**Lesson plans for the week of Sept 12 to Sept 16, 2016**

**Language of Instruction: English**

**Craycroft Elementary**

**Monday, Sept 12**

8:10-10:10Module 2: Cycle 5: Lesson 26 Getting to Know Letters (Part 1)

**Long-Term Targets**

* RF.K.1: Demonstrate 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.1b: I can explain the connection between words and letters.
  + 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.

**Daily Learning Targets**

**Opening A: I can follow along in a shared text (poem).**

* I can count the number of words in a sentence.
* I can point to the first word in a sentence.
* I can point to the last word in a sentence.
* I can point to words in a text.
* I can move my finger under words as I read them on a page, left to right and top to bottom.

**Work Time A and B: I can show letter-sound correspondence for “v” and “s.”**

* I can identify the name of each uppercase letter.

I can look at each consonant and say its sound.

**Agenda 1.**Opening (5 minutes)

* 1. Poem Launch: “Victor the Sleepy Vulture”

1. Work Time (10–15 minutes)
2. Getting to Know Letters (Part 1): “v” and “s”
3. Letter-Sound Chant: “v” and “s”
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: “Victor the Sleepy Vulture” (or handwritten on chart paper; to display)

* Large pointer (optional; for teacher to point to words in poem as the class recites)
* Poetry notebooks (one per student; see Teaching Notes)
* Poem: “Victor the Sleepy Vulture” (one per student in poetry notebooks)
* Keyword Picture Cards: “v” and “s” (one of each for teacher to display)
* Articulatory Gestures chart (to post)

Snapshot Assessment (optional; one per student)

**Opening**

**A. Poem Launch: “Victor, the Sleepy Vulture”**

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

*“Now let’s read the poem, line by line. Open up your ears to find the rhyme. When we read together, we sound great. Listen up to the rhymes we make.”*

* Begin the Poem Launch instructional practice:

1. Teacher says: “Listen closely as I read this poem. Touch your nose if you hear anything about a vulture or a snake.”
2. Teacher reads the **enlarged poem: “Victor the Sleepy Vulture”** once or twice, pointing to each word as he or she reads it (with a finger or a **pointer**).
3. Teacher says: “I saw many of you touch your nose when you heard the lines: ‘Victor the Sleepy Vulture sat in a very tall tree’ and ‘He spotted a slithery snake on the ground.’ I’ll bet those words are going to be important to us as we learn about letters and sounds. Let’s remember those words: ‘vulture’ and ‘snake.’”
4. Teacher says: “Now I want you to try to read the poem with me.”
5. Teacher rereads the poem several times, encouraging students to read with her chorally. During the shared reading of the poem, ask students to:

* Count the number of words in each line.
* Point to the first word in each line and then the last word in each line.

1. Distribute **poetry notebooks** or copies of the **poem: “Victor the Sleepy Vulture”** to individuals or partners.
2. Students follow along chorally as teacher reads aloud, pointing to the words on their copy as they read.
3. Repeat as needed to ensure that most students have memorized the words.

Teacher says: “Today we learned how to point to each word in the poem as we said it. The next time we read the poem together, we will look closely at those words and search for letters we know.”

**Work Time; A. Getting to Know Letters (Part 1): “v” and “s”**

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

“*Now we’ll learn the letters, short and tall. Get our 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 get to know two new letters today: ‘s’ and ‘v*.*’ We will learn the names, sounds, and keywords for these two letters.”
2. Teacher holds up a **Keyword Picture Card: “s,”** showing only the picture, and asks:

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

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

* “What letter makes the sound /s/ in ‘snake’?” (“s”)

1. Teacher says: “Right! Underneath our snake is the letter ‘s.’ Let’s use our arm as the pencil to skywrite the letter ‘s’ as we say the word ‘snake.’”
2. Teacher models skywriting and says: “When we make the letter ‘s,’ we start in on the middle and pull back and curve in, and curve back around and stop at the bottom.”
3. Teacher models skywriting of “s” with the keyword “snake.”
4. Teacher says: “I wonder if we can think of more words that begin with that sound.”
5. Teacher asks:

* “Who can share a word that begins with /s/?”
* “What letter makes our /s/ sound in this word?” (“s”)

1. Teacher says: “Right! The letter ‘s’ says /s/. I’m going to circle the letter ‘s’ in the words we share.”
2. Teacher invites students to share two or three more words that begin with /s/.
3. Teacher says: “These are great words! Now let’s see if we can think of some words that END with the sound /s/.” Repeat steps 10–13 with words that end with /s/.
4. Teacher says: “What a great list of words we have created! And all our words have the sound /s/ made by the letter ‘s,’ just like in our snake!”
5. Repeat steps 2–14 with Keyword Picture Card: “v” and “vulture.”

Teacher says: “Now we’ve met ‘s’ and ‘v.’ In the next lesson, we’ll get to know them even better and learn how to write them!”

**B. Letter-Sound Chant: “v” and “s”**

* (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: “I remember in our poem that we touched our noses when we heard the words ‘snake’ and ‘vulture,’ and that we used those words to help us learn about the letters ‘s’ and ‘v.’”
2. Teacher asks:

* “Do you think those would be good words to help us remember the sounds that ‘s’ and ‘v’ make?” (Yes!)

1. Teacher says: “Great! Then we will use ‘snake’ and ‘vulture’ as our keywords for those sounds.”
2. Teacher asks:

* “Who can tell me what a key does?” (unlocks a door)

1. Teacher says: “That’s right! So our keywords will be our keys to unlocking the sounds for each letter. I’ll show you how to practice this each day!”
2. Teacher models the Letter-Sound Chant for “s”: “‘s,’ snake, /s/,” and repeats.
3. Teacher asks students to join in the Letter-Sound Chant for “s”: “‘s,’ snake, /s/,” and repeats.
4. Repeat steps 6–7 with “v.”

Teacher says: “Great job! When we learn new letters, we also learn a keyword to help us unlock the sound. Knowing the sounds for letters helps us become better readers.”

**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 see the letter ‘s,’ how can we remember the sound it makes?” (Think of our keyword, “snake,” and listen for the first sound or the sound that “s” makes at the beginning.)

“How will 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 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 v or s 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

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| 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 in sorting pictures sharing initial sounds with keywords (“v” and “s”).   + Teacher cuts apart Initial Sound Sort Pictures.   + Teacher guides students in sorting pictures by initial sound (/v/ and /s/).   + Students paste pictures on Sort sheet (2 column).   + If time allows, consider providing each student with their own copies of the Initial Sound Sort Pictures and Initial Sound Sort sheets and having them do the activity again independently. * Consider also reading Letter Stories: “v” or “s,” found in the Kindergarten Appendix. After reading the story, practice skywriting the letter. Repeat the following day with the remaining letter. **Additional Supporting Materials:**   + Initial Sound Sort Pictures (one for teacher use)   + Initial Sound Sort sheet (one for teacher use)   + Scissors (one for teacher use)   + Glue sticks (one per student) | **Early Partial Alphabetic:**   * Practice activity: Students sort pictures sharing initial sounds with keywords (“v” and “s”).   + Teacher reviews the names of the objects in the pictures and supports students as they isolate and identify the first sound.   + Students cut apart Initial Sound Sort Pictures.   + Students sort and paste pictures on Initial Sound Sort sheet (2 column). * Consider also reading Letter Stories: “v” or “s,” found in the Kindergarten Appendix. After reading the story, practice skywriting the letter. Repeat the following day with the remaining letter. * **Additional Supporting Materials:**   + Initial Sound Sort Pictures (one per student)   + Initial Sound Sort sheet (one per student)   + Scissors and glue sticks (one of each per student) | **Late Partial and Early Full Alphabetic:**   * Practice activity: Students sort pictures sharing initial and final sounds with keywords (“v” and “s”). * Students cut apart Initial and Final Sound Sort Pictures. * Students sort and paste pictures on Initial and Final Sound Sort sheet (4 column). * **Additional Supporting Materials:**   + Initial and Final Sound Sort Pictures (one per student)   + Initial and Final Sound Sort sheet (one per student)   + Scissors and glue sticks (one of each per student) |

**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:** We talked about the senses of sight and hearing. Do you need both of them or just one? Why?

**Introduce Text:** Explain to the students you are going to take away their sense of sight.

* Have the students close their eyes and listen to a variety of sounds (ie. animals, traffic). [**Guess the Sound you Hear**](http://youtu.be/GcWvWH0-9qI)  See if they can guess what they hear and have them explain how they know.
* OR Have the students sit in a circle. Blindfold one student and place him or her in the center of the circle. Have one student in the circle speak, and ask the blindfolded student to guess which classmate is speaking and from which direction the sound is coming.

**Pair Share:**

* Students will share with their partners how they felt not being able to see.
* *Partner A will ask “How did you feel not being able to see?”*
* *Partner B will answer  ”  I felt … not being able to see.”*
* Partners will switch roles.

**Writing:** Teacher will model writing the sentences using capitals, spaces and periods. Students will write  I felt\_\_\_\_\_\_\_\_\_\_\_\_\_.  in their journals.

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

**K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.** (report card indicator) [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1X2JqX20yUkctcTg)

* K.OA.A.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics.  This applies wherever drawings are mentioned in the Standards.)

**K.CC.B Count to tell the number of objects.** [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1b082SWFOV0kzZW8)

* K.CC.B.4.([8:36](https://drive.google.com/open?id=0B6RJi4wBOdp1WjQwUWpScmU2LWM)[Video explaining this standard](https://drive.google.com/open?id=0B6RJi4wBOdp1WjQwUWpScmU2LWM)) 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.

[Detailed explanation of Counting and Cardinality](https://drive.google.com/open?id=0B6RJi4wBOdp1cElxZWVaNnNRTjg) (Progressions)

[Detailed explanation of Operations and Algebraic Expressions](https://drive.google.com/open?id=0B6RJi4wBOdp1VVZvMjBUVnIzTEk) (Progressions)

Mathematical Practice Standards

                    MP 1 -  Make sense of problems and persevere in solving them.

                    MP 8 – Look for and express regularity in repeated reasoning.

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| **KEY TERMS / VOCABULARY: \***result \*Model / Represent \*Equality / Equal Sign \*Add / add to \*Explain  **Daily Skills Review** [Number Talks to 5](https://drive.google.com/open?id=0B6RJi4wBOdp1R2NhUDZ0alV4b0E) (“How many do you see? How do you see them?”)   * [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) * [Join Result Unknown Word Problems w/in 5](https://drive.google.com/open?id=11Yjj0hva--VPcOJ-ehDC9kymDlaX02CL0PrYWgZh6vE)     [CGI In the Kindergarten Classroom](https://drive.google.com/open?id=0B6RJi4wBOdp1UGJaNVZNU0pwSVE)   + Strategy Talks-Teachers should begin to expect students to share and discuss their problem solving models |
| **ASSESSMENT: I**Initial Assessment will not directly align with the final assessment. Initial assessments are to be used to see what strategies and concepts your kids already have, so you can build off that knowledge. This also will give you a heads up to any misconceptions the students have so you can address those in your lessons. Ideally, this can be given the week prior to instruction, so that you have time to plan based on the data collected. ***Data from initial assessment is not to be considered for grading purposes***.  **INITIAL ASSESSMENT: Bunnies at the Park**  *There were 2 bunnies playing at the park. Then 2 more came to the park to play. How many bunnies are at the park?  Use the manipulatives to show me the word problem.*  Students are given this narrative “add to” situation in which they are asked to represent the addition problem. Students represent the situation using pictures, numbers, or any manipulative that allows them to show the total. Focus is first on representing the addition situation and then on the solution. |

**LEARNING PLAN & ACTIVITIES:**

***There are 12 tasks and 15 days of instruction.***

**Task 1:** Make Five on the Five Frame

* Prepare blank 5 frames for students , double sided counters, teacher 5 frame and counters. If you would like to make an anchor chart for the classroom during this lesson: Prepare 5 frames showing each of the 6 ways to make 5.
* Teacher tells students that there are 5 counters on the 5 frame. Some are red and some are yellow (or appropriate colors for your double sided counters). Teacher asks, “What might my 5 frame look like?”
* Students then use their 5 frames and counters to show ways to make 5.
* Teacher should record students’ responses on a chart. If making an anchor chart include the 5 frame and the equation. It is a good idea to write the numbers in the equation in the same color as the counters appear on the 5 frame.

**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 Sept 12 to Sept 16 of, 2016**

**Language of Instruction: English**

**Craycroft Elementary**

**Tuesday, Sept 13**

8:10-10:10: Module 1: Cycle 5: Lesson 27 Getting to Know Letters (Part 2)

**Long-Term Targets**

* 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): “v,” “s,” and “t” (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 “v”and “s” (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 “v” and “s” (L.K.1).**

* I can print many uppercase letters.

I can print many lowercase letters.

**Agenda**

1. Opening (5 minutes)
   1. Poem Letter Search: “v” and “s”
   2. Letter-Sound Chant: “v” and “s”
2. Work Time (10–15 minutes)
3. Getting to Know Letters (Part 2): “v” and “s”
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;** Poetry notebooks (one per student; from Lesson 26)

* Poem: “Victor the Sleepy Vulture” (one per student in their poetry notebooks)
* Enlarged poem: “Victor the Sleepy Vulture” (to display; from Lesson 26)
* Large pointer (optional; for teacher to point to words in poem as the class recites)
* Keyword Picture Cards: “v” and “s” (one of each for teacher to display; from Lesson 26)
* Highlighter, highlighter tape, or Wikki Stix (one for teacher to circle the letter in poem)
* Writing utensils (optional; for students to circle the letters in their poetry notebooks or on their loose copies of the poem; one per student)
* Letter Demonstration Board (one for teacher)
* Letter Formation Guidance document (standalone document for teacher reference; see K–2 Skills Resource Manual)
* “v” and “s” handwriting papers (one each per student)

Snapshot Assessment (optional; one per student)

**Opening A. Poem Letter Search: “v” and “s”**

* (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!”*

* Distribute **poetry notebooks** or copies of the **poem: “Victor the Sleepy Vulture”** to individuals or partners.
* Begin the Poem Letter Search instructional practice:

1. Teacher reads **enlarged poem: “Victor the Sleepy Vulture”** 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 learned the story of two letters in our last lesson: ‘v’ and ‘s.’ 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 **Keyword Picture Cards: “v” and “s.”**
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, encouraging students to do the same.
6. Teacher says: “Look! I found a ‘v’! I am going to circle the word with my **highlighter**.”
7. Teacher says: “The letter ‘v’ starts the word ‘vulture.’ I can hear the /v/ sound at the beginning of the word ‘vulture.’”
8. Students circle the letter in their copy of the poem 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 (as time allows) with the remaining letters: “s,” “n,” “h,” “t,” “a,” and “m.”

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: “v”and “s”**

* (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 “v”: “‘v,’ vulture, /v/,” and repeats.
3. Teacher asks students to join in the Letter-Sound Chant for “v”: “‘v,’ vulture, /v/,” and repeats.
4. Repeat steps 4–5 with “s.”

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

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

* (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 got to know a little about the letters ‘s’ and ‘v’ yesterday. We learned their names, sounds, and keywords. (display Keyword Picture Cards: “v” and “s”). Today, we’re going to learn how to write these letters.”
2. Teacher reviews letter sounds from Lesson 26.
3. Teacher selects the sound for review: /s/.
4. Teacher says: “Now I will say the sound and skywrite the letter ‘s,’ and then you can do the same.”
5. Students echo the sound and say the letter while skywriting: /s/.
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 letter formation directions (referring to the standalone **Letter Formation Guidance document**).

Example:

* + “s” is a belly line letter. It starts on the belly line.
  + Point to the belly line.
  + Pull back on the belly line and make a curve (looks like a skinny “c”).
  + Make another curve up and finish on the feet line (backward “c”).
  + Teacher says: “‘s,’ snake, /s/.”
  + Students repeat: “‘s,’ snake, /s/.”

1. Students write the letter on their **“s”** **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 “v” using the “v” handwriting paper.
4. Teacher says: “Great job writing the letters ‘s’ and ‘v.’ Remember, to make the letter ‘s,’ (repeat letter formation directions). And when we make the letter ‘v,’ (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 ‘s,’ 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

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| 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 “v” and “s,” using “v” and “s” 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: “v” or “s,” 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 “v” and “s,” using “v” and “s” 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 the 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: “v” or “s,” 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 “v” and “s,” using “v” and “s” 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 the 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: “v” or “s,” 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

**Extension activities for Hearing (as time allows): Sound on the Ground**

Have one group of students lay on the floor with one ear to the ground while the other group jumps up and down to feel and hear the vibrations.

**Noises I Can Make**

Ask students to put their hand over their throat. Then have them whisper, talk, yell, hum, etc. to feel the vibrations of their larynx.

**Vibrations**

This is a favorite to illustrate that vibrations cause sound. Use a rubber band to attach a piece of thin rubber (a piece of a balloon or rubber glove) to one side of a PVC elbow. Put a few pieces of rice on the taut piece of rubber. Talk into the open end of the PVC pipe and watch the rice dance (sound waves). The louder you talk, the better the rice jumps. Demonstrate vibrations making sounds by running your finger across a comb and by playing a "finger guitar" (three nails pounded into a piece of wood with different width rubber bands.) Remember the old tin can telephones??? You can do the same thing using clear plastic cups. Place small objects (pins, nails, rice, buttons) in pairs of empty film canisters. Have students try to find the matching sounds when they shake them.

**Making Instruments ;** Assign "family homework" of making an instrument. Have students bring them in and play them in a class band.  March around the room playing the instruments. We also used them for counting practice--I wrote a number and they tapped that many beats. Another idea is to use them for audio patterns.

**Sounds Around Me;** Listen to a tape of various sounds and try to identify the sound.

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

**K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.** (report card indicator) [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1X2JqX20yUkctcTg)

* K.OA.A.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics.  This applies wherever drawings are mentioned in the Standards.)

**K.CC.B Count to tell the number of objects.** [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1b082SWFOV0kzZW8)

* K.CC.B.4.([8:36](https://drive.google.com/open?id=0B6RJi4wBOdp1WjQwUWpScmU2LWM)[Video explaining this standard](https://drive.google.com/open?id=0B6RJi4wBOdp1WjQwUWpScmU2LWM)) 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.

[Detailed explanation of Counting and Cardinality](https://drive.google.com/open?id=0B6RJi4wBOdp1cElxZWVaNnNRTjg) (Progressions)

[Detailed explanation of Operations and Algebraic Expressions](https://drive.google.com/open?id=0B6RJi4wBOdp1VVZvMjBUVnIzTEk) (Progressions)

Mathematical Practice Standards

                    MP 1 -  Make sense of problems and persevere in solving them.

                    MP 8 – Look for and express regularity in repeated reasoning.

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| --- |
| **KEY TERMS / VOCABULARY: \***result \*Model / Represent \*Equality / Equal Sign \*Add / add to \*Explain  **Daily Skills Review** [Number Talks to 5](https://drive.google.com/open?id=0B6RJi4wBOdp1R2NhUDZ0alV4b0E) (“How many do you see? How do you see them?”)   * [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) * [Join Result Unknown Word Problems w/in 5](https://drive.google.com/open?id=11Yjj0hva--VPcOJ-ehDC9kymDlaX02CL0PrYWgZh6vE)     [CGI In the Kindergarten Classroom](https://drive.google.com/open?id=0B6RJi4wBOdp1UGJaNVZNU0pwSVE)   + Strategy Talks-Teachers should begin to expect students to share and discuss their problem solving models |

**Task 2 :** [**Addition Plate**](https://drive.google.com/open?id=0B6RJi4wBOdp1dWpIQUowaDI1dk0)

* [**1+1=FUN**](https://drive.google.com/open?id=0B6RJi4wBOdp1cDd6RlM4a0E2N3M)**:** Addition Video
* Prepare obtain sectioned disposable plates (see attachment for example), counters, numeral cards
* Students turn over one numeral card and put that many counters in the first section of the plate.
* Turn over another card and place that many counters in the next section of the plate.
* Students then bring all counters from both sections to the large section at the bottom of the plate.
* Discuss how this is showing addition. Show students how to record with pictures, words, or numbers.

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**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 12 to Sept 16, 2016**

**Language of Instruction: English**

**Craycroft Elementary**

**Wednesday, Sept 14**

8:10-10:10: Module 1: Cycle 5: Lesson 28 Mystery Word

**Long-Term Targets**

* 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 “v”and “s.”**

* 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).

**Agenda:** Opening (5 minutes)

* 1. Poem: Articulatory Gestures
  2. Clues: Mystery Word

Work Time (10–15 minutes)

1. Mystery Word: “he”

Closing and Assessment (2 minutes)

1. 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: “Victor the Sleepy Vulture” (or handwritten on chart paper; to display; from Lesson 26)

* 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: “Victor the Sleepy Vulture” (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 “Three Blind Mice”):

*“Read the poem, read the poem. Line by line, line by line. Open your ears to find the rhyme. Read together, we’ll sound just fine. Whenever we read, we have a fun time. Read the poem, read the poem.”*

* Begin the Poem: Articulatory Gestures instructional practice:

Teacher reads the **enlarged poem: “Victor the Sleepy Vulture”** once or twice, pointing to each word as he or she read it (with a finger or a **pointer**).

Teacher says: “We’ve been practicing saying and writing the letters ‘v’ and ‘s.’Today, we are going to concentrate on the way our mouths look when we say the letter sounds.”

Teacher says: “Watch my mouth as I say the sound /s/ for ‘snake.’”

Teacher models the articulatory gesture for /s/ (referencing the **Articulatory Gestures chart**).

Teacher asks:

* “What do you notice about the way my mouth looks when I say the sound /s/?” (lips are in a slight smile)

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

Teacher asks:

* “What did you notice when you said the /s/ sound?” (My mouth was shaped in a slight smile. My tongue was close to the roof of my mouth but not touching.)

Repeat steps 3–7 with /v/ for “vulture.”

**B. Clues to the Mystery Word**

* Begin the Clues to the Mystery Word instructional practice:

1. Teacher says: “Yesterday, we learned that authors use high-frequency words a lot in their writing. We don’t know which word it is, so we called it a ‘mystery word.’ Today, we are going to 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 ‘in’has two letters.”
3. Teacher points underneath each “in” 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: “Victor the Sleepy Vulture”** individually or with a partner. Students point to a word that they think has two letters in it.
2. Teacher chooses a student volunteer to say or point to which words have two letters in them.
3. Teacher reads poem again.
4. Teacher says: “Clap your hands each time I say a word with two letters.”
5. Teacher reads poem as students clap.

Teacher says: “Wow! You clapped 10 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: “he”**

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

“*Now let’s solve the mystery, clue by clue. The clues will tell you what to do. When we solve the mystery, we will shout. We know the word, we figured it out!”*

* 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. Students 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 ‘e.’ 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 ‘me.’”
5. Teacher asks:

* “Who can share their guess at the mystery word?” (Students share their guesses.)

1. Teacher says: “I think you might be right. Let’s check the word ‘he’ 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 ‘e’?” (yes)

“Does it rhyme with ‘me’?” (yes)

1. Teacher says: “Yes! ‘he’ is the mystery word because it has two letters, one vowel, the letter ‘e,’ and it rhymes with ‘me’!”
2. Teacher asks:

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

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

Teacher says: “This is an important word you are going to 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 ‘he,’ 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 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**

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| 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, 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. 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) | **Early Partial Alphabetic:**   * Practice activity: Teacher guides students in a Mystery Word Search and Rainbow Write.   + Students find the word “he” in their copy of the poem: “Victor the Sleepy Vulture”   + Students circle the word every time they see it.   + Students practice writing the word in different colors with colored markers, crayons, or colored pencils. * **Additional Supporting Materials:**   + Poetry notebook or copy of poem: “Victor the Sleepy Vulture”   + 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 “he” wordsthey find in the poem and record them.   + Students write a story using the word“he” as many times as they can, reinforcing the idea that “he” is a high-frequency word used often by authors to communicate ideas. * **Additional Supporting Materials:**   + Poetry notebook or copy of poem: “Victor the Sleepy Vulture”   + Lined writing paper and writing utensils |

**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.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.** (report card indicator) [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1X2JqX20yUkctcTg) K.OA.A.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics.  This applies wherever drawings are mentioned in the Standards.)

**K.CC.B Count to tell the number of objects.** [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1b082SWFOV0kzZW8) K.CC.B.4.([8:36Video explaining this standard](https://drive.google.com/open?id=0B6RJi4wBOdp1WjQwUWpScmU2LWM)) Understand the relationship between numbers and quantities; connect counting to cardinality. \*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.

\*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. \*Understand that each successive number name refers to a quantity that is one larger. [Detailed explanation of Counting and Cardinality](https://drive.google.com/open?id=0B6RJi4wBOdp1cElxZWVaNnNRTjg) (Progressions) [Detailed explanation of Operations and Algebraic Expressions](https://drive.google.com/open?id=0B6RJi4wBOdp1VVZvMjBUVnIzTEk) (Progressions) \*Mathematical Practice Standards \*                    MP 1 -  Make sense of problems and persevere in solving them. \*                    MP 8 – Look for and express regularity in repeated reasoning.

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| --- |
| **KEY TERMS / VOCABULARY:** result \*Model / Represent \*Equality / Equal Sign \*Add / add to \*Explain  **Daily Skills Review** [Number Talks to 5](https://drive.google.com/open?id=0B6RJi4wBOdp1R2NhUDZ0alV4b0E) (“How many do you see? How do you see them?”)   * [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) * [Join Result Unknown Word Problems w/in 5](https://drive.google.com/open?id=11Yjj0hva--VPcOJ-ehDC9kymDlaX02CL0PrYWgZh6vE)     [CGI In the Kindergarten Classroom](https://drive.google.com/open?id=0B6RJi4wBOdp1UGJaNVZNU0pwSVE)   + Strategy Talks-Teachers should begin to expect students to share and discuss their problem solving models |

**Task 3:** [**Addition Fun**](https://drive.google.com/open?id=0B6RJi4wBOdp1ZjRCOGpvZkZieE0) **\*** Prepare:  poster board, 2 paper cups, 2 paper towel roll insides, a basket or bowl, beads (or anything to count with-paper clips, erasers, etc.) and a marker to draw the plus sign.  These are all simply taped to the poster board using packaging tape (see link above for a photo representation). \*Students work together to solve a number sentence. The first addend goes in the first tube, the second addend goes in the second tube. The counters fall through and the solution is in the basket.

* Have students record with numbers, words, or pictures.

**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 12 to Sept 16, 2016**

**Language of Instruction: English**

**Craycroft Elementary**

**Thursday, Sept 15**

8:10-10:10: Module 1: Cycle 5: Lesson 29 Feel the Beats

* **Long Term Targets**
* 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.
* 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: Opening A: I can identify the name and sound for the letters “a,” “t,” “h,”“p,” “c,” “n,” “m,” “r,” “s,” and “v” (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:**  Opening (5 minutes)

* 1. Letter-Sound Chant: “a,” “t,” “h,” “p,” “c,” “n,” “m,” “r,” “s,”and *“*v”

Work Time (10–15 minutes)

1. Feel the Beats

Closing and Assessment (2 minutes)

1. Reflecting on Learning

Differentiated Small Group Instruction and Rotations

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

* **Materials:** Enlarged poem: “Victor the Sleepy Vulture” (to display; from Lesson 26)
* Large pointer (optional; for teacher to point to words in poem as the class recites)
* Articulatory Gestures chart (from Lesson 26)

Snapshot Assessment (optional; one per student)

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

* (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: “I remember in our poem that we touched our noses when we heard the words ‘vulture’ and ‘snake,’ and that we used those words to help us learn about the letters ‘v’ and ‘s.’”
2. Teacher asks:

* “Do you think those are good words to help us remember the sounds that ‘v’ and ‘s’ make?” (Yes!)

1. Teacher says: “Great! Then let’s practice the keywords we know with our Letter-Sound Chant!”
2. Teacher models the Letter-Sound Chant for “s”: “‘s,’ snake, /s/,” and repeats.
3. Teacher asks students to join in the Letter-Sound Chant for “s”: “‘s,’ snake, /s/,” and repeats.
4. Repeat steps 2–3 with remaining letters: “a,” “t,” “h,” “p,” “c,” “n,” “m,” “r,” and *“*v.”

Teacher says: “Great job! When we learn new letters, we learn a keyword to help us unlock the sound. 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 rat-a-tat-tat.”*

* Begin the Feel the Beats instructional practice:

1. Teacher reads the **enlarged poem: “Victor the Sleepy Vulture”** once, pointing to each word as he or she reads it (with a finger or **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 tap together the index and middle fingers of the right hand against the same two fingers of the left and allows students to practice.
5. Teacher says: “As we read the poem together, let’s tap the beats on our fingers.”
6. Teacher leads students in reading the poem aloud slowly while tapping the beats.
7. Teacher rereads the first two lines while tapping: “Victor the Sleepy Vulture sat in a very tall tree. Enjoying the view and all he could see.’’
8. Teacher invites students to say the word “vulture” aloud, holding up a finger every time they hear a beat.
9. Teacher asks:

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

1. Teacher says: “That’s right. There are two beats in the word ‘vulture.’ 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 ‘vulture’?” (“vul”)

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

1. Repeat steps 8–11 with the words: “sat,” “sleepy,” “see,” and “Victor.”
2. Teacher says: “So we noticed that some words have one syllable, like the word ‘sat,’ and some words have more than one. The word ‘vulture’ has two syllables: ‘vul’ and ‘ture.’ 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: “Vic-tor.”
5. Students say: “Victor.”

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

**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 listen to or say a word like ‘something,’ how can we count the syllables it has?” (Say it, listen for each “beat,” and 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:**

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| 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: “Victor the Sleepy Vulture” 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: “Victor the Sleepy Vulture” 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: “Victor the Sleepy Vulture” 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 “tree,” students will make one line, while under the word “vulture,” they will make two.   OR:   * Suggested Activity Bank activity:   + Syllable Say Animal Feed (independently) * **Additional Supporting Materials:**   + Poetry notebooks (from Lesson 26; 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**

**ELP Standards:**

***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)

**Essential Questions:**

* **How does my sense of smell help me understand the world around me?**
* **How can I communicate ideas in writing?**
* **How can I write in a way that others will understand?**
* **What can I do to remember important information about a topic?**
* **Does my writing and my speaking make sense?**

[**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 describe the sense of smell, identify the parts of the nose and their functions, and provide simple explanations about the nose works.

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

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

**Academic Vocabulary:** non-fiction, informational text, facts, sentence, capitals, spacing, period**s**

**Text Vocabulary:** mucus, nostrils, scents, molecules, odor

**Read-Aloud: Introduce Topic:** Tell students to take a deep breath. Their chest (lungs) fills up with the air, but how does it get there? It travels through the nose. When air travels through the nose, we breath, but another remarkable thing happens. We smell. Let’s find out about our sense of smell.

**Introduce Text:** Reread the story My Five Senses by Aliki or show the video [**My Five Senses by Aliki**](http://www.watchknowlearn.org/Video.aspx?VideoID=34065)

* Go back and show the pages that give information about smell.
* Review the previous senses using the[**Image Cards**](http://crisscrossapplesauce.typepad.com/files/five-senses-picture-sort.pdf)
* Teacher will model asking a question using a complete sentence about smell. (What do we use our sense of smell for?  What are some things we can smell?)
* Add information about smell to the Five Senses Anchor Chart.

**Pair Share:** A/B partner share asking and answer questions.

* Partner A will say, “what is something you can smell?”
* Partner B will answer, “I can smell the \_\_\_\_\_\_\_.”
* Partners will switch roles.

**Writing:** Teacher  will model how to write a sentence using capitals, spacing (using two finger spacing or craft sticks for spacing) and periods.

* Teacher will model how to write the sentence:  I can smell the \_\_\_\_\_\_.
* Write sentence on a chart and use the same sentence frame to write a few more sentences modeling capitals, spacing and periods.
* Students will then use their journal to draw a picture and to  practice writing the sentence using capitals, spacing and periods.

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

**K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.** (report card indicator) [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1X2JqX20yUkctcTg) K.OA.A.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics.  This applies wherever drawings are mentioned in the Standards.)

**K.CC.B Count to tell the number of objects.** [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1b082SWFOV0kzZW8) K.CC.B.4.([8:36Video explaining this standard](https://drive.google.com/open?id=0B6RJi4wBOdp1WjQwUWpScmU2LWM)) 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.

[Detailed explanation of Counting and Cardinality](https://drive.google.com/open?id=0B6RJi4wBOdp1cElxZWVaNnNRTjg) (Progressions)

[Detailed explanation of Operations and Algebraic Expressions](https://drive.google.com/open?id=0B6RJi4wBOdp1VVZvMjBUVnIzTEk) (Progressions)

Mathematical Practice Standards

                    MP 1 -  Make sense of problems and persevere in solving them.

                    MP 8 – Look for and express regularity in repeated reasoning.

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| **KEY TERMS / VOCABULARY:** result \*Model / Represent \*Equality / Equal Sign \*Add / add to \*Explain  **Daily Skills Review** [Number Talks to 5](https://drive.google.com/open?id=0B6RJi4wBOdp1R2NhUDZ0alV4b0E) (“How many do you see? How do you see them?”)   * [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) * [Join Result Unknown Word Problems w/in 5](https://drive.google.com/open?id=11Yjj0hva--VPcOJ-ehDC9kymDlaX02CL0PrYWgZh6vE)     [CGI In the Kindergarten Classroom](https://drive.google.com/open?id=0B6RJi4wBOdp1UGJaNVZNU0pwSVE)   + Strategy Talks-Teachers should begin to expect students to share and discuss their problem solving models |

**Task 4: Model Addition with Unifix Cubes**

* Give each student 2 different colored sets of 5 of unifix cubes.
* Say addition problems orally and have students use the cubes to show. (i.e.; I have 2 green cubes and 1 red cube.)

**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 12 to Sept 16, 2016**

**Language of Instruction: English**

**Craycroft Elementary**

**Friday, Sept 16**

8:10-10:10: Module 1: Cycle 5: Lesson 30 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**

**Opening A: I can identify the name and sound for the letters “a,” “t,” “h,” “p,” “c,” “n,” “m,” “r,” “v,” and “s” (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.

When given a word, I can create a new rhyming word by changing the first sound in the word.

**Agenda:**

1. Opening (5 minutes)
   1. Letter-Sound Chant:“a,” “t,” “h,” “p,” “c,” “n,” “m,” “r,” “v,” and “s”
2. Work Time (10 minutes)
3. Rhyme Time
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; rhyme (L)

* **Materials:** Enlarged poem: “Victor the Sleepy Vulture” (to display; from Lesson 26)
* Large pointer (optional; for teacher to point to words in poem as the class recites)

Snapshot Assessment (optional; one per student)

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

* (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: “I remember in our poem that we touched our noses when we heard the words ‘snake’ and ‘vulture,’ and that we used those words to help us learn about the letters ‘s’ and ‘v.’”
2. Teacher asks:

* “Do you think those are good words to help us remember the sounds that ‘s’ and ‘v’ make?” (Yes!)

1. Teacher says: “Great! Then let’s practice they keywords we know with our Letter-Sound Chant!”
2. Teacher models the Letter-Sound Chant for “s”: “‘s,’ snake, /s/,” and repeats.
3. Teacher asks students to join in the Letter-Sound Chant for “s”: “‘s,’ snake, /s/,” and repeats.
4. Repeat steps 4–5 with remaining letters: “a,” “t,” “h,” “p,” “c,” “n,” “m,” “r,” and “v.”

Teacher says: “Great job! When we learn new letters, we learn a keyword to help us unlock the sound. 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 a word and then point to an object. You will say the name of the object, and then we can figure out how the two words go together. Watch while I model.”
2. Teacher says: “sat,” then says: “pat.”
3. Teacher invites students to say both words: “sat,” “pat.”
4. Teacher asks:

* “I wonder how these words are the same?” (sound almost the same, rhyme, endings are the same)
* “What sounds do they both have?” (/a/, /t/)
* “How are these words different?” (first sound is different)
* “Who can think of another word that has the same ending, ‘at,’ as ‘sat’ and ‘pat’?” (“cat,” “mat,” “hat”)

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, ‘at,’ at the ending of these words. We can say these words rhyme because they follow the pattern of ‘at’ and the ending. Let’s try with some different words.”
2. Repeat steps 1–4 with word sets: “nap”/“map” and “tall”/“hall.”
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 reads the first two lines of the **poem** aloud, jumping on the words “tree” and “see.”
5. Teacher invites students to stand and do this together, thinking about what two words they are jumping on.
6. Teacher asks:

* “What words did we jump on?” (“tree” and “see”) “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/)

1. Repeat steps 7–9 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:**

**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:
  + “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**

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| 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 teacher to find pictures of words that rhyme. There are 10 pairs of words: * “can”/“van,” “dog”/“log,” “crown”/“frown,” “dice”/“mice,” “cat”/“bat,” “pan”/“man,” “truck”/“duck,” “fox”/“box,” “pail”/“sail,” and “rice”/“ice”   + Teacher cuts apart the words ahead of time for one set of cards (teacher set).   + Starting with just four cards (example: “can”/“van,” “cat”/“rat,” “dice”/“mice,” and “dog”/”log”), teacher supports students as they say the name of each picture.   + Students 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. * Possible variation: Memory. | **Early Partial Alphabetic:**   * Practice activity: Match the Words That Rhyme.   + Students work with teacher to find pictures of words that rhyme. There are 10 pairs of words: * “can”/“van,” “dog”/“log,” “crown”/“frown,” “dice”/“mice,” “cat”/“bat,” “pan”/“man,” “truck”/“duck,” “fox”/“box,” “pail”/“sail,” and “rice”/“ice”   + Teacher cuts apart the words ahead of time for one set of cards (teacher set). * Starting with just four cards (example: “can”/“van,” “cat”/“rat,” “dice”/“mice,” and “dog”/“log”), teacher supports students as they say the name of each picture. * Students 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. | **Late Partial and Early Full Alphabetic:**   * Independent practice activity: Match the Words That Rhyme.   + Students work with teacher to find pictures of words that rhyme. There are 10 pairs of words: * “can”/“van,” “dog”/“log,” “crown”/“frown,” “dice”/“mice,” “cat”/“bat,” “pan”/“man,” “truck”/“duck,” “fox”/“box,” “pail”/“sail,” and “rice”/“ice”   + Teacher cuts apart the words ahead of time for one set of cards (teacher set).   + Starting with just four cards (example: “can”/“van,” “cat”/“rat,” “dice”/“mice,” and “dog”/“log”), teacher supports students as they say the name of each picture.   + Students match the remaining cards that rhyme.   + Individually, students glue their matches onto 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) | | |
| * + 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: 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) | * **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 ELP Standards:**

***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)

**Essential Questions:**

* **How does my sense of smell help me understand the world around me?**
* **How can I communicate ideas in writing?**
* **How can I write in a way that others will understand?**
* **What can I do to remember important information about a topic?**
* **Does my writing and my speaking make sense?**

[**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 describe the sense of smell, identify the parts of the nose and their functions, and provide simple explanations about the nose works.

**Vocabulary:**

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

**Academic Vocabulary:**

non-fiction, informational text, facts, sentence, capitals, spacing, period**s**

**Text Vocabulary:**

mucus, nostrils, scents, molecules, odor

**Read-Aloud:**

**Introduce Topic:**

* Ask students to think about the following: What things smell good to you? What smells bad? If you close your eyes, can you still tell what you are smelling? How? Take answers in complete sentences.

**Introduce Text:**

* Review the Five Senses Anchor Chart that you have completed so far.
* Show pictures of the nose on slide 22 using the pictures from the  **[Five Senses Flipbook](https://docs.google.com/a/students.susd12.org/file/d/0B4O5q5JF6gX2d3FhTkhaVkNnLUk/edit)**.
* Teacher can name and explain the labels on the slide.  Explain how the nose and the brain work together to identify smell.
* Review parts shown on the slide.  Then have students echo you as you read the words.

**Pair Share:**

* Teacher will model asking and answering question.
* Partner A will ask, *“ What do you use to smell?”*
* Partner B will answer, *“I use my nostrils  to smell.”*
* Partners will switch roles.

**Writing:**

* Teacher will model how to draw a facial profile with the students.  Then together label the parts shown on slide 22.( nostrils, smell receptors and brain.)
* You can add a flower or other object under the nostrils.

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

**K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.** (report card indicator) [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1X2JqX20yUkctcTg) K.OA.A.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics.  This applies wherever drawings are mentioned in the Standards.)

**K.CC.B Count to tell the number of objects.** [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1b082SWFOV0kzZW8) \*K.CC.B.4.([8:36Video explaining this standard](https://drive.google.com/open?id=0B6RJi4wBOdp1WjQwUWpScmU2LWM)) Understand the relationship between numbers and quantities; connect counting to cardinality. \*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.

1. 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.
2. Understand that each successive number name refers to a quantity that is one larger.

[Detailed explanation of Counting and Cardinality](https://drive.google.com/open?id=0B6RJi4wBOdp1cElxZWVaNnNRTjg) (Progressions)

[Detailed explanation of Operations and Algebraic Expressions](https://drive.google.com/open?id=0B6RJi4wBOdp1VVZvMjBUVnIzTEk) (Progressions)

Mathematical Practice Standards

MP 1 -  Make sense of problems and persevere in solving them.          MP 8 – Look for and express regularity in repeated reasoning.

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| **KEY TERMS / VOCABULARY: \***result \*Model / Represent \*Equality / Equal Sign \*Add / add to \*Explain  **Daily Skills Review** [Number Talks to 5](https://drive.google.com/open?id=0B6RJi4wBOdp1R2NhUDZ0alV4b0E) (“How many do you see? How do you see them?”)   * [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) * [Join Result Unknown Word Problems w/in 5](https://drive.google.com/open?id=11Yjj0hva--VPcOJ-ehDC9kymDlaX02CL0PrYWgZh6vE)     [CGI In the Kindergarten Classroom](https://drive.google.com/open?id=0B6RJi4wBOdp1UGJaNVZNU0pwSVE)   + Strategy Talks-Teachers should begin to expect students to share and discuss their problem solving models |

**Task 5: Numbers in Hand \***Show students a numeral card or say a number between 0 and 5. Have students show that number on their fingers on one hand, and then on two (for example the number is 4 they may show four on one hand and then three on one hand and one on the other).

* Have students check to see if they have the same fingers up as anyone else. Can they show a different way to show the same number?
* When the teacher is showing number on their hands they should make sure that they do not ALWAYS use the same representation. The amount one could be represented with any of the fingers on the hand, three might be pinky, ring, and middle finger.
* See attachment for examples: [fingers](https://drive.google.com/open?id=0B6RJi4wBOdp1cjl4RWxpSUYtSVE)

**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.