**Lesson plans for the week of October 3 to October 7, 2016**

**Language of Instruction: English**

**Craycroft Elementary**

**Monday, Oct 3**

8:10-10:10 Skills block Module 2: Cycle 7: Lesson 40 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,” “n,” “c,” “m,” “r,” “v,” “s,” “g,” “i,” “d,” “f,” and “l” (RF.K.3).**

* 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. Opening (5 minutes)
2. Letter-Sound Chant: “a,” “t,” “h,” “p,” “n,” “c,” “m,” “r,” “v,” “s,” “g,” “i,” “d,” “f,” and “l”
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;**

* Enlarged poem: “An Afternoon Swim” (to display; from Lesson 36)
* Large pointer (optional; for teacher to point to words in poem as the class recites)
* Poetry notebooks (from Lesson 36)

Snapshot Assessment (optional; one per student)

**Opening**

**A. Letter-Sound Chant: “a,” “t,” “h,” “p,” “n,” “c,” “m,” “r,” “v,” “s,” “g,” “i,” “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: “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 “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. Teacher repeats steps 2–3 with “a,” “t,” “h,” “p,” “n,” “c,” “m,” “r,” “v,” “s,” “g,” “i,” “f,” and “l.”

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

**A. Rhyme Time**

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

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

* Begin the Rhyme Time instructional practice:

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

* “How are these words the same?” (sound almost the same, rhyme, ends are the same)
* “What sounds do they both have at the end?” (/ā/)
* “How are these words different?” (first sound is different)
* “Who can think of another word that has the same ending sound, /ā/, as in ‘day’ and ‘play,’ but starts with the sound /s/?” (“day,” “play,” /s/)
* “Who can think of another word that rhymes with ‘day,’ ‘play,’ and ‘say’?”

1. Teacher says: “That’s right! These words all have the same sound pattern at the end of the word. We can say these words rhyme because they follow the sound pattern of /ā/ at the end. Let’s try with some different words.”
2. Repeat steps 2–5 with word sets: “spot,” “hot”; “sun,” “fun”; “fish,” “swish”; “dark,” “bark.”
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 the rhyme in the poem today. Watch while I model with the first two lines.”

Teacher reads the first two lines of the **enlarged poem: “An Afternoon Swim”** aloud, jumping for the words “day” and “play.”

1. Teacher invites students to stand and do this together, thinking about what two words they are jumping for.
2. Teacher asks:

* “Which words did we jump for?” (“day,” “play”)
* “What do you notice about those words?” (they rhyme)
* “What part of the word makes them rhyme? The beginning or the end?” (end)
* “What pattern did you hear at the end of those rhyming words?” (/ā/)

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

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

**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 ‘day’ and ‘play’ are rhyming words?” (have the same ending sound)

“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:**

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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: Rhyme Match.   + Students work with teacher to find pictures of words that rhyme. There are 10 pairs of words: * “sock”/“clock,” “sled”/“bed,” “star”/“car,” “cat” /“bat,” “bee”/“key,” “pie”/“tie,” “king”/“ring,” “snake”/“cake,” “truck”/“duck,” “frog”/“dog”   + Teacher cuts apart the words ahead of time for one set of cards (teacher set).   + Starting with just four cards (for example, “sock” and “clock”; “sled” and “bed”), teacher supports students as they say the name of each picture.   + Students and teacher work together to match the pictures that rhyme.   + Repeat with the remaining six cards.   + If time allows, students cut apart (or teacher cuts out beforehand) a set of Rhyme Match cards for each student or set of partners.   + Students repeat the activity with less teacher support. | **Early Partial Alphabetic:**   * Practice activity: Rhyme Match.   + Students work with teacher to find pictures of words that rhyme. There are five pairs of words: * “sock”/“clock,” “sled”/“bed,” “star”/“car,” “cat” /“bat,” “bee”/“key,” “pie”/“tie,” “king”/“ring,” “snake”/“cake,” “truck”/“duck,” “frog”/“dog”   + Teacher cuts apart cards ahead of time.   + Teacher spreads all of the cards out and supports students as they say the name of each picture.   + Students match the pictures that rhyme.   + If time allows, play Memory with the cards.   + Mix up the teacher set of cards (or student/partner sets) and lay all cards facedown.   + Students take turns turning over two cards, determining if they match/rhyme.   + Student keeps cards if they identify a set of rhyming words.   + Possible variation: Each student cuts out a set of cards (or teacher cuts out beforehand). Students glue matching cards (rhyming words) next to each other. | **Late Partial and Early Full Alphabetic:**   * Independent practice activity: Rhyme Match.   + Students work independently to match the words that rhyme. There are five pairs of words: * “sock”/“clock,” “sled”/“bed,” “star”/“car,” “cat” /“bat,” “bee”/“key,” “pie”/“tie,” “king”/“ring,” “snake”/“cake,” “truck”/“duck,” “frog”/“dog”   + Students cut apart the cards.   + Students spread all of the cards out and say the name of each picture.   + Students match the pictures that rhyme.   + Students glue their matches on a blank piece of paper.   + Before students glue the matches onto paper, consider pairing them and having them use one set of cards to: mix them and lay them out facedown. Students can take turns turning over two cards, saying the word for each picture, and determining if they have a match (i.e., if the words rhyme). |

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| Differentiated Small Groups: Work with Teacher | | |
| * + 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 cuts out a set of cards (or teacher cuts out beforehand). Students glue matching cards (rhyming words) next to each other. * **Additional Supporting Materials:**   + Rhyme Match Cards (one set for teacher)   + Optional: * Scissors (one per student) * Rhyme Match Cards (one per student or set of partners) * Glue sticks (one per student) * Blank piece of paper (one per student) | * **Additional Supporting Materials:**   + Rhyme Match Cards (one set for teacher)   + Optional: * Scissors (one per student) * Rhyme Match Cards (one per student or set of partners) * Glue sticks (one per student) * Blank piece of paper (one per student) | * **Additional Supporting Materials:** * Scissors (one per student) * Rhyme Match Cards (one per student or set of partners) * Glue sticks (one per student) * Blank piece of paper (one 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 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.

***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 touch help me?**

* **How do we write the best we can?**
* **How can I make my story readable?**
* **How do pictures help to tell information?**

[**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 touch, provide simple explanations about how the sense of touch works, and demonstrate understanding of different textures the skin can feel.

**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, capital, spacing, period

**Text Vocabulary:**

nerves, skin, sensitive, texture

**Read-Aloud: Introduce Topic:**

* Remind students that we have talked about different senses: sight, hearing, smell and taste. How do they help us (students can share in partners). Take a few random answers from students. There is one more sense that helps us understand the world around us. The sense of touch.

**Introduce Text:**

* Review information taught so far using Anchor Chart and/or show the Aliki Video Story [**My Five Senses by Aliki**](http://www.watchknowlearn.org/Video.aspx?VideoID=34065)
* Focus on information about touch from the story.
* Use the [**Image Cards**](http://crisscrossapplesauce.typepad.com/files/five-senses-picture-sort.pdf) and show pictures for touch.
* Teacher will model asking a question using a complete sentence about touch.  What parts of your body can you use to touch and feel things?  What are some things you can touch?
* Add information about touch to the Five Senses Anchor Chart

**Pair Share:**

* A/B partner share asking and answer questions.
* *Partner A will say, “What can you touch?”*
* *Partner B will answer, I can touch  \_\_\_\_\_\_\_.*
* Partners will switch roles.

**Writing:**

* Teacher will model how to use phonetic spelling to complete the sentence frame.
* Teacher will remind students about capitals, spacing and periods.
* Teacher will write I can touch \_\_\_\_\_\_\_\_.
* Teacher will model how to complete the sentence using phonetic spelling with student help.
* Teacher can  use sound cards to show letter sound correspondence.
* Students will use their Five Senses Journal/ journal  to draw and to write a complete sentence using phonetic spelling.

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

**1:35-2:35 Math** Common Core Content Standards:

**K.MD.B Classify objects and count the number of objects in categories.** [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1MDhsYldrQ0FvN0E)

* K.MD.B.3. ([9:39 Video explaining this standard](https://drive.google.com/open?id=0B6RJi4wBOdp1NHd4RW1YVDNzRGc)) Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.(Limit category counts to be less than or equal to 10).

**K.G.A Identify and describe shapes.** [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1NWt4VndicE1RTzg)

* K.G.A.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
* K.G.A.2. Correctly name shapes regardless of their orientations or overall size.
* K.G.A.3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

**K.G.B Analyze, compare, create and compose shapes.** (report card indicator) [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1Rjg0Q0JGTEc0OWs)

* K.G.B.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

[Detailed explanation of Measurement](https://drive.google.com/open?id=0B6RJi4wBOdp1YzUxMTR6U3RqU2c) (Progressions)

[Detailed explanation of Geometry](https://drive.google.com/open?id=0B6RJi4wBOdp1LTlhaHYtR19XTHM) (Progressions)

Mathematical Practice Standards

                    MP 3 -  Construct viable arguments and critiques the reasoning of others

                    MP 7 – Look for and make use of structure

The following questions can be conversation starters during your instructional time.

* What is the difference between a corner and a side? What are the other names we call corners and sides?
* Are all triangles the same?
* Are all four sided shapes the same?
* How are quadrilaterals and triangles different?
* Why do shapes have names?

**KEY TERMS / VOCABULARY:**

* [2D Attributes](https://drive.google.com/open?id=0B6RJi4wBOdp1Vk1sYi1ZOFQ3NFE) must be downloaded or format will be off
* [3D Attributes](https://drive.google.com/open?id=0B6RJi4wBOdp1NUhpUXI4YUxFSUk) must be downloaded or format will be off
* above, below, beside, in front of, behind, next to.
* two dimensional (‘flat’)
* three dimensional (‘solid’)
* similarities
* edges
* faces
* vertices
* corners
* sides
* differences
* parts
* cone
* cube
* sphere
* rectangular prism
* pyramid
* cylinder
* rectangle
* triangle
* circle
* rhombus
* oval
* square
* trapezoid
* hexagon
* more/less

**Task 1:** [Shapes, shapes, Shapes! Booklet](https://drive.google.com/open?id=0B6RJi4wBOdp1T1A0SXdpVDVIV3c) Focuses on 2D shapes, number of sides and color words.

**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 October 3 to October 7, 2016**

**Language of Instruction: English**

**Craycroft Elementary**

**Tuesday, Oct 4**

8:10-10:10: Module 2: Cycle 7: overview

* Letter Stories: “d,” “f,” and “l” (wrapped in colorful paper or placed in a decorative container; wrapping and container are optional)
* Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher)
* Keyword Picture Cards: “d,” “f,” and “l” (one of each for teacher to display)
* Articulatory Gestures chart (to post)
* Snapshot Assessments (optional)
* Enlarged poem: “An Afternoon Swim” (for teacher to display)
* Poem: “An Afternoon Swim” (one per student)
* Poetry notebooks: Each student needs a spiral or composition book with a copy of the poem glued or taped inside, or else a loose copy of the poem in a plastic sleeve
* “d,” “f,” and “l” handwriting papers
* Large pointer (optional; for teacher to point to words in poem as the class recites)
* 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 notebook or on their loose copy of the poem; one per student)
* Letter Formation Guidance document (standalone document for teacher reference; see K–2 Skills Resource Manual)

Hand mirrors (optional; one per student or set of partners to see mouth movements)

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| Lesson and CCSS | Agenda | Daily Learning Targets | Ongoing Assessment |
| Lesson 40  RF.K.2  RF.K.2a  RF.K.3  RF.K.3a  RF.K.3b | 1. Opening (5 minutes) 2. Letter-Sound Chant: “a,” “t,” “h,” “p,” “n,” “c,” “m,” “r,” “v,” “s,” “g,” “i,” “d,” “f,” and “l” 3. Work Time (10 minutes)    1. Rhyme Time 4. Closing and Assessment (2 minutes) 5. Reflecting on Learning 6. Differentiated Small Group Instruction and Rotations | * Opening A: I can identify the name and sound for the letters “a,” “t,” “h,” “p,” “n,” “c,” “m,” “r,” “v,” “s,” “g,” “i,” “d,” “f,” and “l” (RF.K.3). * Work Time A: I can identify and produce words that rhyme (RF.K.2). | * Observe students during Work Time A.   + Determine whether they can identify the rhyming words in lines of the poem.   + Also determine whether they can produce a new word that rhymes when provided with a new initial sound. * Record students’ progress on the Snapshot Assessment. |

**Materials;**

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| Texts (no purchase necessary; included in the cycle materials) |
| * Poem: “An Afternoon Swim” (written by EL Education for instructional purposes) * Optional texts: Letter Stories: “d,” “f,” and “l”(written by EL Education for instructional purposes) |
| Phonemes Introduced in This Cycle |
| /d/, /f/, /l/ |
| * High-Frequency Word |
| * “and” |

**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 d, f, or l 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.* | | |
| L40; Rhyme Time  **Pre-Alphabetic**   * Practice activity: Rhyme Match.   + Students work with teacher to find pictures of words that rhyme. There are 10 pairs of words: * “sock”/“clock,” “sled”/“bed,” “star”/“car,” “cat” /“bat,” “bee”/“key,” “pie”/“tie,” “king”/“ring,” “snake”/“cake,” “truck”/“duck,” “frog”/“dog”   Teacher cuts apart the words ahead of time for one set of cards (teacher set).   * + Starting with just four cards (for example, “sock” and “clock”; “sled” and “bed”), teacher supports students as they say the name of each picture.   + Students and teacher work together to match the pictures that rhyme.   + Repeat with the remaining six cards.   + If time allows, students cut apart (or teacher cuts out beforehand) a set of Rhyme Match cards for each student or set of partners.   + Students repeat the activity with less teacher support. * 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 cuts out a set of cards (or teacher cuts out beforehand). Students glue matching cards (rhyming words) next to each other. * **Additional Supporting Materials:**   + Rhyme Match Cards (one set for teacher)   + Optional: * Scissors (one per student) * Rhyme Match Cards (one per student or set of partners) * Glue sticks (one per student)   Blank piece of paper (one per student) | **Early Partial Alphabetic**   * Practice activity: Rhyme Match.   + Students work with teacher to find pictures of words that rhyme. There are five pairs of words: * “sock”/“clock,” “sled”/“bed,” “star”/“car,” “cat” /“bat,” “bee”/“key,” “pie”/“tie,” “king”/“ring,” “snake”/“cake,” “truck”/“duck,” “frog”/“dog”   + Teacher cuts apart cards ahead of time.   + Teacher spreads all of the cards out and supports students as they say the name of each picture.   + Students match the pictures that rhyme.   + If time allows, play Memory with the cards.   + Mix up the teacher set of cards (or student/partner sets) and lay all cards facedown. Students take turns turning over two cards, determining if they match/rhyme.   + Student keeps cards if they identify a set of rhyming words. * Possible variation: Each student cuts out a set of cards (or teacher cuts out beforehand). Students glue matching cards (rhyming words) next to each other. * **Additional Supporting Materials:**   + Rhyme Match Cards (one set for teacher)   + Optional: * Scissors (one per student) * Rhyme Match Cards (one per student or set of partners) * Glue sticks (one per student) * Blank piece of paper (one per student) | **Late Partial and Early Full Alphabetic**   * Independent practice activity: Rhyme Match.   + Students work independently to match the words that rhyme. There are five pairs of words: * “sock”/“clock,” “sled”/“bed,” “star”/“car,” “cat” /“bat,” “bee”/“key,” “pie”/“tie,” “king”/“ring,” “snake”/“cake,” “truck”/“duck,” “frog”/“dog”   + Students cut apart the cards.   + Students spread all of the cards out and say the name of each picture.   + Students match the pictures that rhyme.   + Students glue their matches on a blank piece of paper. Before students glue the matches onto paper, consider pairing them and having them use one set of cards to: mix them and lay them out facedown. Students can take turns turning over two cards, saying the word for each picture, and determining if they have a match (i.e., if the words rhyme). * **Additional Supporting Materials:** * Scissors (one per student) * Rhyme Match Cards (one per student or set of partners) * Glue sticks (one per student)   + Blank piece of paper (one per student) |
| 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.
* ***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 touch help me?**
* **How do we write the best we can?**
* **How can I make my story readable?**
* **How do pictures help to tell information?**

[**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 touch, provide simple explanations about how the sense of touch works, and demonstrate understanding of different textures the skin can feel.

**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, capital, spacing, period

**Text Vocabulary:**

nerves, skin, sensitive, texture

**Read-Aloud: Introduce Topic:**

* Ask students to feel their skin, hair, clothes, carpet or floor. How do these things feel? Take answers from students. Tell them that they are going to use words to describe textures of objects.

**Introduce Text:**

* Review information from previous day about Touch.
* In this lesson, collect a variety of objects with different textures.  Conceal them from view.
* Place one object at a time in a brown bag.  Ask a student to reach into the bag and, without pulling out the object, use the sense of touch to describe to the class.
* Prompt students to ask questions, using the language of touch, texture, and temperature, to try to guess the object.  Is it long or short? Fat or thin?  round or flat?  Big or small?  Smooth or bumpy?  Cool or warm?
* Call on as many students as possible to reach into the bag after you put in a new object.  Continue to prompt students to ask questions of what could be in bag.
* Students will use complete sentence when asking their question.  Students will ask,   “Does the object feel bumpy?”   Other student may answer, “No, the object is not bumpy.”
* Chart as many descriptive words as possible.

**Pair Share:**

* Using the object from earlier, the partners will share objects to ask and answer questions.
* Partner A will ask, How does your object feel?
* Partner B will answer:  My object feels \_\_\_\_\_\_\_\_\_\_\_.
* Partners will switch roles.

**Writing:**

* Teacher will model how to use phonetic spelling to complete the sentence frame. I can feel  \_\_\_\_\_\_\_\_\_\_.
* Model how to match sound with the letter using sound cards or other resource.
* Students will then practice writing the complete sentence independently in their journal.

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

**Math 1:35-2:30** Common Core Content Standards:

**K.MD.B Classify objects and count the number of objects in categories.** [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1MDhsYldrQ0FvN0E)

* K.MD.B.3. ([9:39 Video explaining this standard](https://drive.google.com/open?id=0B6RJi4wBOdp1NHd4RW1YVDNzRGc)) Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.(Limit category counts to be less than or equal to 10).

**K.G.A Identify and describe shapes.** [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1NWt4VndicE1RTzg)

* K.G.A.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
* K.G.A.2. Correctly name shapes regardless of their orientations or overall size.
* K.G.A.3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

**K.G.B Analyze, compare, create and compose shapes.** (report card indicator) [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1Rjg0Q0JGTEc0OWs)

* K.G.B.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

[Detailed explanation of Measurement](https://drive.google.com/open?id=0B6RJi4wBOdp1YzUxMTR6U3RqU2c) (Progressions)

[Detailed explanation of Geometry](https://drive.google.com/open?id=0B6RJi4wBOdp1LTlhaHYtR19XTHM) (Progressions)

Mathematical Practice Standards

                    MP 3 -  Construct viable arguments and critiques the reasoning of others

                    MP 7 – Look for and make use of structure

The following questions can be conversation starters during your instructional time.

* What is the difference between a corner and a side? What are the other names we call corners and sides?
* Are all triangles the same?
* Are all four sided shapes the same?
* How are quadrilaterals and triangles different?
* Why do shapes have names?

**KEY TERMS / VOCABULARY:**

* [2D Attributes](https://drive.google.com/open?id=0B6RJi4wBOdp1Vk1sYi1ZOFQ3NFE) must be downloaded or format will be off
* [3D Attributes](https://drive.google.com/open?id=0B6RJi4wBOdp1NUhpUXI4YUxFSUk) must be downloaded or format will be off
* above, below, beside, in front of, behind, next to.
* two dimensional (‘flat’)
* three dimensional (‘solid’)
* similarities
* edges
* faces
* vertices
* corners
* sides
* differences
* parts
* cone
* cube
* sphere
* rectangular prism
* pyramid
* cylinder
* rectangle
* triangle
* circle
* rhombus
* oval
* square
* trapezoid
* hexagon
* more/less

**Task 2:** Shape Exploration

* [Shapes on the geoboard](https://drive.google.com/open?id=0B6RJi4wBOdp1Mkw0NnFQam5vMUk)
* [Make a Shape Cards](https://drive.google.com/open?id=0B6RJi4wBOdp1VTBzRGNUNjdZNms)
* [Isometric Dot Paper](https://drive.google.com/open?id=0B6RJi4wBOdp1NVBpWEFibjJxMW8) focuses on 2D could be used as a center

**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 October 3 to October 7, 2016**

**Language of Instruction: English**

**Craycroft Elementary**

**Wednesday, Oct 5**

8:10-10:10: Module 2: Cycle 8: Lesson 41 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 “k” and “y” (RF.K.3).**

* I can identify the name of each uppercase letter.

I can look at each consonant and say its sound.

**Agenda**

1. Opening (5 minutes)
2. Poem Launch: “Can a Yak Jump Up?”
3. Work Time (10–15 minutes)
4. Getting to Know Letters (Part 1): “k” and “y”
5. Letter-Sound Chant: ““k” and “y”
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 (L)

* **Materials:** Enlarged poem: “Can a Yak Jump Up?” (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: “Can a Yak Jump Up?” (one per student in poetry notebooks)
* Keyword Picture Cards: “k” and “y” (one of each for teacher to display)
* Articulatory Gestures chart (to post)

Snapshot Assessment (optional; one per student)

**A. Poem Launch: “Can a Yak Jump Up?”**

* (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 kangaroo or a yak.”
2. Teacher reads the **enlarged poem:** **“Can a Yak Jump Up?”** 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 ‘Kangaroo went out to play’ and ‘Yak wanted to jump up too.’ Close your eyes and picture these friends in the park.”
4. Teacher asks:

* “Do you see the kangaroo jumping?”

1. Consider allowing all or a few students to act out the scene.
2. Teacher says: “Now I want you to try to read the poem with me.”
3. Teacher rereads the poem several times, encouraging students to read with her/him chorally. During the shared reading of the poem, teacher asks 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.
4. Teacher distributes **poetry notebooks** or copies of the **poem: “Can a Yak Jump Up?”** to individuals or partners.
5. Students follow along chorally as teacher reads aloud, pointing to the words on their copy of the poem as they read.
6. 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): “k” and “y”**

* (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: ‘y’ and ‘k.’ We will learn the names, the sounds, and keywords for these two letters.”
2. Teacher holds up **Keyword Picture Card: “y,”** showing only the picture, and asks:

* “Who knows the name of this object?” (yak)
* “What sound do we hear at the beginning of the word: ‘yak’?” (/y/)

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

* “What is the name of this letter?” (“y”)
* “What letter makes the sound: /y/?” (“y”)

1. Teacher says: “Right! Underneath our yak is the letter ‘y.’ Let’s use our arm as the pencil to skywrite the letter ‘y’ as we say the word ‘yak.’”
2. Teacher models skywriting: “When we make the letter ‘y,’ we start in the middle, point to the left, and pull down to the bottom. Next, move back to the middle and point to the right, and pull down all the way past the bottom.”
3. Teacher models skywriting of “y” with the keyword “yak.”
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 /y/?”

1. Teacher records word on the chart and asks:

* “What letter is making our /y/ sound in this word?” (“y”)

1. Teacher says: “Right! The letter ‘y’ says /y/. I’m going to circle the letter ‘y’ in the words we share.” Teacher invites students to share two or three more words that begin with /y/.
2. Repeat steps 2–13 with “k” and “kangaroo.”

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

**B. Letter-Sound Chant: “k” and “y*”***

* (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 ‘yak’ and ‘kangaroo,’ and that we used those words to help us learn about the letters ‘y’ and ‘k.’ I bet you think those would be good words to help us remember the sounds that ‘y’ and ‘k’ make. So we will use ‘yak’ and ‘kangaroo’ 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 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 “y”: “‘y,’ yak, /y/,” and repeats.
3. Teacher asks students to join in the Letter-Sound Chant for “y”: “‘y,’ yak, /y/,” and repeats.
4. Repeat steps 4–5 with “k.”

Teacher says: “Great job! When we learn new letters, we will also learn a keyword to help us unlock the sound. Knowing the sounds for letters will help 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 ‘k,’ how can we remember the sound it makes?” (Think of our keyword, “kangaroo,” and listen for the first sound or the sound that “k” 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.

|  |  |  |
| --- | --- | --- |
| 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 (“y” and “k”).   + Teacher cuts apart Initial Sound Sort Pictures.   + Teacher guides students in sorting pictures by initial sound (/y/ and /k/).   + Students paste pictures onto Sort sheet (2 column). | **Early Partial Alphabetic:**   * Practice activity: Students sort pictures sharing initial sounds with keywords (“y” and “k”).   + 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 onto Initial Sound Sort sheet (3 column). | **Late Partial and Early Full Alphabetic:**   * Practice activity: Students sort pictures sharing initial and final sounds with keywords (“y” and “k”). * Students cut apart Initial and Final Sound Sort Pictures. * Students sort and paste pictures on Initial and Final Sound Sort sheet (3 column). |
| Differentiated Small Groups: Work with Teacher (continued) | | |
| * + 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 the Letter Stories: “y” or “k,” found in the Kindergarten Appendix. After reading one story, practice skywriting the letter. Repeat the following day with remaining letter. * **Additional Supporting Materials:**Initial Sound Sort Pictures (one for teacher use) in Initial Sound Sort sheet (one for teacher use)   + Scissors (one for teacher use)   + Glue sticks (one per student) | * Consider also reading the Letter Stories: “y” or “k,” found in the Kindergarten Appendix. After reading one story, practice skywriting the letter. Repeat the following day with 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) | * **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.MD.B Classify objects and count the number of objects in categories.** [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1MDhsYldrQ0FvN0E)

* K.MD.B.3. ([9:39 Video explaining this standard](https://drive.google.com/open?id=0B6RJi4wBOdp1NHd4RW1YVDNzRGc)) Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.(Limit category counts to be less than or equal to 10).

**K.G.A Identify and describe shapes.** [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1NWt4VndicE1RTzg)

* K.G.A.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
* K.G.A.2. Correctly name shapes regardless of their orientations or overall size.
* K.G.A.3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

**K.G.B Analyze, compare, create and compose shapes.** (report card indicator) [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1Rjg0Q0JGTEc0OWs)

* K.G.B.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

[Detailed explanation of Measurement](https://drive.google.com/open?id=0B6RJi4wBOdp1YzUxMTR6U3RqU2c) (Progressions)

[Detailed explanation of Geometry](https://drive.google.com/open?id=0B6RJi4wBOdp1LTlhaHYtR19XTHM) (Progressions)

Mathematical Practice Standards

                    MP 3 -  Construct viable arguments and critiques the reasoning of others

                    MP 7 – Look for and make use of structure

The following questions can be conversation starters during your instructional time.

* What is the difference between a corner and a side? What are the other names we call corners and sides?
* Are all triangles the same?
* Are all four sided shapes the same?
* How are quadrilaterals and triangles different?
* Why do shapes have names?

**KEY TERMS / VOCABULARY:**

* [2D Attributes](https://drive.google.com/open?id=0B6RJi4wBOdp1Vk1sYi1ZOFQ3NFE) must be downloaded or format will be off
* [3D Attributes](https://drive.google.com/open?id=0B6RJi4wBOdp1NUhpUXI4YUxFSUk) must be downloaded or format will be off
* above, below, beside, in front of, behind, next to.
* two dimensional (‘flat’)
* three dimensional (‘solid’)
* similarities
* edges
* faces
* vertices
* corners
* sides
* differences
* parts
* cone
* cube
* sphere
* rectangular prism
* pyramid
* cylinder
* rectangle
* triangle
* circle
* rhombus
* oval
* square
* trapezoid
* hexagon
* more/less

**Task 3:**[Alike or Different with 2D Shapes](https://drive.google.com/open?id=0B6RJi4wBOdp1X2ZDMG1lSWE0aTQ) This game focuses on 2D shapes where students describe similarities and differences between two shapes.

**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 October 3 to October 7, 2016**

**Language of Instruction: English**

**Craycroft Elementary**

**Thursday, Oct 6**

8:10-10:10: Module 2: Cycle 8: Lesson 42 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.

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

* I can identify the name of each uppercase and lowercase letter.
* I can look at each consonant and say its sound. I can recognize uppercase and lowercase “k” and “y” in a printed text.

**Opening B:** **I can identify the name and sound for the letters “k” and “y” (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 “k” and “y” (L.K.1).**

* I can print many uppercase letters.

I can print many lowercase letters.

1. **Agenda:**  Opening (5 minutes)
2. Poem Letter Search: “k” and “y”
3. Letter-Sound Chant: “k” and “y”
4. Work Time (10–15 minutes)
5. Getting to Know Letters (Part 2): “k” and “y”
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; keyword (L)

* **Materials** Poetry notebooks (from Lesson 41)
* Poem: “Can a Yak Jump Up?” (one per student in their poetry notebooks)
* Enlarged poem: “Can a Yak Jump Up?” (to display; from Lesson 41)
* Large pointer (optional; for teacher to point to words in poem as the class recites)
* Keyword Picture Cards: “k” and “y” (one of each for teacher to display; from Lesson 41)
* 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 copy of the poem; one per student)
* Letter Formation Guidance document (standalone document for teacher reference; see K–2 Skills Resource Manual)
* “k” and “y”handwriting papers (one per student)
* Snapshot Assessment (optional; one per student)

**Opening: A. Poem Letter Search: “k” and “y”**

* (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: “Can a Yak Jump Up?”** to individuals or partners.
* Begin the Poem Letter Search instructional practice:

1. Teacher reads **enlarged poem:** **“Can a Yak Jump Up?”** 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 two letters in our last lesson: ‘k’ and ‘y.’ 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: “k” and “y.”**
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 ‘k’! I am going to circle the word with my **highlighter**.”
7. Teacher says: “The letter ‘k’ starts the word ‘kangaroo.’ I can hear the /k/ sound at the beginning of the word ‘kangaroo.’”
8. Students circle the letter in their own 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 with remaining letter “y.” Teacher reviews “l,” “d,” and “f” from previous cycle, if time allows.

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

**B. Letter-Sound Chant: “k” and “y”**

* (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)

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

Teacher says: “Great job! Knowing the sounds for letters will help us become better readers.” **A. Getting to Know Letters (Part 2): “k” and “y”**

* (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 ‘k’ and ‘y’ yesterday. We learned the names, sounds, and keywords. Today, we’re going to learn how to write these letters.”
2. Teacher reviews letter sound from Lesson 41.
3. Teacher selects sound for review: /k/.
4. Teacher says: “Now I will say the sound and skywrite the letter ‘k,’ and then you can do the same.”
5. Students echo the sound and say the letter while skywriting: /k/.
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**).
9. Example:

* “k” is a head line letter. It starts on the head line.
* Point to the head line.
* Pull down to the feet line.
* Pick up the pencil and find the belly line. Leave a space between the pencil and the middle line. Pull over and down (on a diagonal) and touch the tall line. Pull away from the tall line and touch the feet line.
* Teacher says: “‘k,’ kangaroo, /k/.”
* Students repeat: “‘k,’ kangaroo, /k/.”

1. Students write the letter on their **“k” handwriting paper**. Teacher directs students with letter formation guidance for lowercase “k.”
2. Teacher circulates to assist students as needed, checking for proper grip. Students repeat letter formation two more times.
3. Repeat steps 2–11 with uppercase “k,” and upper- and lowercase “y.”

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

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

**Lunch in the cafeteria & recess**

|  |  |  |
| --- | --- | --- |
| 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 “k” and “y,” using the “k” and “y” 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: “k” or “y,” found in the Kindergarten Appendix. After reading the story, practice skywriting the letter. | **Early Partial Alphabetic:**   * Practice activity: Students practice letter formation for letters “k” and “y,” using the “k” and “y” 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: “k” or “y,” found in the Kindergarten Appendix. After reading the story, practice skywriting the letter. | **Late Partial and Early Full Alphabetic:**   * Practice activity: Students practice letter formation for letters “k” and “y,” using “k” and “y” 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. |

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

**11:10-11:20 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.

***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 touch help me?**
* **How do we write the best we can?**
* **How can I make my story readable?**
* **How do pictures help to tell information?**

[**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 touch, provide simple explanations about how the sense of touch works, and demonstrate understanding of different textures the skin can feel.

**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, capital, spacing, period

**Text Vocabulary:**

nerves, skin, sensitive, texture

**Read-Aloud:**

**Introduce Topic:**

* **Have students look at their hands and fingers. What do they see? Look at their arms? What do they think is under their skin? Take several ideas from students.**

**Introduce Text:**

* Review information learned so far about the five senses and then focusing on touch.
* Show slide 34 from the  **[Five Senses Flip Book](https://docs.google.com/a/students.susd12.org/file/d/0B4O5q5JF6gX2d3FhTkhaVkNnLUk/edit)**  and read page 50 from  [**Five Senses Information Page**](http://www.p12.nysed.gov/engageny/k-2-curriculum/GK_D2_Anthology.pdf). Provide time for discussion.
* Show slide 35 from the [**Five Senses Flip Book**](https://docs.google.com/a/students.susd12.org/file/d/0B4O5q5JF6gX2d3FhTkhaVkNnLUk/edit) and read page 50 from  **[Five Senses Information Page](http://www.p12.nysed.gov/engageny/k-2-curriculum/GK_D2_Anthology.pdf)**. Provide time for discussion.

**Pair Share:**

* Students will partner share asking and answer questions. Partner A may ask new questions after Partner B answers. Partners will switch roles.
* Question: What parts of our body can we use to touch and feel things?
* Answer:  I can use my hands, feet, or anything covered with skin to touch and feel things.
* Question: What is underneath our skin and helps us to feel?
* Answer: Nerves are underneath my skin and enables me to feel.
* Question:  What is the most sensitive part of our body?
* Answer: My Fingertips are the most sensitive part of my body.

**Writing:**

* Teacher will continue to model phonetic spelling using the sentence frame using phonetic spelling:  I can use my \_\_\_\_\_\_\_\_\_\_\_\_ to touch.  and/or I can touch \_\_\_\_\_\_\_\_\_\_\_\_\_.
* Students will write sentence in journals independently .

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

**1:35-2:30 Math** Common Core Content Standards:

**K.MD.B Classify objects and count the number of objects in categories.** [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1MDhsYldrQ0FvN0E)

* K.MD.B.3. ([9:39 Video explaining this standard](https://drive.google.com/open?id=0B6RJi4wBOdp1NHd4RW1YVDNzRGc)) Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.(Limit category counts to be less than or equal to 10).

**K.G.A Identify and describe shapes.** [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1NWt4VndicE1RTzg)

* K.G.A.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
* K.G.A.2. Correctly name shapes regardless of their orientations or overall size.
* K.G.A.3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

**K.G.B Analyze, compare, create and compose shapes.** (report card indicator) [Rubric](https://drive.google.com/open?id=0B6RJi4wBOdp1Rjg0Q0JGTEc0OWs)

* K.G.B.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

[Detailed explanation of Measurement](https://drive.google.com/open?id=0B6RJi4wBOdp1YzUxMTR6U3RqU2c) (Progressions)

[Detailed explanation of Geometry](https://drive.google.com/open?id=0B6RJi4wBOdp1LTlhaHYtR19XTHM) (Progressions)

Mathematical Practice Standards

                    MP 3 -  Construct viable arguments and critiques the reasoning of others

                    MP 7 – Look for and make use of structure

The following questions can be conversation starters during your instructional time.

* What is the difference between a corner and a side? What are the other names we call corners and sides?
* Are all triangles the same?
* Are all four sided shapes the same?
* How are quadrilaterals and triangles different?
* Why do shapes have names?

**KEY TERMS / VOCABULARY:**

* [2D Attributes](https://drive.google.com/open?id=0B6RJi4wBOdp1Vk1sYi1ZOFQ3NFE) must be downloaded or format will be off
* [3D Attributes](https://drive.google.com/open?id=0B6RJi4wBOdp1NUhpUXI4YUxFSUk) must be downloaded or format will be off
* above, below, beside, in front of, behind, next to.
* two dimensional (‘flat’)
* three dimensional (‘solid’)
* similarities
* edges
* faces
* vertices
* corners
* sides
* differences
* parts
* cone
* cube
* sphere
* rectangular prism
* pyramid
* cylinder
* rectangle
* triangle
* circle
* rhombus
* oval
* square
* trapezoid
* hexagon
* more/less

**Task 4**: [Shape Collage](https://drive.google.com/open?id=0B6RJi4wBOdp1WGplVHVweGxBYlE)

* Students are given a shape and must locate the shape in magazines, newspaper, etc. to create a shape collage.

**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 October 3 to October 7, 2016**

**Language of Instruction: English**

**Craycroft Elementary**

**Friday, Oct 7**

**In-service/ Lesson planning**