**Lesson plans for the week of Sept 25 to Sept 30, 2016**

**Language of Instruction: English**

**Craycroft Elementary**

**Monday, Sept 25**

8:10-10:10 Skills block Module 2: Cycle 6: Lesson 35

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 “h,”“p,” “a,” “t,” “n,” “c,” “m,” “r,” “v,” “s,” “i,” and “g” (RF.K.3).**

* I can identify the name of each uppercase and lowercase letter.
* I can say the sound that each consonant letter makes in words.
* I can identify the most common, single graphemes (letters) for short vowels.

**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.

1. **Agenda 1.** Opening (5 minutes)
2. Letter-Sound Chant:“h,”“p,” “a,” “t,” “n,” “c,” “m,” “r,” “v,” “s,” “i,” and “g”
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, rhyming (L)

**Materials;**

Work Time Picture Card: goose (one for display)

* Work Time Picture Card: boot (one for display)
* Enlarged poem: “The Grumpy Iguana” (to display; from Lesson 32)
* Large pointer (optional; for teacher to point to words in poem as the class recites)
* Poetry notebooks (from Lesson 32)
* Articulatory Gestures chart (from Lesson 31)

Snapshot Assessment (optional; one per student)

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

* (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 “i”: “‘i,’ iguana, /i/,” and repeats.
3. Teacher asks students to join in the Letter-Sound Chant for “i”: “‘i,’ iguana, /i/,” and repeats.
4. Repeat steps 2–3 with letters learned to this point.

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.”*

1. Teacher says: “moose,” then shows the **Work Time Picture Card: goose** and says: /g/.
2. Students say: “goose.”
3. Teacher invites students to say both words.
4. Teacher asks:
* “Do these words rhyme?” (yes)
* “How do you know?” (sound the same at the end)
* “What part of the word helps you know that they rhyme? The beginning or the end?” (end)
* “What is the beginning sound in ‘moose’?” (/m/)
* “What is the ending chunk in ‘moose’?” (/oos/)
* “Can you think of another word that rhymes with ‘moose’ and ‘goose’?” (“juice,” “loose,” “spruce”)
1. Teacher says: “boot,” and then shows the **Work Time Picture Card: boot**.
2. Teacher repeats steps 2–4 with this second set of words.
3. Teacher says: “Let’s see if we can be detectives and find words that rhyme in ourpoem.”
4. Teacher invites students to recite the first two lines of the **enlarged poem: “The Grumpy Iguana”** aloud.
5. Teacher asks:
* “Did you hear any words that rhyme?” (yes)
* “Which words rhyme?” (“gate,” “late”)
* “How do you know they rhyme?” (same ending sound)
1. Teacher says: “Let’s check: /g/ /ate/ and /l/ /ate/. You’re right. They have the same ending sound!”
2. Repeat steps 8–10 with the rest of the poem. Teacher says: “Let’s recite this entire poem aloud together now, feeling the rhyme in our bodies and mouths. Every time we hear a rhyming word, we’ll jump.”
3. Teacher and students recite the poem together, jumping for the rhyming words.
4. Teacher invites students to listen to this list of words: “you,” “do,” “blue.”
5. Teacher asks:
* “Can anyone think of another word that rhymes with these words?”
1. Teacher invites students to talk to an elbow partner or whisper the answer into their hand.

Teacher recites all the rhyming words aloud (“you,” “do,” “blue,”) and adds words provided by the students.

**Closing and Assessing; A. Reflecting on Learning**

**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: “How do we know that ‘you’ and ‘do’ are rhyming words?” (have the same ending sound: “oo”)

“How might knowing rhyming words help us with reading and 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 I or g 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: Which One Doesn’t Belong?
	+ Students work with teacher to determine which of the pictures in a set of three does not rhyme with the other two.
	+ Starting with the first set, teacher supports students as they say the name of each picture.
	+ Students and teacher work together to identify the picture that does not rhyme and cross it out.
	+ Consider asking students to offer a new word that does belong (rhyme) with the other two.
	+ Repeat with the remaining sets of pictures.
* **Additional Supporting Materials:**
	+ Copies of “Which One Doesn’t Belong?” (one per student)
	+ Pencil or other writing utensil (one per student)
 | **Early Partial Alphabetic:*** Practice activity: Which One Doesn’t Belong?
	+ Students work with teacher to determine which of the pictures in a set of three does not rhyme with the other two.
	+ Starting with the first set, teacher supports students as they say the name of each picture.
	+ Students and teacher work together to identify the picture that does not rhyme and cross it out.
	+ Consider asking students to offer a new word that does belong (rhyme) with the other two.
	+ Students repeat with the remaining sets of pictures with less teacher support.
* **Additional Supporting Materials:**
	+ Copies of “Which One Doesn’t Belong?” (one per student)
	+ Pencil or other writing utensil (one per student)
 | **Late Partial and Early Full Alphabetic:*** Independent practice activity: Do They or Don’t They Rhyme?
	+ Students work independently to determine whether or not all the words in each row of pictures rhyme. They cross out any that don’t rhyme with the others in the row.
	+ Students say the name of each picture.
	+ Students identify any picture that does not rhyme and cross it out.
	+ Consider asking students to compare their choice with a classmate.
	+ Consider asking students to draw and label a new word next to the set that does belong (rhyme) with the other two.
* **Additional Supporting Materials:**
	+ Copies of “Do They or Don’t They Rhyme?” (one per student)
	+ Pencil or other writing utensil (one per student)
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**10:10-10:50:** Line students up for lunch. **Recess & Lunch**

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

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

**11:25-12:55 ELA Module writing**

**ELP Standards:**

***ELA Standards:***

K.RI.1 With prompting and support, ask and answer questions about key details in a text.

K.RI.2 With prompting and support, identify the main topic and retell key details of a text.

K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.

K.RI.10 Actively engage in group reading activities with purpose and understanding.

K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

K.L.1a. Print many upper and lowercase letters.

K.L.2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

K.L.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**Essential Questions:**

* **Why is the sense of taste an important function?**
* **How does the sense of taste help us understand the world we live in?**
* **How will a “mental image” help with drawing a story?**
* **Why do we label pictures**
* **Why is it important to publish my work?**

[**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 demonstrate understanding of the sense of taste, identify the parts of the mouth and their functions, provide simple explanations about how we taste food.

**Vocabulary:**

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

**Introduce Text:**

* Teacher will lead a discussion on what types of foods students enjoy eating.  What part of your body do you use to taste food?  Do all foods taste the same?  Do you like the way all foods taste?  Do you not like some foods?  Why or why not?
* Show slide 26 in the  **[Five Senses Flip Book](https://docs.google.com/a/students.susd12.org/file/d/0B4O5q5JF6gX2d3FhTkhaVkNnLUk/edit)**   and use picture clues to determine if the little boy likes the way the food tastes or does not like the way the food tastes.
* Discuss why or why not?  Include as many details as possible using the picture.

**Pair Share:**

* Students will partner share which foods they like to eat.
* *Partner A will ask:  What do you like to eat?*
* *Partner B will answer:  I like to eat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*
* *Partner A will ask What do you not like to eat?*
* *Partner B will answer:  I do not like to eat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*  Encourage multiple exchanges.
* Partners will switch roles.

**Writing:**

* Teacher will introduce aspects of phonetic spelling.
* Teach strategies that can be used to sound out words, i.e stretch and shrink, counting sounds, use picture/letter corresponding cards, etc.
* Model how to stretch the word and write the corresponding letter as they hear the letter sound.
* Expect that students will not hear or write every sound at this point.
* Teacher will write I like to eat ***“apls”***.
* Teacher will show how to write apples using sounding out strategies.
* Now students will copy the sentence frame in their journal and then together teacher and students will sound out another word to complete the sentence frame.

**1:35-2:35 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
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**Task 7: Ten Frame Addition**  [Ten Frame Addition](https://drive.google.com/open?id=0B6RJi4wBOdp1UFdOMFN4M3pOcG8)

This is a task from Illustrative Mathematics. It can be modified to a Five Frame, and use numeral cards or dice that limit the sums to within five. **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 25 to Sept 30, 2016**

**Language of Instruction: English**

**Craycroft Elementary**

**Tuesday, Sept 26**

8:10-10:10: Module 2: cycle 6: Overview Cycle-at-a-Glance Chart

**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.

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 a keyword for the vowel “i.” I can act out the events from the Letter Story: “i.”**

* I can identify the short vowel sound for every vowel letter.

**Work Time A and B: I can identify the name and sound for the letters “i”and “g” (RF.K.3).**

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

I can identify the short vowel sound for every vowel letter.

**Agenda**

1. Opening (5 minutes)
2. Read-aloud: Letter Story: “i”
3. Work Time (10–15 minutes)
4. Getting to Know Letters (Part 1): “i” and “g”
5. Letter-Sound Chant: “i” and “g”
6. Closing and Assessment (2 minutes)
7. Reflecting on Learning

Differentiated Small Group Instruction and Rotations

**Vocabulary** Key: (L): Lesson-Specific Vocabulary (T): Text-Specific Vocabulary; high-frequency word, keyword, vowel (L); barren, horizon, prey, silhouettes, stout, trudged, vast (T)

**Materials;** Letter Story: “i” (wrapped in colorful paper or placed in a decorative container; wrapping and container are optional; found in Kindergarten Appendix)

* Keyword Picture Cards: “g” and “i” (one of each for teacher to display)
* Articulatory Gestures chart (to post)

Snapshot Assessment (optional; one per student)

**Opening A. Read-aloud: Letter Story: “i”**

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

“*Now let’s read a story, word by word. Get yourselves ready to repeat what you heard. When we hear the vowel sound, we will say: This is the sound the vowel made today!”*

* Invite students to sit in a circle.
* Begin a read-aloud of the Letter Story: “i”:
1. Teacher displays the wrapped **Letter Story: “i.”**
2. Teacher says, with expression: “I have here, in my hands, a story to tell. Lis-ten carefully … lis-ten well.”
3. Teacher slowly unwraps and reveals the story.
4. Teacher reads the story aloud expressively and without interruption, using movements to accompany what happens in the story.
5. Teacher invites the students to stand and silently act out the story in place with him or her while he or she reads it aloud again.
6. After the second read, teacher asks:
* “Who did the children discover?” (iguana)
1. Teacher invites the students to turn to an elbow partner and asks:
* “What can you tell each other about iguanas from what you heard in the story?”
1. Teacher invites one or two students to share with the group.

Teacher says: “Let’s keep our eyes out for this /i/-/i/-/i/-guana today.”

**A. Getting to Know Letters (Part 1): “i” and “g”**

* (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 get to know two new letters today. We will learn the names, sounds, and keywords for these two letters.”
2. Teacher holds up the **Keyword Picture Card: “g,”** showing only the picture, and asks:
* “What is the name of this animal?” (“goose”)
* “What sound do we hear at the beginning of the word ‘goose’?” (/g/)
1. Teacher says: “Let’s all say that sound together: /g/.”
2. Students repeat sound: /g/.
3. Teacher says: “This is the letter ‘g.’”
4. Teacher asks:
* “What letter makes the sound: /g/?” (“g”)
1. Teacher says: “Right! Underneath our goose is the letter ‘g.’ Let’s use our arm as the pencil to skywrite the letter ‘g’ as we say the word: ‘goose.’”
2. Teacher models skywriting and says: “When we make the letter ‘g,’ we start just like we did with the letter ‘a.’ We curve around, make our ‘a,’ and then pull down and make a little tail.”
3. Teacher models skywriting of “g” with the keyword “goose.”
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 /g/?”
1. Teacher records the word on the board and asks:
* “What letter makes our /g/ sound in this word?” (“g”)
1. Teacher says: “Right! The letter ‘g’ says /g/. I’m going to circle the letter ‘g’ in the words we share.”
2. Teacher invites students to share two or three more words that begin with /g/. Teacher says: “These are great words! Now let’s see if we can think of some words that END with the sound /g/.”
3. If time allows, repeat steps 11–14with words that end with /g/.
4. Teacher says: “What a great list of words we have created! And all our words have the sound /g/ made by the letter ‘g,’ just like in our goose!”
5. Teacher holds up the Keyword Picture Card: “i,” showing only the picture, and asks:
* “Who knows the name of this animal?” (iguana)
1. Teacher says: “That’s right! There’s that iguana we read about! I thought he might show up again! This is the letter ‘i,’ and it is a vowel, just like ‘a’! We now have two of the five vowels. Vowels have super-important jobs in words: Every word has at least one vowel in it!”
2. Teacher displays the Keyword Picture Cards and shows how the vowels are all on colored paper to remind students that they are all vowels.
3. Teacher repeats steps 2–14 with the letter “i” and its sound, /i/.

Teacher says: “Now we’ve met ‘i’ and ‘g.’ In the next lesson, we’ll get to know them even better—we’ll learn how to write them!” **B. Letter-Sound Chant: “i”and “g*”***

* (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 models the Letter-Sound Chant for “i”: “‘i,’ iguana, /i/,” and repeats.
2. Teacher asks students to join in the Letter-Sound Chant for “i”: “‘i,’ iguana, /i/,” and repeats.
3. Repeat steps 1–2 with “g.”

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.”

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

“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 I or G 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 guides students in sorting pictures sharing initial sounds with keywords (“i” and “g”).
	+ Teacher cuts apart Initial Sound Sort Pictures.
	+ Teacher guides students in sorting pictures by initial sound (/i/ and /g/).
	+ Students paste pictures on Sort sheet (2 column).
 | **Early Partial Alphabetic:*** Practice activity: Students sort pictures sharing initial sounds with keywords (“i” and “g”).
	+ 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: “i” or “g,” found in the Kindergarten Appendix. After reading the story, practice skywriting the letter. Repeat the following day with the remaining letter.
 | **Late Partial and Early Full Alphabetic:*** Practice activity: Students sort pictures sharing initial and final sounds with keywords (“i” and “g”).
* Students cut apart Initial and Final Sound Sort Pictures.
* Students sort and paste pictures on Initial and Final Sound Sort sheet (3 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)
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| Differentiated Small Groups: Work with Teacher (continued) |
| * + If time allows, consider providing students 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: “i” or “g,” 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)
 | * **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)
 |  |

**Assessment:** Teacher observation

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

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

**1:10-11:20 Behavioral Expectations**

**11:25-12:55 ELA Module writing**

**ELP Standards: *ELA Standards:***

K.RI.1 With prompting and support, ask and answer questions about key details in a text.

K.RI.2 With prompting and support, identify the main topic and retell key details of a text.

K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.

K.RI.10 Actively engage in group reading activities with purpose and understanding.

K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

K.L.1a. Print many upper and lowercase letters.

K.L.2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

K.L.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**Essential Questions:**

* **Why is the sense of taste an important function?**
* **How does the sense of taste help us understand the world we live in?**
* **How will a “mental image” help with drawing a story?**
* **Why do we label pictures**
* **Why is it important to publish my work?**

[**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 demonstrate understanding of the sense of taste, identify the parts of the mouth and their functions, provide simple explanations about how we taste food.

**Vocabulary:**

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

**Read-Aloud:**

**Introduce Topic:**

* Ask students to think about the following question, “When you eat food, what part of your mouth helps you taste the food?” Tell them that they are going to find out more about the sense of taste.

**Introduce Text:**

* Review the Five Senses Anchor Chart that you have completed so far.
* Turn to your neighbor and look at each other’s tongues.  What do you see on your friends tongue?  Do you see little bumps? Those are your tastebuds.
* Show pictures of the tongue on slide 27 from the  **[Five Senses Flipbook](https://docs.google.com/a/students.susd12.org/file/d/0B4O5q5JF6gX2d3FhTkhaVkNnLUk/edit)**.
* Teacher will draw a tongue and label the different parts (sweet, salty,etc.)[**Taste Buds Poster**](https://docs.google.com/document/d/1wRrQ4613awdrF4q-5-R5k5majxkL7V8AAbR88dMYa7s/edit?usp=sharing)
* What are the bumps on your tongue called that help you taste foods? (The bumps on your tongue are called taste buds.)

**Pair Share:**

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

**Writing:**

* Teacher will model how to draw a tongue with the students.
* Then together label the parts of the tongue using phonetic sounds.( salty, sour, sweet, bitter, etc.)

**12:55-1:35 Specials Library**

**Math 1:35-2:30** 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.([8:36Video 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 7: Ten Frame Addition**  [Ten Frame Addition](https://drive.google.com/open?id=0B6RJi4wBOdp1UFdOMFN4M3pOcG8)

This is a task from Illustrative Mathematics. It can be modified to a Five Frame, and use numeral cards or dice that limit the sums to within five. **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 25 to Sept 30, 2016**

**Language of Instruction: English**

**Craycroft Elementary**

**Wednesday, Sept 27**

8:10-10:10: Module 2: Cycle 7: Lesson 36 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) (RF.K.1).**

* 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 identify the name and sound for the letters “d,” “f,”and “l” (RF.K.3).**

* I can identify the name of each uppercase letter.

I can look at each consonant and say its sound.

1. **Opening A** Opening (5 minutes)
2. Poem Launch: “An Afternoon Swim”
3. Work Time (10–15 minutes)
4. Getting to Know Letters (Part 1): “d,” “f,” and “l”
5. Letter-Sound Chant: “d,” “f,” and “l”
6. Closing and Assessment (2 minutes)
7. Reflecting on Learning
8. Differentiated Small Group Instruction and Rotations

**Vocabulary:**) Key: (L): Lesson-Specific Vocabulary (T): Text-Specific Vocabulary: high-frequency word, keyword (L)

**Materials:** Enlarged poem: “An Afternoon Swim” (to display; can be handwritten on chart paper)

* Large pointer (optional; for teacher to point to words in poem as the class recites)
* Poetry notebooks (one per student; see Teaching Notes)
* Poem: “An Afternoon Swim” (one per student in poetry notebooks)
* Keyword Picture Cards: “d,” “f,” and “l” (one of each for teacher to display)
* Articulatory Gestures chart (to post)
* Snapshot Assessment (optional; one per student)

**A. Poem Launch: “An Afternoon Swim”**

* (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 dog, a fish, or a lion.”
2. Teacher reads the **enlarged poem:** **“An Afternoon Swim”** once or twice, pointing to each word as he or she reads it (with a finger or **pointer**).
3. Teacher says: “I saw many of you touch your nose when you heard the lines ‘Dog and his friend Lion said, “Hey, let’s play,”’ and ‘And as they took a dip, they looked for their friend Fish.’ Close your eyes and picture these friends down by the riverbed.”
4. Teacher asks:
* “Do you see fish swimming fast?” (Consider allowing all or a few students to act out the scene.)
1. Teacher says: “Now I want you to try to read the poem with me.”
2. 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. Teacher distributes **poetry notebooks** or copies of the **poem: “An Afternoon Swim”** to individuals or partners.
2. Students follow along chorally as teacher reads aloud, pointing to the words on their copy of the poem 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 are going to look closely at those words and search for letters we know.”

**A. Getting to Know Letters (Part 1): “d,” “f,” and “l”**

* (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 three new letters today: ‘d,’ ‘f,’ and ‘l.’ We will learn the names, the sounds, and keywords for these three letters.”
2. Teacher holds up **Keyword Picture Card: “d,”** showing only the picture, and asks:
* “Can anyone tell me the name of this object?” (dog)
* “What sound do we hear at the beginning of the word: ‘dog’?” (/d/)
1. Teacher says: “Let’s all say that sound together: /d/.”
2. Students repeat sound: /d/.
3. Teacher asks:
* “What is the name of this letter?” (“d”)
* “What letter makes the sound /d/?” (“d”)
1. Teacher says: “Right! Underneath our dog is the letter ‘d.’ Let’s use our arm as the pencil to skywrite the letter ‘d’ as we say the word ‘dog.’”
2. Teacher models skywriting: “When we make the letter ‘d,’ we start at the top and pull down, then go back up halfway make a bump to the left and back around to the bottom.”
3. Teacher models skywriting of “d” with the keyword “dog.”
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 /d/?”
1. Teacher records word on chart and asks:
* “What letter is making our /d/ sound in this word?” (“d”)
1. Teacher says: “Right! The letter ‘d’ says /d/. I’m going to circle the letter ‘d’ in the words we share.”
2. Teacher invites students to share two or three more words that begin with /d/. Teacher says: “These are great words! Now let’s see if we can think of some words that end with the sound /d/.”
3. Repeat steps 10–14 with words that end with /d/.
4. Teacher says: “What a great list of words we have created! And all our words have the sound /d/ made by the letter ‘d,’ just like in our dog!”
5. Repeat steps 2–15 with “f” and “fish.”
6. Repeat steps 2–15 with “l” and “lion.”

Teacher says: “Now we’ve met ‘d,’ ‘f,’’ and ‘l.’ In the next lesson, we’ll get to know them even better—we’ll learn how to write them!” **B. Letter-Sound Chant: “d,” “f,” and “l*”***

* (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 that when I read our poem, we touched our noses when we heard the words ‘dog,’ fish,’ and ‘lion,’ and that we used those words to help us learn about the letters ‘d,’ ‘f,’ and ‘l.’ I bet you think those would be good words to help us remember the sounds that ‘d,’ ‘f,’ and ‘l’ make. So we will use ‘dog,’ ‘fish,’ and ‘lion’ as our keywords for those sounds.”
2. Teacher asks:
* “Who can tell me what a key does?” (unlocks the door)
1. Teacher says: “That’s right! So our keywords will be our keys to unlock the sounds for each letter. I’ll show you how we will practice this each day!”
2. Teacher models the Letter-Sound Chant for “d”: “‘d,’ dog, /d/,” and repeats.
3. Teacher asks students to join in the Letter-Sound Chant for “d”: “‘d,’ dog, /d/,” and repeats.
4. Repeat steps 3–4 with “f” and “l.”

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 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 letter ‘d,’ how can we remember the sound it makes?” (Think of our keyword, “dog,” and listen for the first sound or the sound that “d” 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 to each group member. The students will be asked to stand behind their chairs and rotate to 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 in sorting pictures sharing initial sounds with keywords (“d,” “f,” and “l”).
	+ Teacher cuts apart Initial Sound Sort Pictures.
	+ Teacher guides students in sorting pictures by initial sound (/d/, /f/, and /l/).
	+ Students paste pictures onto Sort sheet (3 column).
 | **Early Partial Alphabetic:*** Practice activity: Students sort pictures sharing initial sounds with keywords (“d,” “f,” and “l”).
	+ 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 (3 column).
 | **Late Partial and Early Full Alphabetic:*** Practice activity: Students sort pictures sharing initial and final sounds with keywords (“d,” “f,” and “l”).
* Students cut apart Initial and Final Sound Sort Pictures.
* Students sort and paste pictures on Initial and Final Sound Sort sheet (3 column).
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| Differentiated Small Groups: Work with Teacher (continued) |
| * + If time allows, consider providing each student with their own copies of the Initial Sound Pictures and Initial Sound Sort sheets and having them do the activity again independently.
* Consider also reading the Letter Stories: “d,” “f,” or “l,” 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)
 | * Consider also reading the Letter Stories: “d,” “f,” or “l,” 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 per student)
 | * **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)
 |

**Assessment:** Teacher observation

**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
 |

**Extra Activities:**

* [Cup Lineup](https://drive.google.com/open?id=16FEhubGrj6qCP_xWUSN9UuztsVY_3ANxNw_kgwhOqzs)  Number Bonds Activity (keep within 5)
* [Pennies for Your Thoughts](https://drive.google.com/open?id=13XTCjz8fQBJ6TlgChL7mrPdCeBCKvLTKV63OAp45Pww) Shake and Toss Number Bonds Activity (keep within 5)
* [Spoon Sums](https://drive.google.com/open?id=1uq2s7zgdKCiE_cYmZAMMMyui-SKrtJ0ta2k1vDQp444) Bonds, Number Bonds Activity (keep within 5)
* [Hoops and Shoes](https://drive.google.com/open?id=1eyYO8_COOUqdKaNGN6tzdm2PcQekbhSP0OEmZGHWB1s) Number Bonds Activity  (keep within 5)
* [Flip It](https://drive.google.com/open?id=1BujSIn3va8E2tmW74XWX_ZIFDAqi0mW5r2R0Q9m3PsU) Number Bonds Activity (keep within 5)
* [Buddy Hands](https://drive.google.com/open?id=1C8T0bjvNXjz7ijqS5M_UwC8NDgTUCbrnYVyBQDlcEJ0) ;[High Five](https://drive.google.com/open?id=1UmpzskdgkToEfBpQvGltBIjt2AmTmw69yaeOKjI2qxs); [Cube Trains](https://drive.google.com/open?id=1dgNN3xHbVJSrvlXfV3IdwTD249WjFTjykeRZckwLSQg); [Picture Grids](https://drive.google.com/open?id=1YEaGJf_H2I4eJahIHFwBhesTudrL_RmGJ9VRMuF8DNw); [Sums of Five](https://drive.google.com/open?id=0B6RJi4wBOdp1cHd1VTA3VW1Ucms); [Facts of Five](https://drive.google.com/open?id=0B6RJi4wBOdp1U3ROc1liNi1RaWc); Bears in a cave ; [Domino addition](https://drive.google.com/open?id=0B6RJi4wBOdp1VTdoUjhuNjI0SDg)
* [Addition fluency powerpoint](https://drive.google.com/open?id=0B6RJi4wBOdp1T3hhcXQwRWpwOFk); [Bowling for Addition](https://drive.google.com/open?id=0B6RJi4wBOdp1b1VndkZQUFl1QTQ);[Number line addition](https://drive.google.com/open?id=0B6RJi4wBOdp1ZXNJanVKbHNFekk); [Number line](https://drive.google.com/open?id=0B6RJi4wBOdp1V1Z3RzFaRVNYWE0)

**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 25 to Sept 30, 2016**

**Language of Instruction: English**

**Craycroft Elementary**

**Thursday, Sept 28**

8:10-10:10: Module 2: Cycle 7: Lesson 37 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.

**Daily Learning Targets: Opening A: I can identify the name and sound for the letters “i”and “g.”**

**Opening A: I can search for letters in a familiar text (poem): “d,” “f,” and “l” (RF.K.1).**

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

I can look at each consonant and say its sound.

**Opening B:** **I can identify the name and sound for the letters “d,” “f,” and “l” (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 “d,” “f,” and “l” (L.K.1).**

I can print many uppercase letters.

I can print many lowercase letters.

**Agenda:**  Opening (5 minutes)

1. Poem Letter Search: “d,” “f,” and “l”
2. Letter-Sound Chant: “d,” “f,” and “l”

Work Time (10–15 minutes)

1. Getting to Know Letters (Part 2): “d,” “f,” and “l”

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; keyword (L)

* **Materials:** Poetry notebooks (from Lesson 36)
* Poem: “An Afternoon Swim” (one per student in poetry notebooks or loose copies in a clear protective sleeve)
* Enlarged poem: “An Afternoon Swim” (for teacher to display; from Lesson 36)
* Large pointer (optional; for teacher to point to words in poem as the class recites)
* Keyword Picture Cards: “d,” “f,” and “l” (one of each for teacher to display; from Lesson 36)
* 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)
* “d,” “f,” and “l” handwriting papers (one per student)

Snapshot Assessment (optional; one per student)

**Opening: A. Poem Letter Search: “d,” “f,” and “l”**

* (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: “An Afternoon Swim”** to individuals or partners.
* Begin the Poem Letter Search instructional practice:
1. Teacher reads from **enlarged poem:** **“An Afternoon Swim”** aloud once, pointing to each word as it is read (with a finger or **pointer**).
2. Students chorally read the poem once or twice.
3. Teacher says: “We met three letters in our last lesson: ‘d,’ ‘f,’ and ‘l.’ 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**: **“d,” “f,” and “l.”**
5. Teacher curls hands around his or 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 ‘d’! I am going to circle the word with my **highlighter**.”
7. Teacher says: “The letter ‘d’ starts the word ‘dog.’ I can hear the /d/ sound at the beginning of the word ‘dog.’”
8. Students circle the letter in their own copy of the poem with a **writing utensil**, if using.
9. Teacher repeats steps 4–8 a few more times with the same letter.
10. Teacher repeats steps 4–8 a few times with remaining letters “f” and “l”; teacher reviews “g” and “s” 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’ll 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: “d,” “f,” and “l”**

* (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 letter sound)
3. Teacher says: “That’s right! Our keywords in the chant are our keys to unlocking the sounds for each letter. Let’s go!”
4. Teacher models the Letter-Sound Chant for “d”: “‘d,’ dog, /d/,” and repeats.
5. Teacher asks students to join in the Letter-Sound Chant for “d”: “‘d,’ dog, /d/,” and repeats.
6. Teacher repeats steps 4–5 with “f” and “l.”

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

**A. Getting to Know Letters (Part 2): “d,” “f,”and “l”**

* (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 ‘d,’ ‘f,’ and ‘l’ 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 the previous day.
3. Teacher selects sound for review: /d/.
4. Teacher says: “Now I will say the sound and skywrite the letter ‘d,’ and then you can do the same.”
5. Students echo the sound and say the letter while skywriting: /d/.
6. Teacher says: “It’s time to follow along as I write this letter.”
7. Teacher chooses a volunteer to approach the classroom chart to make the letter on the board.
8. Teacher directs students in proper letter formation with letter formation directions (referring to the standalone **Letter Formation Guidance document**).

Example:

* + “d” is a head line letter. It starts on the head line.
	+ Point to the head line.
	+ Pull down to the feet line.
	+ Trace back up to the belly line and curve all the way around left and back to the feet line.
	+ Teacher says: “‘d,’ dog, /d/.”

Students repeat: “‘d,’ dog, /d/.”

1. Students write the letter on their **“d” handwriting paper**. Teacher directs students with letter formation guidance for lowercase “d.”
2. Teacher circulates to assist students as needed, checking for proper grip.
3. Students repeat letter formation two more times.
4. Teacher repeats steps 2–11 with uppercase “d,” and upper- and lowercase “f” and “l” using the appropriate handwriting papers.

Teacher says: “Great job writing the letters ‘d,’ ‘f,’ and ‘l.’ Remember, to make the letter ‘d,’ (repeat letter formation directions). And when we make the letter ‘f,’ (repeat letter formation directions). And when we make the letter ‘l,’ (repeat letter formation directions).”

**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 write the letter ‘d,’ how can we remember where to start?” (Start at the head 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

**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: Teacher guides students as they practice letter formation for letters “d,” “f,” and “l,” using “d,” “f,” and “l” 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: “d,” “f,” or “l,” found in the Kindergarten Appendix. After reading, practice skywriting the letter.
 | **Early Partial Alphabetic:*** Practice activity: Students practice letter formation for letters “d,” “f,” and “l,” using “d,” “f,” and “l” 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.
* Consider also reading the Letter Stories: “d,” “f,” or “l,” found in the Kindergarten Appendix. After reading, practice skywriting the letter.
 | **Late Partial and Early Full Alphabetic:*** Practice activity: Students practice letter formation for letters “d,” “f,” and “l,” using “d,” “f,” and “l” 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.
 |

**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**

**11:25-12:55 ELA Module writing**

**ELP Standards: Read-Aloud:**

**Introduce Topic:**

* Ask students, “If you could have one food right now, what would it be?” What does it taste like?

**Introduce Text:**

* Teacher can chart types tastes (salty,sweet,sour,bitter) using personal experiences,  pictures or real food.
* What are some foods that taste sweet? (Answers may vary.)
* What are some foods that taste salty? (Answers may vary.)
* What are some foods that taste bitter? (Answers may vary.)
* What are some foods that taste sour? (Answers may vary.)

**Pair Share:**

* Students will share with A/B partners.
* *Partner A will ask, “What are some foods that taste sweet?*
* *Partner B will answer, Some foods that are sweet are \_\_\_\_\_\_\_\_\_\_\_\_.*
* *Partner A will continue to ask questions for multiple exchanges.*
* Partners will then switch roles.

**Writing:**

**Option 1:**

* Teacher will model writing a complete sentence using sight words and phonetic spelling such as:  \_\_\_\_\_\_\_\_\_is sweet food.
* A \_\_\_\_\_\_\_\_ is a sweet food.

**12:55-1:35 Specials P.E**

**1:35-2:30 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
 |

**Extra Activities:**

* [Cup Lineup](https://drive.google.com/open?id=16FEhubGrj6qCP_xWUSN9UuztsVY_3ANxNw_kgwhOqzs)  Number Bonds Activity (keep within 5)
* [Pennies for Your Thoughts](https://drive.google.com/open?id=13XTCjz8fQBJ6TlgChL7mrPdCeBCKvLTKV63OAp45Pww) Shake and Toss Number Bonds Activity (keep within 5)
* [Spoon Sums](https://drive.google.com/open?id=1uq2s7zgdKCiE_cYmZAMMMyui-SKrtJ0ta2k1vDQp444) Bonds, Number Bonds Activity (keep within 5)
* [Hoops and Shoes](https://drive.google.com/open?id=1eyYO8_COOUqdKaNGN6tzdm2PcQekbhSP0OEmZGHWB1s) Number Bonds Activity  (keep within 5)
* [Flip It](https://drive.google.com/open?id=1BujSIn3va8E2tmW74XWX_ZIFDAqi0mW5r2R0Q9m3PsU) Number Bonds Activity (keep within 5)
* [Buddy Hands](https://drive.google.com/open?id=1C8T0bjvNXjz7ijqS5M_UwC8NDgTUCbrnYVyBQDlcEJ0) ;[High Five](https://drive.google.com/open?id=1UmpzskdgkToEfBpQvGltBIjt2AmTmw69yaeOKjI2qxs); [Cube Trains](https://drive.google.com/open?id=1dgNN3xHbVJSrvlXfV3IdwTD249WjFTjykeRZckwLSQg); [Picture Grids](https://drive.google.com/open?id=1YEaGJf_H2I4eJahIHFwBhesTudrL_RmGJ9VRMuF8DNw); [Sums of Five](https://drive.google.com/open?id=0B6RJi4wBOdp1cHd1VTA3VW1Ucms); [Facts of Five](https://drive.google.com/open?id=0B6RJi4wBOdp1U3ROc1liNi1RaWc); Bears in a cave ; [Domino addition](https://drive.google.com/open?id=0B6RJi4wBOdp1VTdoUjhuNjI0SDg)
* [Addition fluency powerpoint](https://drive.google.com/open?id=0B6RJi4wBOdp1T3hhcXQwRWpwOFk); [Bowling for Addition](https://drive.google.com/open?id=0B6RJi4wBOdp1b1VndkZQUFl1QTQ);[Number line addition](https://drive.google.com/open?id=0B6RJi4wBOdp1ZXNJanVKbHNFekk); [Number line](https://drive.google.com/open?id=0B6RJi4wBOdp1V1Z3RzFaRVNYWE0)

**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 25 to Sept 30, 2016**

**Language of Instruction: English**

**Craycroft Elementary**

**Friday, Sept 29**

8:10-10:10: Module 2: Cycle 7: Lesson 38 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 “d,” “f,”and “l.”**

* 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 three letters 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 point to words in the poem.

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

**Agenda:**

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

Differentiated Small Group Instruction and Rotations

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

* **Materials:** Enlarged poem: “An Afternoon Swim” (or handwritten on chart paper to display; from Lesson 36)
* Large pointer (optional; for teacher to point to words in poem as the class recites)
* Articulatory Gestures chart (enlarged version to post; from Lesson 36)
* Hand mirrors (optional; one per student or pair to see mouth movements)
* Poetry notebooks (one per student; see Teaching Notes)
* Poem: “An Afternoon Swim” (one per student in poetry notebooks)
* 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: “An Afternoon Swim”** once or twice, pointing to each word as he or she reads it (with a finger or **pointer**).
2. Teacher says: “We’ve been practicing saying and writing the letters ‘d,’ ‘f,’ and ‘l*.*’Today, we are going to concentrate on the way our mouth looks when we say the letter sounds.”
3. Teacher says: “Watch my mouth as I say the sound /d/ for ‘dog.’”
4. Teacher models the articulatory gesture for /d/, referencing the **Articulatory Gestures chart**.
5. Teacher asks:
* “What do you notice about the way my mouth looks when I say the sound /d/?” (tongue blade pushes from roof of mouth downward)
1. Teacher says: “Great! Now it’s your turn to try making the /d/ sound with your mouth.”
2. Students make the sound, noticing how it feels in their mouths (and how it looks in **hand mirrors**, if using).
3. Teacher asks:
* “What did you notice when you said the /d/ sound?” (My tongue pushed down as the sound came out of my mouth.)

Teacher repeats steps 3–7 with /f/ for “fish” and /l/ for “lion.”

**Work Time A. Clues to the Mystery Word**

* Begin the Clues to the Mystery Word instructional practice:
1. Teacher says: “High-frequency words are words that authors use a lot in their writing. We know that our poem has one of these words, but 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 three letters in it. I see ‘day’ has three letters.”
3. Teacher points underneath “day” and counts the number of letters aloud.
4. Teacher asks:
* “Can you find any other words with three letters?” (Students call out various words from poem.)
1. Students refer to their **poetry notebooks** to search their copy of the **poem: “An Afternoon Swim”** individually or with a partner. Students point to a word that they think has three letters in it.
2. Teacher chooses a student volunteer to say or point to which words have three letters in them.
3. Teacher points underneath eachword and counts the number of letters aloud.
4. Teacher reads the poem again.
5. Teacher says: “Clap your hands each time I say a word with three letters in it.”
6. Teacher reads the poem as students clap.

Teacher says: “Wow! You clapped a LOT! There are 27 words that have three letters. I wonder which word is the mystery word. Now we will find out.”. **B. Mystery Word: “and”**

* (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 three-letter word that’s used *frequently*, or a lot, in this poem.”
2. Teacher says: “Now, we are going to use more clues to find out what the mystery word is. This mystery word contains the letter ‘a.’”
3. Teacher asks:
* “Can you find any three-letter words that contain an ‘a’?”
1. Students look through 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 asks:
	* “You think the mystery word might be ‘day’? Let’s check.”
4. Teacher points to the word and checks to see if it contains the letter “a.”
5. Teacher says: “Yes, the word ‘day’ has a letter ‘a.’ Let’s listen for the next clue to see if it could be ‘day.’”
6. Teacher says: “The next clue for our mystery word: This word ends with the /d/ sound. So now we know the mystery word has three letters, contains a letter ‘a,’ and ends with the /d/ sound.”
7. Teacher asks:
* “Who thinks they know what the mystery word could be?”
1. Teacher says: “Wow! ‘And’ might be the mystery word. Remember, the mystery word is a high-frequency word, which means it is in our poem several times. Let’s count the times we see ‘and’ in our poem.”
2. Teacher and students count how many times the word appears. Teacher circles the word each time it’s counted. Teacher says: “So now we know ‘and’ is in our poem six times. Let’s check our clues to see if it is our mystery word.”
3. Teacher asks:
* “Does it have three letters?” (yes)
* “Does it contain the letter ‘a’?” (yes)
* “Does it end with the /d/ sound?” (yes)
1. Teacher says: “Yes! ‘and’ is the mystery word because it has three letters, contains the letter ‘a,’ ends in the /d/ sound, and is in our poem six times! Great detective work to find our mystery word!”
2. Teacher says (with drama): “Wait a minute! The letter ‘a’ is a vowel, and remember how we’ve mentioned that all words have at least one vowel in them?! The word ‘and’ has the vowel ‘a’ in it!”

Teacher says: “This is an important word you are going to practice. Whenever you see the word ‘and,’ you can remember how we figured out our mystery word today!”

**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 letter ‘l,’ how can we remember the sound it makes?” (Think about how our mouth looks when we say the sound: tongue touching the roof of mouth just behind the teeth.)
	+ “How will that help us with reading or 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: 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 “and” in their copy of the poem: “An Afternoon Swim.”
	+ 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: “An Afternoon Swim”
	+ 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 appearances of the word “and” they find and record.
	+ Students write a story using the word “and” as many times as they can, reinforcing the idea that “and” is a high-frequency word used often by authors to communicate ideas.
* **Additional Supporting Materials:**
	+ Poetry notebook or copy of poem: “An Afternoon Swim”
	+ Lined writing paper and writing utensil
 |
| 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 (one set)
	+ Student Name Cards (teacher-created)
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**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**

**11:25-12:55 ELA Module writing**

**Read-Aloud: Introduce Topic:** Ask students, “If you could have one food right now, what would it be?” What does it taste like?

**Introduce Text:** Teacher can chart types tastes (salty, sweet, sour, bitter) using personal experiences,  pictures or real food.

* What are some foods that taste sweet? (Answers may vary.)
* What are some foods that taste salty? (Answers may vary.)
* What are some foods that taste bitter? (Answers may vary.)
* What are some foods that taste sour? (Answers may vary.)

**Pair Share:**

* Students will share with A/B partners.
* *Partner A will ask, “What are some foods that taste sweet?*
* *Partner B will answer, Some foods that are sweet are \_\_\_\_\_\_\_\_\_\_\_\_.*
* *Partner A will continue to ask questions for multiple exchanges.*
* Partners will then switch roles.

**Writing:** Teacher will model writing a complete sentence using sight words and phonetic spelling such as:  \_\_\_\_\_\_\_\_\_is sweet food.

* A \_\_\_\_\_\_\_\_ is a sweet food.

**12:55-1:35 Specials P.E**

**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
 |

**Extra Activities:**[Cup Lineup](https://drive.google.com/open?id=16FEhubGrj6qCP_xWUSN9UuztsVY_3ANxNw_kgwhOqzs)  Number Bonds Activity (keep within 5)

* [Pennies for Your Thoughts](https://drive.google.com/open?id=13XTCjz8fQBJ6TlgChL7mrPdCeBCKvLTKV63OAp45Pww) Shake and Toss Number Bonds Activity (keep within 5)
* [Spoon Sums](https://drive.google.com/open?id=1uq2s7zgdKCiE_cYmZAMMMyui-SKrtJ0ta2k1vDQp444) Bonds, Number Bonds Activity (keep within 5)
* [Hoops and Shoes](https://drive.google.com/open?id=1eyYO8_COOUqdKaNGN6tzdm2PcQekbhSP0OEmZGHWB1s) Number Bonds Activity  (keep within 5)
* [Flip It](https://drive.google.com/open?id=1BujSIn3va8E2tmW74XWX_ZIFDAqi0mW5r2R0Q9m3PsU) Number Bonds Activity (keep within 5)
* [Buddy Hands](https://drive.google.com/open?id=1C8T0bjvNXjz7ijqS5M_UwC8NDgTUCbrnYVyBQDlcEJ0) ;[High Five](https://drive.google.com/open?id=1UmpzskdgkToEfBpQvGltBIjt2AmTmw69yaeOKjI2qxs); [Cube Trains](https://drive.google.com/open?id=1dgNN3xHbVJSrvlXfV3IdwTD249WjFTjykeRZckwLSQg); [Picture Grids](https://drive.google.com/open?id=1YEaGJf_H2I4eJahIHFwBhesTudrL_RmGJ9VRMuF8DNw); [Sums of Five](https://drive.google.com/open?id=0B6RJi4wBOdp1cHd1VTA3VW1Ucms); [Facts of Five](https://drive.google.com/open?id=0B6RJi4wBOdp1U3ROc1liNi1RaWc); Bears in a cave ; [Domino addition](https://drive.google.com/open?id=0B6RJi4wBOdp1VTdoUjhuNjI0SDg)
* [Addition fluency powerpoint](https://drive.google.com/open?id=0B6RJi4wBOdp1T3hhcXQwRWpwOFk); [Bowling for Addition](https://drive.google.com/open?id=0B6RJi4wBOdp1b1VndkZQUFl1QTQ);[Number line addition](https://drive.google.com/open?id=0B6RJi4wBOdp1ZXNJanVKbHNFekk); [Number line](https://drive.google.com/open?id=0B6RJi4wBOdp1V1Z3RzFaRVNYWE0)

**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.