






Unit Title:	Foundations A-Z Grade K Unit 5
Unit Vocabulary:	Double consonants, digraphs (sh, ch)
Upcoming Common Assessments (MasteryConnect):	Unit assessment will be on the 27nd (interruptions from personal day, predictive assessments, and assemblies)

	Standard(s) + Learning Objective	Activating Experience (Opening, may include "Scholar Starter")	Learning Experience (Work Time: SB Materials and Resources, Vocab, Scaffolds/Supports, SWRL, Costas)	Formative or Summative Assessment(s)	Summarizing Experience (Closing)	WICOR, AVID and/or ELlevation Strategies (aligned with learning objective)
T U E S D A Y	Standard (write out): <u>Learning Objective</u> Skill (what), Content (why), Product (how): I can create a positive learning environment to improve my reading and writing skills in English by establishing our new routines.	Self-Assessment- Scholars will self-assess their abilities in reading and writing and their view of their importance	Standards Based Materials & Resources: google slide presentation , Reading A-Z platform , station materials Content/Academic Vocabulary: read, write, foundation, quest, bingo ILAP/IEP/504 Scaffolds & Supports: paired oral and written instruction, highlighted terms, word bank, visuals, teacher modeling Opportunities to SWRL: class discussion on importance of reading and writing, how to navigate and use Reading A-Z, creation of team and resources, walkthrough of homework packet Costa's Levels of Thinking/Questioning: Level 1: What is your current level in reading and writing? What are two things we're going to practice? What did we learn today? Level 2: Why is it important to know how to read and write?	Formative: Peardeck Formative: teacher observation	Exit Slip List or draw two things we're going to practice in our new class.	Student Choice Board Reading A-Z Platform (foundations of literacy)
W	Standard (write out):	ABC- Scholars will recite	Standards Based Materials & Resources: google slide presentation , Reading A-Z platform , A-Z video ,	Formative: Peardeck	Exit Slip	Elkonin squares

E D N E S D A Y	<p><u>Learning Objective</u> Skill (what), Content (why), Product (how):</p> <p>I can demonstrate letter name and sound recognition to identify and blend phonics skills by reading simple CVC words.</p>	their ABCs	<p>grapheme cards, phoneme mats</p> <p><u>Content/Academic Vocabulary:</u> letters, sounds, vowel, consonant, CVC, sound manipulation</p> <p><u>ILAP/IEP/504 Scaffolds & Supports:</u> spanish pronunciation, paired oral and written instruction, highlighted terms, word bank, visuals, teacher modeling</p> <p><u>Opportunities to SWRL:</u> echo names, listen and repeat sounds in video, elkonin squares cvc, elkonin squares manipulation, Kids A-Z activities (2), Kids A-Z book</p> <p><u>Costa's Levels of Thinking/Questioning:</u> Level 1: Can you pronounce the alphabet correctly in English? What is one thing you learned today? Level 2: what's the difference between a vowel and a consonant? Level 3: Write the CVC pattern for bat. Change 1 letter to spell cat and cut.</p>	Formative: teacher observation	Replicating CVC patterns and sound manipulation	Oral listening routine
T H U R S D A Y	<p>Standard (write out):</p> <p><u>Learning Objective</u> Skill (what), Content (why), Product (how):</p> <p>I can identify the first and last words to read words by playing games on Kids A-Z.</p>	Unit Intro- Scholars will preview the books and topics that we'll learn about	<p><u>Standards Based Materials & Resources:</u> google slide presentation, Reading A-Z platform, sh video, ch video, grapheme cards, phoneme mats</p> <p><u>Content/Academic Vocabulary:</u> daily routine, feelings, hobbies, blending, double consonants, digraph, high frequency words (all, call, fall, well, will, full, his, off, pull, he, much, she, wash, wish)</p> <p><u>ILAP/IEP/504 Scaffolds & Supports:</u> paired oral and written instruction, visuals, highlighted terms, pantomime, word bank, teacher modeling</p> <p><u>Opportunities to SWRL:</u> blending practice, oral listening routine for hfw, elkonin squares, whiteboard writing, word sorting, kids a-z</p> <p><u>Costa's Levels of Thinking/Questioning:</u> Level 1: What are the first, middle, and final sounds? What sound do you hear at the beginning of this word?</p>	<p>Formative: Peardeck</p> <p>Formative: teacher observation</p>	Exit Slip Write a word for each of our 3 practiced skills	<p>Oral listening routine</p> <p>Elkonin squares</p>

			Level 2: What do you notice about the last two letters? Read the words in the word bank. Sort them into three groups.			
F R I D A Y	Standard (write out): <u>Learning Objective</u> Skill (what), Content (why), Product (how): I can speak and listen in English to improve my pronunciation and grammar by practicing on Lexia English.	Scholarly Starter- Scholars will review vowel cards with sub	Standards Based Materials & Resources: google slide presentation , Reading A-Z platform , Lexia English platform Content/Academic Vocabulary: double consonants, digraph, high frequency words (all, call, fall, well, will, full, his, off, pull, he, much, she, wash, wish) ILAP/IEP/504 Scaffolds & Supports: paired oral and written instruction, visuals, teacher modeling Opportunities to SWRL: vowel review, Lexia English	Formative: Peardeck Formative: Lexia English	Exit Slip The sub discussed work ethic via a round table	Round Table Lexia English
M O N D A Y	<p>Odd classes only due to predictive assessment</p>					
T U E S D A Y	Standard (write out): <u>Learning Objective</u> Skill (what), Content (why), Product (how): I can decode words to read words that I don't know by reading pages from a book with a partner.	Scholarly Starter- Scholars will hunt through various book pages to look for our phonemes	Standards Based Materials & Resources: google slide presentation , Reading A-Z platform , Content/Academic Vocabulary: vowel, rhyme, hfw (all, call, fall, well, will, full, his, off, pull, he, much, she, wash, wish) ILAP/IEP/504 Scaffolds & Supports: paired oral and written instruction, highlighted terms, word bank, visuals, teacher modeling Opportunities to SWRL: vowel review, decoding phonograms, See It 👁️, Say It 🗨️, Sound It 🗣️, Spell It 📖, peer reading practice, word building, Kids A-Z	Formative: Peardeck Formative: teacher observation	Exit Slip Write    Finish this sentence. Write the word that I say on the line: I like _____ shoes!	Elkonin Squares
W E	Standard (write out): <u>Learning Objective</u>	Scholarly Starter- Scholars will	Standards Based Materials & Resources: google slide presentation , Reading A-Z platform ,	Formative: Peardeck	Exit Slip Scholar will answer two	Fluency routine Elkonin squares

D N E S D A Y	<p>Skill (what), Content (why), Product (how):</p> <p>I can decode words to read words that I don't know by reading pages from a book with a partner.</p>	determine if images match based on the initial of final phonogram	<p>Content/Academic Vocabulary: , double consonants, digraph, high frequency words (all, call, fall, well, will, full, his, off, pull, he, much, she, wash, wish)</p> <p>ILAP/IEP/504 Scaffolds & Supports: paired oral and written instruction, highlighted terms, word bank, visuals, teacher modeling, peer support</p> <p>Opportunities to SWRL: Decoding word chains, Initial and final sound identification (movement activity), Fluency practice: choral read, whiteboard dictated words and sentences, partner sorting</p>	Formative: teacher observation	multiple choice questions related to comprehension from their fluency story	
T H U R S D A Y	<p>Standard (write out):</p> <p>Learning Objective</p> <p>Skill (what), Content (why), Product (how):</p> <p>I can decode words to read words that I don't know by reading pages from a book with a partner.</p>	<p>Scholarly Starter-</p> <p>Scholars will sort the reader's theater for a designated phoneme or list of hfw</p>	<p>Standards Based Materials & Resources: google slide presentation, Reading A-Z platform,</p> <p>Content/Academic Vocabulary: , double consonants, digraph, high frequency words (all, call, fall, well, will, full, his, off, pull, he, much, she, wash, wish), fluency (accuracy, expression), annotating</p> <p>ILAP/IEP/504 Scaffolds & Supports: paired oral and written instruction, highlighted terms, word bank, visuals, teacher modeling</p> <p>Opportunities to SWRL: annotating reader's theater, reader's theater, comprehension questions, shared writing, Lexia English</p>	<p>Formative: Peardeck</p> <p>Formative: teacher observation</p>	<p>Exit Slip</p> <p>Scholar will answer two multiple choice questions related to comprehension from their reader's theater story</p>	<p>Reading annotations</p> <p>Reader's theater</p> <p>Shared writing</p>
F R I D A Y	Odd classes only due to assemblies					
M O	<p>Standard (write out):</p> <p>Learning Objective</p>	<p>Homework Collection-</p> <p>Scholars will turn in</p>	<p>Standards Based Materials & Resources: google slide presentation, Reading A-Z platform, phoneme and hfw flashcards</p>	Summative: Vowel assessment		<p>Partner Review</p> <p>Lexia English</p>

N D A Y	<p>Skill (what), Content (why), Product (how):</p> <p>I can use double consonants, sh, and ch to read and write words by taking a test.</p>	<p>the homework for LiveSchool points and ESOL store stickers</p>	<p><u>Content/Academic Vocabulary:</u> double consonants, digraph, high frequency words (all, call, fall, well, will, full, his, off, pull, he, much, she, wash, wish)</p> <p><u>ILAP/IEP/504 Scaffolds & Supports:</u> paired oral and written instruction, highlighted terms, word bank, visuals, teacher modeling</p> <p><u>Opportunities to SWRL:</u> flashcard review, whiteboard review, assessment, Lexia English</p> <p><u>Costa's Levels of Thinking/Questioning:</u></p> <p>Level 1: Choose the word that correctly names the picture.</p> <p>Level 2: Listen to and write the letters using the letters in the word bank.</p> <p>Level 3: Blend the sounds together to say the word.</p>	<p>Summative: Unit 5 assessment</p>		
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