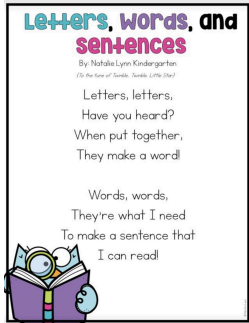
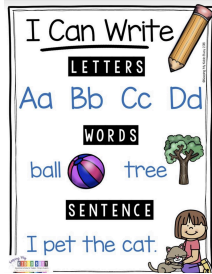



Teacher:		Grade Level: K5		Week of September 22-26	
Primary	Monday	Tuesday	Wednesday	Thursday	Friday
Reading Horizons	Letter Vv Isolate initial phonemes Blend 2 phonemes	Letter W Isolate initial phonemes Blend 2 phonemes	Letter X Isolate initial phonemes Blend 2 phonemes	Letter Y Isolate initial phonemes Blend 2 phonemes	Letter Zz Blend body-coda Segment 2 phonemes
Reading Workshop	<p>Lesson 16</p> <p>Slides 1-11</p> <p>Book: Schools around the World</p> <p>LT: I can describe the characteristics of informational text.</p> <p>Activating Strategy: Review word meaning with the first slides! TE148</p> <ul style="list-style-type: none"> Meet the Author and Illustrator Introduce the Read Aloud Introduce Genre <p>Lesson-TE149</p> <ul style="list-style-type: none"> Develop Listening Comprehension Engage and Respond <p>Standard: AOR5.1</p>	<p>Lesson 17</p> <p>Slides 12-22</p> <p>Book: Schools around the World</p> <p>LT: I can describe the characteristics of informational text.</p> <p>Activating Strategy: Introduce power words. TE218</p> <ul style="list-style-type: none"> city country map <p>Lesson-TE219</p> <ul style="list-style-type: none"> Connect and teach Accountable Talk <p>Standard: AOR5.1</p>	<p>Lesson 18</p> <p>Slides 23-31</p> <p>Book: Annie, Bea, and Chi Chi Delores</p> <p>LT: I can identify the characters and setting in a book read aloud.</p> <p>Activating Strategy: TE230</p> <ul style="list-style-type: none"> Meet the Author and Illustrator Introduce the big book <p>Lesson-TE230</p> <ul style="list-style-type: none"> Develop Listening Comprehension Engage and Respond <p>Standard: AOR 6.1a</p>	<p>Lesson 19</p> <p>Slides 32-47 (see optional activity below)</p> <p>Book: Annie, Bea, and Chi Chi Delores</p> <p>LT: I can use the pictures to help me gain a deeper understanding of the text.</p> <p>Optional: Complete slides 34-36 with the sheet linked here. More info on TE206</p> <p>Activating Strategy: TE240</p> <ul style="list-style-type: none"> Print Concepts: Book Parts <p>Lesson-TE240</p> <ul style="list-style-type: none"> Reading the Pictures Foundational Skills in Context 	<p>IRA</p> <p>Book: This is a Terrible Book! (Schemm has this-we will follow the same schedule for IRA books)</p> <p>Activating Strategy: Review definitions and hand motions for characters and settings.</p> <p>Lesson: Read the book stopping at appropriate parts to check for understanding.</p>

				Standard: AOR 10.1	
Writing Block	<p>Topic: Letters vs. Words vs. Sentences</p> <p>LT: I can distinguish between letters, words and sentences.</p> <p>Activating Strategy: See if students can tell you the difference b/t letters, words and sentences. Then share this song on flipchart</p> <p>Flipchart</p>  <p>Procedure: Do this pocket chart sort as a class (on flipchart) and use this time to remind students that we have been learning all about letters and we are ready to use what we know to write our very own</p>	<p>Topic: Letters vs. Words vs. Sentences</p> <p>LT: I can describe a sentence.</p> <p>Activating Strategy: Review the pocket chart and song from yesterday. Show the anchor chart below to remind students we are ready to write sentences using what we have been learning.</p>  <p>Procedure: Use the flipchart to model how to complete the sentence scramble (2 options - use the one best for your class).</p> <p>Summarizing Strategy: SW complete the sentence scramble independently. Choose the one you modeled for your class.</p>	<p>Topic: Letters vs. Words vs. Sentences</p> <p>LT: I can describe a sentence.</p> <p>Activating Strategy: Remind students we are ready to write sentences using what we have been learning. Reference the anchor chart/song.</p> <p>Procedure: Use the flipchart to model how to complete the new sentence scramble. Remind students sentences are a complete thought, begin with an uppercase letter, have spaces between words and end with a punctuation mark.</p> <p>Summarizing Strategy: SW complete the sentence scramble independently</p> <p> Sentence Scramble It is a ...</p> <p>Standard: ELA.K.C.9.1</p>	<p>Topic: Letters vs. Words vs. Sentences</p> <p>LT: I can write a sentence.</p> <p>Activating Strategy: Remind students we are ready to use journals and write sentences using what we have been learning. Reference the anchor chart/song.</p> <p>Procedure: Use the flipchart to model how to write and illustrate the sentence:</p> <p>It is fol.</p> <p>Letter Word Sentence Flipchart</p> <p>Summarizing Strategy: SW write the sentence and illustrate in their journals.</p> <p>Standard: K.C.4.1</p>	<p>Topic: Letters vs. Words vs. Sentences</p> <p>LT: I can write a sentence.</p> <p>Activating Strategy: Remind students we are ready to write sentences using what we have been learning. Reference the anchor chart/song.</p> <p>Procedure: Use the flipchart to model how to write and illustrate the sentence</p> <p>The lef is red.</p> <p>Summarizing Strategy: SW write the sentence and illustrate in their journals.</p> <p>Standard: K.C.4.1</p>

	<p>sentences!Letter Word Sentence Sort.pdf</p> <p>Summarizing Strategy: SW complete this own letter/word/sentence sort (included on above file).</p> <p>Standard: ELA.K.C.9.1</p>	<p>Sentence Scramble differentiated.pdf</p> <p>Standard: ELA.K.C.9.1</p>			
Math	<p>Materials: Tens frame and 10 counters</p> <p>Lesson 3-6</p> <p>Standard: K.NR.2.3 Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting; K.NR.1.1 Read, write, and represent the numerals 0 to 20 and represent the written numeral with concrete models.</p> <p>LT: I can show and explain the number 10.</p> <p>Activating Strategy: I can Show the #10 song</p> <p>Flipchart p. 49-58</p> <p>I do: Introduce the number 10 on the flipchart and model how</p>	<p>Materials: Tens frame and 10 counters</p> <p>Lesson 3-7</p> <p>Standard: K.NR.1.1; K.NR.2.4 Given a number from 0 to 20, count out that many objects.</p> <p>LT: I can identify the number that is 1 more and tell how I know.</p> <p>Activating Strategy: Practice counting to 10 several times-point out that each time you say a number, the number that comes next is 1 more</p> <p>Flipchart p. 59-67</p> <p>I do: Use the flipchart to introduce how to count 1 more-each time you say the next number, you represent 1 more!</p>	<p>Small groups/remediation day</p> <p>**Pull small groups as needed for remediation to practice counting and number recognition to 10</p> <p>Ideas/activities for students who are caught up and able to work independently:</p> <p>Pumpkins tens frame/counting</p> <p>Clothespin Count & Match</p> <p>Dot Marker Counting Out</p> <p>Count and Match the Number p.5</p> <p>**I have a few other printed count/match games with apples, etc., and I know Schemm has a lot. So hopefully she will share!</p>	<p>Standard: K.NR.2.2 Subitize a quantity of up to 10 objects in an organized arrangement without counting, explaining how one grouped the objects within the set to determine the total quantity.</p> <p>LT: I can group objects to count, tell how many, and explain how I see them. (subitizing)</p> <p>Activating Strategy: Subitize Song</p> <p>I do: Use any of the slides (with sets up to 10) to model how to circle/group sets to tell how many. Explain how you know!</p> <p>We do: Use any of the following sets with 6-10 items for this lesson:</p> <p>Number Talks (slides 93-242 are 6-10 dot cards; slides 300-429</p>	<p>Materials: containers prepared with sets of 2 different color objects up to 10</p> <p>Lesson 3-8</p> <p>Standard: K.NR.3.1 Compare up to 10 objects in one set to another set of up to 10 objects using the phrases more than, fewer than, or the same as.</p> <p>LT: I can match and count objects to compare and explain my thinking.</p> <p>Activating Strategy: Review the terms "more", "fewer", "equal"</p> <p>Practice a few more/fewer with the video</p> <p>Flipchart p. 68-80</p>

	<p>to count OUT that amount with the tens frame</p> <p>We do: SW use tens frames and counters to practice counting OUT sets of up to 10</p> <p>You Do: WB p.102-103</p> <p>PLC BRING BACK: Flashcard 0-10 data 8/10 is mastery 7/</p>	<p>We do: SW use counters and a tens frame to add 1 more at a time until they get to 10- pause each time to ask-how many do you have now? How do you know?</p> <p>You Do: WB p.105-106</p>		<p>are dot cards/rekenreks)</p> <p>Number Talks (slides 94-273 are 6-10 rekenreks)</p> <p>Number Talks (slides 82-273 are 1-10 ten frames)</p> <p>You Do: Partners will turn & talk and practice with several slides and sentence stems...."I see....."</p> <p>***This time around they will have to explain HOW THEY KNOW on the assessment****</p>	<p>I do: Review more/less with flipchart p. 69-72</p> <p>Use 2 sets of different colored objects up to 10 to model how to count and match them and then determine which has MORE or FEWER and tell how you know</p> <p>We do: Give partner groups a container. Have them line up the objects and compare with comparison vocabulary (more/fewer), then have them switch containers with another pair and do the same again</p> <p>You Do: WB p.109-110</p>
Science	We will be studying about FALL this week.				
Literacy Centers					