word. We hear the same pattern, ‘in,’ at the ending of these words. We can say these words rhyme because they follow the pattern of ‘in’ and the ending. Let’s try with some different words.”
2. Repeat steps 2–5 with word sets “wet”/“set” and “sack/“tack.”
3. Teacher says: “We know there’s a wonderful rhythm and beat to our poem. Yesterday, we tapped to hear the beats in words. We called those beats ‘syllables.’ Let’s see if we can feel something different in the poem today. Watch while I model a new movement.”
4. Teacher stands up, reciting the first two lines of **enlarged poem: “Mouse and Rabbit Share a Snack”** aloud.
5. Teacher jumps when saying the words: “cheese” and “please.”
6. Teacher invites students to stand and do this together, thinking about what two words will signal their jump.
7. Teacher asks:

* “What words did we jump on?” (“cheese” and “please”)

“What do you notice about those words?” (they rhyme)

* “What part of the word makes them rhyme? The beginning or the ending?” (ending)
* “What pattern did you hear in those rhyming words?” (/ē/ /z/)

1. Repeat steps 8–10 with the remainder of the poem.
2. Teacher says: “Let’s read the poem aloud together now, feeling the rhyme in our bodies and mouths.”

Teacher and students recite the poem together, jumping on the rhyming words.

**Closing and Assessment:**

**Reflecting on Learning**

* Emphasize that successful learners think about what they’ve learned and why it’s important. Consider using a metaphor, such as a baseball player learning to keep his or hers eye on the ball to know exactly when to hit it.
* Ask:
  + “What do we hear that is the same in rhyming words?” (the same ending sound)

“How might knowing rhyming words help us with reading and writing?” (Responses will vary.)

**Station 1:** Skills Practice page (Open court page)/

**Materials:** Worksheet crayons, Team Leader badge

**Procedure:** The Team Leader will pass out page to each group member. The students will be asked to stand behind their chairs and rotate to Station 2.

**Assessment:** Teacher observation

**Station 2: Students read books independently;** The students will be asked to stand behind their chairs and rotate to Station 3. **Assessment:** Teacher observation

**Station 3: Letter Writing; Materials: Worksheet letter**

**Procedure:** The Team Leader will pass out the page to each group member. The students will be asked to stand behind their chairs and rotate to Station 4. **Assessment:** Teacher observation

**Station 4: Teacher Station**

|  |  |  |
| --- | --- | --- |
| Differentiated Small Groups: Work with Teacher | | |
| *Suggested Plan: Teacher works with the Pre-Alphabetic and Early Partial Alphabetic groups. Teacher may meet briefly with the Late Partial and Early Full Alphabetic groups to get them started on independent work.*  *Note: Groups not working with the teacher at a given time should be engaged in purposeful independent rotation work. Refer to the Independent Student Work Guidance document (see K–2 Skills Resource Manual) for more details.* | | |
| **Pre-Alphabetic:**   * Practice activity: Match the Words That Rhyme.   + Students work with the teacher to find pictures of words that rhyme. There are 10 pairs of words: * “can”/“van,” “cat”/“rat,” “dice”/“rice,” “dog”/“log,” “gate”/“skate,” “pan”/“man,” “box”/“fox,” “mice”/“ice,” “duck”/“truck,” “socks”/“box”   + Teacher cuts the words apart ahead of time for one set of cards (teacher set).   + Starting with just four cards (example: “can”/“van,” “cat”/“rat,” “dice”/“ice,” “gate/skate”), the teacher supports students as they say the name of each picture.   + Teacher supports students as they match the remaining cards that rhyme.   + If time allows, students (or teacher beforehand) cut apart a set of Match the Word That Rhymes cards for each student or set of partners.   + Students repeat the activity with less teacher support. | **Early Partial Alphabetic:**   * Practice activity: Match the Words That Rhyme.   + Students work with the teacher to find pictures of words that rhyme. There are 10 pairs of words: * “can”/“van,” “cat”/“rat,” “dice”/“rice,” “dog”/“log,” “gate”/“skate,” “pan”/“man,” “box”/“fox,” “mice”/“ice,” “duck”/“truck,” “socks”/“box”   + Teacher cuts the words apart ahead of time for one set of cards (teacher set).   + Starting with just four cards (example: “can”/“van,” “cat”/“rat,” “dice”/“ice,” “gate/skate”), the teacher supports students as they say the name of each picture.   + Teacher supports students as they match the remaining cards that rhyme.   + Students match the pictures that rhyme. * If time allows, play Memory with the cards: * Mix up the teacher set of cards (or student/partner sets) and lay all cards facedown. * Students take turns turning over two cards, determining if they match/rhyme. * Students keep cards if they identify a set of rhyming words. | **Late Partial and Early Full Alphabetic:**   * Independent practice activity: Match the Words That Rhyme.   + Students work with the teacher to find pictures of words that rhyme. There are 10 pairs of words: * “can”/“van,” “cat”/“rat,” “dice”/“rice,” “dog”/“log,” “gate”/“skate,” “pan”/“man,” “box”/“fox,” “mice”/“ice,” “duck”/“truck,” “socks”/“box”   + Teacher cuts the words apart ahead of time for one set of cards (teacher set).   + Starting with just four cards (example: “can”/“van,” “cat”/“rat,” “dice”/“ice,” “gate/skate”), the teacher supports students as they say the name of each picture.   + Students match the remaining cards that rhyme.   + Individually, students glue their matches on a blank piece of paper.   + Before students glue the matches onto paper, consider pairing them and having them use one set of cards to: mix them and lay them out facedown. Students can take turns turning over two cards, saying the word for each picture and determining if they have a match (i.e., if the words rhyme). |
| Differentiated Small Groups: Work with Teacher (continued) | | |
| * Possible variation: Memory.   + Mix up the teacher set of cards (or student/partner sets) and lay all cards facedown. Students take turns turning over two cards, determining if they match/rhyme. Student keeps cards if they identify a set of rhyming words. * Possible variation: Each student (or teacher beforehand) cuts apart a set of cards. Students glue matching cards (rhyming words) next to each other. * **Additional Supporting Materials:**   + Match the Words That Rhyme Cards (one set for teacher)   + Optional: * Scissors and glue sticks (one of each per student) * Match the Words That Rhyme Cards (one set per student or set of partners) * Blank piece of paper (one per student) | * Possible variation: Each student (or teacher beforehand) cuts apart a set of cards. Students glue matching cards (rhyming words) next to each other. * **Additional Supporting Materials:**   + Match the Words That Rhyme Cards (one set for teacher)   + Optional: * Scissors and glue sticks (one of each per student) * Match the Words That Rhyme Cards (one set per student or set of partners) * Blank piece of paper (one per student) | * **Additional Supporting Materials:**   + Scissors and glue sticks (one of each per student)   + Match the Words That Rhyme Cards (one set per student or set of partners)   + Blank piece of paper (one per student) |

**10:10-10:50:** Line students up alphabetically for lunch.

**Lunch in the cafeteria & recess**

**10:55-11:10 Water and Bathroom Break**

**11:10-11:20 Behavioral Expectations**

**11:25-12:05 Specials ART**

**12:05-1:05 ELA Senses**

(K.RI.1, K.RI. 2,  K.RI.4, K.SL.3 ) **I W 2:HI-11:** using interrogative sentences in a variety of writing applications.

(K.L.1a.) **I W 2:HI-1**: writing legibly and with correct formation all of the lower case and upper-case letters of the alphabet.

(K.L.2c)**I W 2:HI-2:** applying letter-sound relationships to write simple CVC words and attempt more complex words.

(K.L.2d.) **I W 2:HI-3**: using resources throughout the classroom to spell words.

(K.W.2) **I W 2:HI-9:** using prompt, write simple declarative sentences(e.g., S-V, S-V-C) with subject-verb agreement.

(K.RI.10, K.W.2, )**I W 3:HI-1:** generating or expanding on ideas independently by drawing pictures and using key vocabulary in graphic organizers. (e.g., storyboard)

**Read-Aloud: Essential Questions:**

* **How does our sense of hearing help us in our world?**
* **How can sounds differ?**
* **How can I add details to make my writing more interesting?**
* **How do descriptive words enhance my writing?**
* **How can I communicate what I am saying through a picture?**

[**Scaffolding for ELL Students**](https://docs.google.com/document/d/1BTbfhev6-BS9To9f6ey6HhEsNM13w3MgOjLP5t-XTdI/edit)

Suggested scaffolds to instruction in writing and vocabulary for ELL students.

**Instruction:**

**Background Knowledge:**

* Students will be asked to demonstrate understanding of the sense of hearing, identify the parts of the ear and their functions, and provide simple explanations about how the ear works.

**Vocabulary:**

* **Introduce key vocabulary for the unit.**

**Academic Vocabulary:**

non-fiction, informational text, facts, sentence, word, capital, spacing, period

**Text Vocabulary:**

echo, sound waves, volume, invisible, vibrate, ears, ear drum, ear lobes

**Read-Aloud:**

**Introduce Topic:**

* Have students pretend to make the sound of a thunderstorm by slightly tapping the carpet or floor. Tell them that the sound of a light rain is soft. Now more rain comes (tapping is louder and harder). The storm is getting lighter (tapping gets softer). What did students notice about the sound of the pretend thunderstorm as the rain was light or heavy? Take answers.

**Introduce Text:**

* Read the page 24 (echo point)  **[Five Senses Information Page](http://www.p12.nysed.gov/engageny/k-2-curriculum/GK_D2_Anthology.pdf)**. Show the slide 16 from [**Five Senses Flipbook**](https://docs.google.com/a/students.susd12.org/file/d/0B4O5q5JF6gX2d3FhTkhaVkNnLUk/edit).  Then read page 24 (fire alarm)  **[Five Senses Information Page](http://www.p12.nysed.gov/engageny/k-2-curriculum/GK_D2_Anthology.pdf)**. Show the slides  18 and 19 from [**Five Senses Flipbook**](https://docs.google.com/a/students.susd12.org/file/d/0B4O5q5JF6gX2d3FhTkhaVkNnLUk/edit) . Students should be given time to visualize the information provided in the text.  Anchor charts should be used to help students develop vocabulary to describe the content of the text.
* The students will use pictures accompanying the read-aloud to check and support understanding of the read-aloud.  The teacher may choose to model how pictures support the text through a think aloud.
* The teacher can pose questions requiring literal recall and understanding of the details and/or facts from the Five Senses Information Page using who, what, where,when, etc.  Have  students answer in complete sentences by asking them to restate the question in their responses.  Remind students of the questions you have discussed:
* What is happening when a sound wave “echoes”? (When a sound wave echoes, it bounces off of tall things like cliffs, mountains, or tall buildings, and the noise comes back so you hear it again.)
* When we talk about the volume of a sound, what are we talking about? (When we talk about volume of a sound, we are talking about how loud, or quiet or soft a sound is.)
* What sounds can you think of that have a loud volume?  Things  I know that have a loud volume are a fire alarm, a car horn, and a police car siren.) Soft volume? (Things I know that have a soft volume are a whisper, a  mouse, someone tiptoeing down a hall,  and someone saying, “Shhhh”.)

**Pair Share:**

* In their A/B partners, partner A will ask “What is a noise that is loud?”
* Partner B will answer  A \_\_\_\_\_\_\_\_is loud.
* Repeat with soft. Switch roles.

**Writing:**

**Option 1:**

* Brainstorm sounds that are loud and soft.
* Teacher will model drawing something that is loud and something that is soft.
* Sound out the words “loud and soft” to label the picture.
* Students will then go to their journal and draw something that is loud and something that is soft. A  \_\_\_\_\_\_\_\_\_ is loud.  **OR** A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is soft.

**1:05-2:30 Math Math** Common Core Content Standards:

**K.CC.A Know number names and the count sequence.** (report card indicator) [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1b082SWFOV0kzZW8)

* K.CC.A.1.  Count to 100 by ones and tens
* K.CC.A.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

**K.CC.B Count to tell the number of objects.** (report card indicator) [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1eUR4SkVIa3pWZTQ)

\*K.CC.B.4.Understand the relationship between numbers and quantities; connect counting to cardinality.

1. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
2. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
3. Understand that each successive number name refers to a quantity that is one larger.

\*K.CC.B.5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

|  |
| --- |
| Common Core Content Standards:  **K.CC.A Know number names and the count sequence.** (report card indicator) [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1b082SWFOV0kzZW8)  \*K.CC.A.1.  Count to 100 by ones and tens  \*K.CC.A.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).  **K.CC.B Count to tell the number of objects.** (report card indicator) [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1eUR4SkVIa3pWZTQ)  \*K.CC.B.4.Understand the relationship between numbers and quantities; connect counting to cardinality.   1. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. 2. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. 3. Understand that each successive number name refers to a quantity that is one larger.   \*K.CC.B.5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.  [Detailed explanation of Counting and Cardinality](https://drive.google.com/open?id=0B6RJi4wBOdp1cElxZWVaNnNRTjg) (Progressions) |
| Mathematical Practice Standards:  MP 2 -  Reason abstractly & quantitatively.  MP 7 – Look for and make use of structure.   |  |  |  | | --- | --- | --- | | **Student Actions** | **Teacher Actions** | **Open-Ended Questions** | | ~Constantly think about how objects and number fit together  ~Look for patterns in number  ~Visualize what the numbers are representing | ~Provide real-world context for counting “how many?”  ~Manipulatives & other math tools need to be on hand for students to pick up & use at any time.  ~Question students about what patterns they might be seeing | ~What did \_\_\_\_\_\_\_ say that helped you understand?  ~What patterns do you see?  ~What are you noticing |   [Mathematical Practices Cards](https://drive.google.com/open?id=0B6RJi4wBOdp1Z2d0NFZwbHZmVG8)   These can be posted & referred to. (They’re in kid friendly language.) [Mathematical Practice Standards Sentence Strips](https://drive.google.com/open?id=0B6RJi4wBOdp1dDRxY2ZaaFk3SUk) |

**Daily Skills Review**

* [Number Talks to 4](https://drive.google.com/open?id=0B6RJi4wBOdp1TTkyNHRVUjg3ZUU) (“How many do you see? How do you see them?”)   [Number Talk Guide](https://drive.google.com/open?id=1drzDBNoc8VN2gbXmqbaQEEpd20paq85aBPSuBvv6aRs)
* [Fluency Games](https://drive.google.com/open?id=0B6RJi4wBOdp1WFRwZ0ZKTTc0RTA) Many of these games are appropriate for centers (choose activities that are appropriate for your students)

**Positional Word Songs on YouTube**

* [Where is it?](https://drive.google.com/open?id=0B6RJi4wBOdp1YTMzcTVGV3JUZTQ)

**Sorting introduction video**

* [Introduction to sorting video](https://drive.google.com/open?id=0B6RJi4wBOdp1blEtLUhiMThMaHc)

**Extra Activities:**

* [Cup Lineup](https://drive.google.com/open?id=16FEhubGrj6qCP_xWUSN9UuztsVY_3ANxNw_kgwhOqzs)  Sorting Cups Activity
* [Hoops and Shoes](https://drive.google.com/open?id=1eyYO8_COOUqdKaNGN6tzdm2PcQekbhSP0OEmZGHWB1s) Sorting Shoes Activity
* [Shape and Positional Word Bump](https://drive.google.com/open?id=0B6RJi4wBOdp1cTUzYTEwa0xKdkk)
* [Wiggle's Apple Book Positional Words Mini-Reader](https://drive.google.com/open?id=0B6RJi4wBOdp1Wkh2N2J5OGpFTjQ)
* [Pattern Block Barrier Game](https://drive.google.com/open?id=0B6RJi4wBOdp1eV8tVExOTGxZMmc)
* [Shapes on the Geoboard](https://drive.google.com/open?id=0B6RJi4wBOdp1NHpZVWNBajFtZzA)
* [Shape Robot Book template](https://drive.google.com/open?id=0B6RJi4wBOdp1TnFFT3YzWXVrY1U)
* [Shape Sort](https://drive.google.com/open?id=0B6RJi4wBOdp1bTBFZjdaZlA2VDA)

Everyday Math Activity 2-1 to 2-3

**2:30-2:40 Clean up** Students will clean up the classroom (pick up papers off the floor).

**2:40 Dismissal**

Students will get backpacks and line up according to how they get home.

Week Objectives:

Tuesday

* Opening B: I can identify the name and sound for the letters “m” and “r” (RF.K.3).
  + When we write the letter ‘m,’ how can we remember where to start?” (Start at the belly line.)

Wednesday

* Opening A: I can identify the name and sound for the letters “m” and “r.”

What is our new sight word?

Thursday

I can identify the name and sound for the letters “m,” “r,” “h,”“p,” “a,” and “t” (RF.K.3).

How do we know how many syllables a word has?

Friday

I can identify the name and sound for the letters “m,” “r,” “h,”“p,” “a,” and “t” (RF.K.3).

“What do we hear that is the same in rhyming words?” (the same ending sound)