**Lesson plans for the week of Sept 19 to Sept 23, 2016**

**Language of Instruction: English**

**Maria Blanco Room 215 Craycroft Elementary**

**Monday, Sept 19**

8:10-10:10 MODULE 1: CYCLE 5: OVERVIEW

**Long-Term Targets**

* RF.K.1: Demonstrate understanding of the organization and basic features of print.
  + RF.K.1a: I can read from left to right and top to bottom.
  + RF.K.1b: I can explain the connection between words and letters.
  + RF.K.1d: I can identify all the uppercase and lowercase letters of the alphabet.
* RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.

RF.K.3a: I can look at each consonant and say its sound.

**Daily Learning Targets**

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

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

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

* I can identify the name of each uppercase letter.

I can look at each consonant and say its sound.

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

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

1. Work Time (10–15 minutes)
2. Getting to Know Letters (Part 1): “v” and “s”
3. Letter-Sound Chant: “v” and “s”
4. Closing and Assessment (2 minutes)
5. Reflecting on Learning

Differentiated Small Group Instruction and Rotations

**Vocabulary;** Key: (L): Lesson-Specific Vocabulary; (T): Text-Specific Vocabulary; keyword (L)

**Materials;** Enlarged poem: “Victor the Sleepy Vulture” (or handwritten on chart paper; to display)

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

Snapshot Assessment (optional; one per student)

**Opening**

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

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

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

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

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

“*Now we’ll learn the letters, short and tall. Get our bodies ready to write them all. When we learn the letters, we will shout. We know their names, we figured it out!”*

* Begin the Getting to Know Letters (Part 1) instructional practice:

1. Teacher says: “We are going to get to know two new letters today: ‘s’ and ‘v*.*’ We will learn the names, sounds, and keywords for these two letters.”
2. Teacher holds up a **Keyword Picture Card: “s,”** showing only the picture, and asks:

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

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

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

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

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

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

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

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

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

*“Now let’s say the alphabet, letter by letter. Here is the letter, here is the sound. When we chant together, we sound great. Listen up to the sounds we make!”*

* Begin the Letter-Sound Chant instructional practice:

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

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

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

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

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

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

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

* Emphasize that successful learners think about what they’ve learned and why it’s important. Consider using a metaphor, such as a baseball player learning to keep his or her eye on the ball to know exactly when to hit it.
* Ask:
  + “When we see the letter ‘s,’ how can we remember the sound it makes?” (Think of our keyword, “snake,” and listen for the first sound or the sound that “s” makes at the beginning.)

“How will that help us with reading or writing?” (Responses will vary.)

**Station 1:** Skills Practice page

**Materials:** Worksheet crayons, Team Leader badge

**Procedure:** The Team Leader will pass out page to each group member. The students will be asked to stand behind their chairs and rotate to Station 2.  **Assessment:** Teacher observation and page

**Station 2: Students read books independently**

The students will be asked to stand behind their chairs and rotate to Station 3. **Assessment:** Teacher observation

**Station 3: Letter Writing: Materials: Worksheet letter**

**Procedure:** The Team Leader will pass out page v or s to each group member. The students will be asked to stand behind their chairs and rotate to Station 4. **Assessment:** Teacher observation

**Station 4: Teacher Station: Review letter S and V and sight words “he”.**

**Assessment:** Teacher observation

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

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

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

**11:25-12:05 Specials Library**

**1:05-1:05 ELA Senses**

**ELP Standards:**

(K.RI.1, K.RI. 2,  K.RI.4, K.SL.3 ) **I W 2:HI-11:** using interrogative sentences in a variety of writing applications.

(K.L.1a.) **I W 2:HI-1**: writing legibly and with correct formation all of the lower case and upper-case letters of the alphabet.

(K.L.2c)**I W 2:HI-2:** applying letter-sound relationships to write simple CVC words and attempt more complex words.

(K.L.2d.) **I W 2:HI-3**: using resources throughout the classroom to spell words.

(K.W.2) **I W 2:HI-9:** using prompt, write simple declarative sentences(e.g., S-V, S-V-C) with subject-verb agreement.

(K.RI.10, K.W.2, )**I W 3:HI-1:** generating or expanding on ideas independently by drawing pictures and using key vocabulary in graphic organizers. (e.g., storyboard)

[**Scaffolding for ELL Students**](https://docs.google.com/document/d/1BTbfhev6-BS9To9f6ey6HhEsNM13w3MgOjLP5t-XTdI/edit)

Suggested scaffolds to instruction in writing and vocabulary for ELL students.

**Instruction: Background Knowledge:**

* Students will be asked to describe the sense of smell, identify the parts of the nose and their functions, and provide simple explanations about the nose works.

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

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

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

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

**Read-Aloud:**

**Introduce Topic:**

* Ask students, “How the sense of smell can help us?” Remind students that there are good smells, bad smells and even danger smells. (Remembering situations when our sense of smell would help us out of danger. The smell of smoke, for example, or rotting food perhaps.) Our sense of smell is very important. How does it work? Let’s find out.

**Introduce Text:**

* Review information learned so far about the five senses and then focusing on smell.
* Show slide 21 from [**Five Senses**](https://docs.google.com/a/students.susd12.org/file/d/0B4O5q5JF6gX2d3FhTkhaVkNnLUk/edit) Flip Book and then read functions of the nose page 32 from  **[Five Senses Information Page](http://www.p12.nysed.gov/engageny/k-2-curriculum/GK_D2_Anthology.pdf)**.  Provide time for discussion.
* Show slide 24 from [**Five Senses**](https://docs.google.com/a/students.susd12.org/file/d/0B4O5q5JF6gX2d3FhTkhaVkNnLUk/edit) Flip Book and then read the functions of the nose page 33 from  **[Five Senses Information Page](http://www.p12.nysed.gov/engageny/k-2-curriculum/GK_D2_Anthology.pdf)**. Provide time for discussion.

**Pair Share:**

* Have students partner share and ask and answer questions about the information learned.
* Partner A will ask*, How are we able to smell?*
* Partner B will answer, *I can smell because the air(molecules) goes into my nose and make up smells.(scents)*
* A/B partners will switch roles

**Writing:**

**Option 1:**

* Teacher will model writing a complete sentence using capitals, spacing and periods (Odor molecules help me to smell.) .
* Students will write sentence and draw a picture in their Five Senses Journal.

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

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

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

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

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

1. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
2. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
3. Understand that each successive number name refers to a quantity that is one larger.

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

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

Mathematical Practice Standards

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

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

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| **KEY TERMS / VOCABULARY: \***result \*Model / Represent \*Equality / Equal Sign \*Add / add to \*Explain  **Daily Skills Review** [Number Talks to 5](https://drive.google.com/open?id=0B6RJi4wBOdp1R2NhUDZ0alV4b0E) (“How many do you see? How do you see them?”)   * [Fluency Games](https://drive.google.com/open?id=0B6RJi4wBOdp1WFRwZ0ZKTTc0RTA) Many of these games are appropriate for centers (choose activities that are appropriate for your students) * [Join Result Unknown Word Problems w/in 5](https://drive.google.com/open?id=11Yjj0hva--VPcOJ-ehDC9kymDlaX02CL0PrYWgZh6vE)     [CGI In the Kindergarten Classroom](https://drive.google.com/open?id=0B6RJi4wBOdp1UGJaNVZNU0pwSVE)   + Strategy Talks-Teachers should begin to expect students to share and discuss their problem solving models |
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**Task 6: Dice Addition 2** [Dice Addition](https://drive.google.com/open?id=0B6RJi4wBOdp1Nk82VGNJcC1taDQ)

This is a task from Illustrative Mathematics. The focus is on equations, but to modify, you might consider having students represent their sums with teddy bears, colored chips, beans, etc.

**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 19 to Sept 23, 2016**

**Language of Instruction: English**

**Maria Blanco Room 215 Craycroft Elementary**

**Tuesday, Sept 20**

8:10-10:10: Module 2: Cycle 6: Lesson 31 Getting to Know Letters (Part 1)

**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) |
| 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**

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

**11:25-12:05 Specials Library**

**1:05-1:05 ELA Senses**

**ELP Standards:**

(K.RI.1, K.RI. 2,  K.RI.4, K.SL.3 ) **I W 2:HI-11:** using interrogative sentences in a variety of writing applications.

(K.L.1a.) **I W 2:HI-1**: writing legibly and with correct formation all of the lower case and upper-case letters of the alphabet.

(K.L.2c)**I W 2:HI-2:** applying letter-sound relationships to write simple CVC words and attempt more complex words.

(K.L.2d.) **I W 2:HI-3**: using resources throughout the classroom to spell words.

(K.W.2) **I W 2:HI-9:** using prompt, write simple declarative sentences(e.g., S-V, S-V-C) with subject-verb agreement.

(K.RI.10, K.W.2, )**I W 3:HI-1:** generating or expanding on ideas independently by drawing pictures and using key vocabulary in graphic organizers. (e.g., storyboard)

[**Scaffolding for ELL Students**](https://docs.google.com/document/d/1BTbfhev6-BS9To9f6ey6HhEsNM13w3MgOjLP5t-XTdI/edit)

Suggested scaffolds to instruction in writing and vocabulary for ELL students.

**Instruction: Background Knowledge:**

* Students will be asked to describe the sense of smell, identify the parts of the nose and their functions, and provide simple explanations about the nose works.

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

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

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

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

**Read-Aloud: Introduce Topic:** Pass around cotton balls saturated in various substances and ask students to smell (i.e. water, perfume, vinegar, juice, rubbing alcohol). Remind them not to touch the cotton ball, but only smell. What do they notice?

**Introduce Text:**

* Review information learned so far on the Anchor Chart.
* Tell students that you will use a t-chart graphic organizer to list smells that are nice and smells that are awful . Teacher will ask, What would have an awful scent?  What would have a nice scent?
* Students will participate in discussion and give ideas for t-chart.
* Teacher will record and read responses to class using complete sentence.  Such as,  Garbage has an awful scent. or Chocolate cookies would have a nice scent.

**Pair Share:**

* Students will share with their A/B partner asking and answering questions.
* *Partner A will ask, What has an awful scent?*
* *Partner B will answer,  \_\_\_\_\_\_\_ has an awful scent.*
* *Partner A will ask, What has a nice scent?*
* *Partner B will answer,  \_\_\_\_\_\_\_ has a nice scent.*
* Partners will switch roles.

**Writing:**

* Teacher will model how to write a complete sentence using capital, spacing and periods.
* \_\_\_\_\_\_has an awful scent and/or \_\_\_\_\_\_\_\_ has a nice scent.
* Students will draw and write the complete sentence in their Five Senses Journal.
* Have the t-chart graphic organize available so students can use as a resource to fill in the blank.

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

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

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

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

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

1. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
2. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
3. Understand that each successive number name refers to a quantity that is one larger.

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

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

Mathematical Practice Standards

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

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

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| **KEY TERMS / VOCABULARY: \***result \*Model / Represent \*Equality / Equal Sign \*Add / add to \*Explain  **Daily Skills Review** [Number Talks to 5](https://drive.google.com/open?id=0B6RJi4wBOdp1R2NhUDZ0alV4b0E) (“How many do you see? How do you see them?”)   * [Fluency Games](https://drive.google.com/open?id=0B6RJi4wBOdp1WFRwZ0ZKTTc0RTA) Many of these games are appropriate for centers (choose activities that are appropriate for your students) * [Join Result Unknown Word Problems w/in 5](https://drive.google.com/open?id=11Yjj0hva--VPcOJ-ehDC9kymDlaX02CL0PrYWgZh6vE)     [CGI In the Kindergarten Classroom](https://drive.google.com/open?id=0B6RJi4wBOdp1UGJaNVZNU0pwSVE)   + Strategy Talks-Teachers should begin to expect students to share and discuss their problem solving models |

**Task 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 19 to Sept 23, 2016**

**Language of Instruction: English**

**Maria Blanco Room 215 Craycroft Elementary**

**Wednesday, Sept 21**

8:10-10:10: Module 2: Cycle 6: Lesson 32 Getting to Know Letters (Part 2)

**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.
  + RF.K.3b: I can say the sound that a vowel letter makes based on the way it is spelled.
* 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 follow along in a shared text (poem).**

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

**Opening B**: **I can search for letters in a familiar text (poem): “g” and “i” (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 identify the short vowel sound for every vowel letter.

**Work Time A: I can follow directions for writing letters “g” and “i” (L.K.1).**

* I can print many uppercase letters.

I can print many lowercase letters.

1. **Agenda:** Opening (5 minutes)
2. Poem Launch: “The Grumpy Iguana”
3. Poem Letter Search: “i” and “g”
4. Work Time (10–15 minutes)
5. Getting to Know Letters (Part 2): “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; keyword (L); feeling “blue,” ignore, inches (T)

* **Materials:** Enlarged poem: “The Grumpy Iguana” (to display; see supporting materials)
* Keyword Picture Cards: “i” and “g” (one of each for teacher to display; from Lesson 31)
* Poetry notebooks (from Lesson 31)
* Poem: “The Grumpy Iguana” (one per student in their poetry notebooks)
* Highlighter, highlighting 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)
* Large pointer (optional; for teacher to point to words in poem as the class recites)
* “g” and “i” handwriting papers (one per student)

Snapshot Assessment (optional; one per student)

**Opening: A. Poem Launch: “The Grumpy Iguana”**

* (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.”*

* Display the **enlarged poem: “The Grumpy Iguana.”**
* Begin the Poem Launch instructional practice:

1. Teacher invites two students to hold the **Keyword Picture Cards: “i” and “g.”**
2. Teacher says: “Listen closely as I read this poem. Touch your nose if you hear anything about our iguana or goose. Our volunteers will hold up their Keyword Picture Card when they hear their character mentioned.”
3. Teacher reads the enlarged poem: “The Grumpy Iguana” once or twice with expression, making movements that illustrate the actions in the poem (examples: grabbing grapes, gliding, ignoring).
4. Teacher asks:

* “Why is the /i/-guana so /g/-rumpy?”
* “What does the /i/-guana do when the /g/-oose /g/-lides on over?” (He ignores the goose.)
* “What does the /g/-oose do next?” (inches over)
* “How does the /i/-guana respond?” (says “thank you”)

1. Teacher says: “Now let’s learn the poem. I’ll say the first line and make movements that show the actions in the poem, and you’ll repeat. We’ll do that for each line in the poem.”

Teacher and students recite the poem aloud together once or twice more, making movements that illustrate the actions in the poem. **B. Poem Letter Search: “i” and “g”**

* (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: “The Grumpy Iguana”** and **writing utensils** to individuals or partners.
* Begin the Poem Letter Search instructional practice:

1. Teacher and students recite the poem, pointing to each word as they read it. During the shared reading of the poem, teacher asks students to point to the first word in each line and then the last word in each line.
2. Teacher displays the Keyword Picture Cards: “i” and “g.”
3. Teacher models searching for a letter “i.”
4. Teacher circles it in the enlarged poem with a **highlighter**.
5. Teacher says: “The letter ‘i’ starts the word ‘iguana.’ I can hear the /i/ sound at the beginning of the word ‘iguana.’”
6. Students circle the letter in their own copy of the poem with writing utensils, if using.
7. Repeat steps 3–6 a few more times with the same letter.
8. Repeat steps 3–6 a few times with “g.” Review letters 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 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!” **A. Getting to Know Letters (Part 2): “i”and “g”**

* (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 reviews the letter sound from the previous lesson.
2. Teacher selects the sound for review: /g/.
3. Teacher says the name and sound of the letter: “‘g,’ /g/.”
4. Teacher skywrites the letter while echoing the sound: /g/.
5. Students echo the sound and say the letter while skywriting: /g/.
6. Teacher invites students to follow along while writing the letters on the board.
7. Teacher directs students in proper letter formation with letter formation directions (referring to the standalone **Letter Formation Guidance document**).

Example:

* “g” is a belly line letter. It starts on the belly line.
* Point to the belly line using a **large pointer** (optional).
* Pull straight back on the belly line, curve down and around the feet line.
* Go back up to the belly line, just like with the letter “a.”
* Pull straight back down to the tail line and make a curve.
* Teacher says: “‘g,’ goose, /g/.”
* Students repeat: “‘g,’ goose, /g/.”

1. Students write the letter on their **“g” handwriting paper**. Teacher directs students with letter formation guidance for lowercase “g.”
2. Teacher circulates to assist students as needed, checking for proper grip.
3. Students repeat letter formation two more times. Repeat steps 2–10 with uppercase “g” and upper- and lowercase “i,” using the “i” handwriting paper for the latter exercise.
4. Teacher says: “Great job writing the letters ‘g’ and ‘i.’ Remember, to make the letter ‘g,’ (repeat letter formation directions). And when we make the letter ‘i,’ (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 ‘g,’ how can we remember where to start?” (Start at the belly line.)

“How will that help us with writing?” (Responses will vary.)

**Station 1:** Skills Practice page

**Materials:** Worksheet crayons, Team Leader badge

**Procedure:** The Team Leader will pass out page to each group member. The students will be asked to stand behind their chairs and rotate to Station 2.  **Assessment:** Teacher observation and page

**Station 2: Students read books independently**

The students will be asked to stand behind their chairs and rotate to Station 3. **Assessment:** Teacher observation

**Station 3: Letter Writing**

**Materials: Worksheet letter**

**Procedure:** The Team Leader will pass out page 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 “i” and “g,” using “i” and “g” 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, provide a variety of materials for writing, such as sand trays, bags of shaving cream, etc. * Consider also reading the Letter Story: “g,” found in the Kindergarten Appendix. After reading the story, practice skywriting the letter. | **Early Partial Alphabetic:**   * Practice activity: Students practice letter formation for letters “i” and “g,” using “i” and “g” 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 Story: “g,” 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 “i” and “g,” using “i” and “g” 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**

**11:25-12:20 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 |

**Tasks 8 - 12: Early Mathematics Sessions**  [Noyce Early Mathematics](https://drive.google.com/open?id=0B6RJi4wBOdp1TFVkbEs5LWQ3OW8)

Early Mathematics—A Resource for Teaching Young Children provides a series of instructional tasks, aligned with the CCSS-M, that teachers can use to instruct children in prekindergarten, kindergarten, grade 1, and grade 2. The complete resource includes content for 20 sessions for each of these four grade levels. The tasks were developed for whole-class instruction with some small-group work, but they are also easily adaptable for tutoring sessions. Most sessions have a literature focus to draw children into the content and/or to keep them connected to a context. These session materials do not provide everything a child needs to know about a given topic, such as number. Rather, each session provides a series of instructional tasks to help you teach selected content and practices described in the Common Core State Standards for Mathematics. You should feel free to modify the sessions as appropriate to meet the individual needs of children in your classroom. The first 9 sessions are most applicable to this unit (Pg 1 - pg 60), but some sessions will need modification to represent addition within 5.

**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 19 to Sept 23, 2016**

**Language of Instruction: English**

**Maria Blanco Room 215 Craycroft Elementary**

**Thursday, Sept 22**

8:10-10:10: Module 2: Cycle 6: Lesson 33 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.3b: I can say the sound that a vowel letter makes based on the way it is spelled.

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 “i”and “g.”**

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

**Work Time A: I can search in a text (poem) and find a word with one letter in it.**

* I can count the number of letters in a word.

**Work Time B: I can use clues from the text (poem) to identify a mystery word.**

* I can count the number of letters in a word.
* I can count the number of words in the poem.
* I can point to words in the poem.

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

1. .**Agenda:**  Opening (5 minutes)
2. Poem: Articulatory Gestures
3. Work Time (10–15 minutes)
4. Clues to the Mystery Word
5. Mystery Word: “on”
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, frequently, mystery word (L

* **Materials:** Enlarged poem: “The Grumpy Iguana” (or handwritten on chart paper to display; from Lesson 32)
* Large pointer (optional; for teacher to point to words in poem as the class recites)
* Articulatory Gestures chart (enlarged version to post; from Lesson 31)
* Hand mirrors (optional; one per student or pair to see mouth movements)
* Poetry notebooks (one per student; see Teaching Notes)
* Poem: “The Grumpy Iguana” (one per student in poetry notebooks; from Lesson 31)
* Keyword Picture Card: “n”

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: “The Grumpy Iguana”** once or twice, pointing to each word as he or she reads it (with a finger or **pointer**).
2. Teacher invites students to watch his or her mouth when he or she says the sound for the keyword from the poem: /i/ for “iguana.”
3. Teacher models the articulatory gesture for /i/, referencing the **Articulatory Gestures chart**.
4. Teacher asks:

* “What do you notice about the way my mouth looks when I say the sound /i/?” (open mouth, tip of tongue against the back of bottom teeth)

1. Students make the sound, noticing how it feels in their mouths (and how it looks in **hand mirrors**, if using).
2. Student volunteers share with an elbow partner or whisper into their hand what they noticed when they said the /i/ sound. (“My mouth was open and the tip of my tongue was pushed up against the back of my bottom teeth.”)

Repeat steps 2–6 with /g/, “goose.”

**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 call it a ‘mystery word.’ Today, we are going to use clues to try to figure out the mystery word. Listen for each clue so we can work together to figure out the word.”
2. Teacher says: “The mystery word has two letters in it.”
3. Teacher asks:
   * “Can you find any words in this first line with two letters in it?”
4. Students refer to their **poetry notebooks** to search their copy of the **poem: “The Grumpy Iguana”** individually or with a partner. Students point to a word that they think has two letters in it.
5. Teacher chooses a student volunteer to say or point to which words have two letters in them. (Examples: “an,” “on.”)
6. Teacher writes the word on the board without pronouncing it aloud.
7. Teacher points underneath eachword and counts the number of letters aloud.
8. Teacher repeats steps 2–7 for each line of the poem. This produces the following list of words: “an,” “on,” “to,” “do,” and “so.”
9. Teacher says: “Clap your hands each time I say a word with two letters in it.”
10. Teacher reads poem and points with finger (or pointer) as students clap.

Teacher says: “Wow! You clapped six times. I wonder which word is the mystery word. Now we will find out.” **B. Mystery Word: “on”**

* (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: “Now we are going to use more clues to find out what the mystery word is. This mystery word has a letter in it that looks like this.”
2. Teacher writes on the board: “o.”
3. Teacher points to the list of words on the board and asks:
   * “Does that help us figure out which word it is?” (No, a lot of the words have that letter in it.)
4. Teacher says: “Maybe the next clue will help us figure out what the mystery word is. This mystery word has the sound /n/ at the end.”
5. Teacher displays the **Keyword Picture Card: “n.”**
6. 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.
7. Teacher calls on a student to point to the word listed on the board that he or she thinks is the mystery word.
8. Teacher asks:

* “You think the mystery word is ‘on’? Let’s check.”

1. Teacher says “on” and invites students to repeat the word.
2. Teacher says: “Wow! ‘On’ might be the mystery word. One way to make sure is to see if it is used more than once in the poem.”
3. Teacher and students look for the word “on.”
4. Teacher circles the two different instances of “on.”
5. Teacher says: “Yes! ‘on’ is the mystery word!” Teacher writes the word “in” next to the word “on” and says: “A few weeks ago, our mystery word was ‘in,’ and today our mystery word is ‘on.’”
6. Teacher models the difference between “in” and “on” by placing an object, such as a pencil, “in” something and then placing it “on” something.
7. Teacher says: “These are important words you are going to practice. They are used a lot in reading and writing.”

**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 ‘g,’ how can we remember the sound it makes?” (Think about how our mouth looks when we say the sound: open mouth, tongue up against the back of the bottom teeth, the keyword “good.”)

“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

**Station 2:**  **Students read books independently**

The students will be asked to stand behind their chairs and rotate to Station 3. **Assessment:** Teacher observation

**Station 3: Letter Writing**

**Materials: Worksheet letter**

**Procedure:** The Team Leader will pass out the page to each group member. The students will be asked to stand behind their chairs and rotate to Station 4.

**Assessment:** Teacher observation

**Station 4:**

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| Differentiated Small Groups: Work with Teacher | | |
| *Suggested Plan: Teacher works with the Pre-Alphabetic and Early Partial Alphabetic groups. Teacher may meet briefly with the Late Partial and Early Full Alphabetic groups to get them started on independent work.*  *Note: Groups not working with the teacher at a given time should be engaged in purposeful independent rotation work. Refer to the Independent Student Work Guidance document (see K–2 Skills Resource Manual) for more details.* | | |
| **Pre-Alphabetic:**   * Practice activity: Teacher 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 students 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. | **Early Partial Alphabetic:**   * Practice activity: Teacher guides students in a Mystery Word Search and Rainbow Write.   + Students find the word “on” or the letters “i” and “g” in their copy of the poem: “The Grumpy Iguana.”   + Students circle the word or letters every time they see them.   + Students practice writing the word or letters in different colors with colored markers, crayons, or colored pencils. * **Additional Supporting Materials:**   + Poetry notebook or copy of poem: “The Grumpy Iguana”   + Writing tools (for Rainbow Write; colored pencils, crayons, markers)   + Lined writing paper (for Rainbow Write) | **Late Partial and Early Full Alphabetic:**   * Practice activity: Students complete a Mystery Word Write.   + Students count all of the two-letter words they find in the poem and record them.   + Students write a story. Consider having them write about the iguana and the goose. When they are finished, they look for and circle any words that they used more than once. This supports the idea that a high-frequency word is one that is used often by authors to communicate ideas. * **Additional Supporting Materials:**   + Poetry notebook or copy of the poem: “The Grumpy Iguana”; students can use this as a resource to write the words “goose” and “iguana”   + Lined writing paper and writing utensils |
| Differentiated Small Groups: Work with Teacher (continued) | | |
| * Alternative practice activity: Teacher leads students in a Letter/Name Matching activity.   + Students are given a stack of Student Name Cards with their classmates’ names and Alphabet Cards.   + Students match the beginning letter of each name to the matching Letter-Picture Match Card. Repeat until all names and letters are matched. * **Additional Supporting Materials:**   + Letter-Picture Match Cards   + Student Name Cards (teacher-created) |  |  |

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

**Lunch in the cafeteria & recess**

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

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

**11:25-12:05 Specials P.E**

**12:05-1:05 ELA Senses**

**ELP Standards:**

***ELP Standards:***

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

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.

Opinion: Students will write a journal entry that provides their opinion about smells

Academic opinion, journal, sentence, word, capital, spacing, period

Text Related

mucus, nostrils, scents, molecules, odor

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| Journal  Colored pencils, crayons, markers, pencils  Scoring Rubric  Graphic Organizer  Option 2: After Unit 3 (Smell) - cotton balls saturated in various substances and ask students to smell (i.e. water, perfume, vinegar, juice, rubbing alcohol). |
| [**Kindergarten Opinion Writing Rubric**](https://docs.google.com/a/students.susd12.org/document/d/1Imd1zSpxy5mjLmFgO87Q005zFuS9ZxbPfDXrPOmeHsU/edit?usp=sharing) |
| **Introduce Topic:**   * Pass around cotton balls saturated in various substances and ask students to smell (i.e. water, perfume, vinegar, juice, rubbing alcohol). Remind them not to touch the cotton ball, but only smell. What do they notice?   **Introduce Text:**   * Review information learned so far on the Anchor Chart. * Tell students that you will use a t-chart graphic organizer to list smells that are nice and smells that are awful . Teacher will ask, What would have an awful scent?  What would have a nice scent? * Students will participate in discussion and give ideas for t-chart. * Teacher will record and read responses to class using complete sentence.  Such as,  Garbage has an awful scent. or Chocolate cookies would have a nice scent.   **Pair Share:**   * Students will share with their A/B partner asking and answering questions. * *Partner A will ask, What has an awful scent?* * *Partner B will answer,  \_\_\_\_\_\_\_ has an awful scent.* * *Partner A will ask, What has a nice scent?* * *Partner B will answer,  \_\_\_\_\_\_\_ has a nice scent.* * Partners will switch roles.   **Writing:**   * Teacher will model how to write a complete sentence using capital, spacing and periods. * \_\_\_\_\_\_has an awful scent and/or \_\_\_\_\_\_\_\_ has a nice scent. * Students will draw and write the complete sentence in their Five Senses Journal. * Have the t-chart graphic organizer available so students can use as a resource to fill in the blank. |
| [Kindergarten Module 1B- My Five Senses Mid Performance Assessment Scoring Guide](https://docs.google.com/document/d/1l60pEPhXze2Zt_G4x6tWjMx4hgQQFx-sv687Hi95yQY/edit) |

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

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

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

1. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
2. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
3. Understand that each successive number name refers to a quantity that is one larger.

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

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

Mathematical Practice Standards

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

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

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| **KEY TERMS / VOCABULARY:** result \*Model / Represent \*Equality / Equal Sign \*Add / add to \*Explain  **Daily Skills Review** [Number Talks to 5](https://drive.google.com/open?id=0B6RJi4wBOdp1R2NhUDZ0alV4b0E) (“How many do you see? How do you see them?”)   * [Fluency Games](https://drive.google.com/open?id=0B6RJi4wBOdp1WFRwZ0ZKTTc0RTA) Many of these games are appropriate for centers (choose activities that are appropriate for your students) * [Join Result Unknown Word Problems w/in 5](https://drive.google.com/open?id=11Yjj0hva--VPcOJ-ehDC9kymDlaX02CL0PrYWgZh6vE)     [CGI In the Kindergarten Classroom](https://drive.google.com/open?id=0B6RJi4wBOdp1UGJaNVZNU0pwSVE)   + Strategy Talks-Teachers should begin to expect students to share and discuss their problem solving models |

**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](https://drive.google.com/open?id=0B6RJi4wBOdp1X242Q3JKc1dnRFU) ; [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 19 to Sept 23, 2016**

**Language of Instruction: English**

**Maria Blanco Room 215 Craycroft Elementary**

**Friday, Sept 23**

8:10-10:10: Module 1: Module 2: Cycle 6: Lesson 34 Feel the Beats

**Long-Term Targets**

* RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  + RF.K.2b: I can count the syllables in a spoken word.
  + RF.K.2b: I can segment (break apart) and pronounce separate syllables in a spoken word.
  + RF.K.2b: I can blend separate syllables to form a spoken word.
* RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.
  + RF.K.3a: I can say the sound that each consonant letter makes in words.

**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 look at each consonant and say its sound.
* I can identify the short vowel sound for every vowel letter.

**Work Time A: I can feel and count the syllables (beats) in the words of a poem (RF.K.2).**

* I can count the syllables in a spoken word.
* I can segment (break apart) and pronounce separate syllables in a spoken word.

I can blend separate syllables to form a spoken word.

**Agenda:**

1. Opening (5 minutes)
2. Letter-Sound Chant: “h,”“p,” “a,” “t,” “n,” “c,” “m,” “r,” “v,” “s,” “i,” and “g”
3. Work Time (10–15 minutes)
4. Feel the Beats
5. Closing and Assessment (2 minutes)
6. Reflecting on Learning
7. Differentiated Small Group Instruction and Rotations

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

* **Materials:** Enlarged poem: “The Grumpy Iguana” (from Lesson 32)
* Large pointer (optional; for teacher to point to words in poem as the class recites)
* Articulatory Gestures chart (from Lesson 31)
* Poetry notebooks (one per student; from Lesson 32)

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 all letters introduced to this point.

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

**Work Time A. Feel the Beats**

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

*“Let’s count the syllables, beat by beat. Tap your fingers and drum in your seat. When we hear a syllable, we will tap. Try it out with a rat-a-tat-tat.”*

* Begin the Feel the Beats instructional practice:

1. Teacher reads the **enlarged poem: “The Grumpy Iguana”** once, pointing to each word as he or she reads it (with a finger or **pointer**) with expression.
2. While reading, teacher draws students’ attention to the rhythm and syllables (beats) by tapping each beat under the word.
3. Teacher says: “There’s a wonderful rhythm and beat in this poem! Let’s see if we can feel it in our bodies and mouths.”
4. Teacher models how to make little drumsticks with two fingers from each hand: Tap together the index and middle fingers of the right hand against the same two fingers of the left.
5. Students practice tapping.
6. Students and teachers recite the entire poem aloud slowly, tapping the rhythm and beats on their fingers.
7. Teacher recites the first line of the poem again while tapping as students listen: “I spy an iguana grabbing insects on a gate.”
8. Teacher invites students to say the word “iguana” aloud, tapping out each beat.
9. Teacher asks:

* “How many syllables are in the word ‘iguana’?” (three)

1. Teacher asks:

* “What is the first syllable in the word ‘iguana’?” (“ig”)
* “What is the second syllable in the word ‘iguana’?” (“ua”)
* “What is the third syllable in the word ‘iguana’?” (“na”)

1. Repeat steps 8–10 with the words “grabbing” and “gate.” Teacher says: “Some words have one syllable or beat, like the word ‘gate.’ And some words have more than one syllable or beat. The word ‘grabbing’ has two: ‘grab-ing.’”
2. Repeat steps 7–11 with the remaining lines in the poem, using the words “itchy,” “inspecting,” “mean,” and “morning.”
3. Teacher says: “Now let’s play a game. I’ll say each syllable in a word, and you blend them together to say the word they make.”
4. Teacher says: “ig-nores.”
5. Student(s) say: “ignores.”

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

**Closing and Assessment: A. Reflecting on Learning**

* Emphasize that successful learners think about what they’ve learned and why it’s important. Consider using a metaphor, such as a baseball player learning to keep his or her eye on the ball to know exactly when to hit it.
* Ask:
  + “When we listen to or say a word like ‘iguana,’ how can we figure out how many syllables it has?” (Say it, listen for each “beat,” hold up a finger each time a new beat is heard.)

“How might that help us with reading or writing?” (Responses will vary.)

**Station 1:** Skills Practice page (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 guides students as they tap out each beat in the first two lines of the poem: “The Grumpy Iguana” as they recite it.Students work with the teacher to determine the number of syllables (beats) in a specific word. They continue the process with the remaining lines, if time allows.   OR:   * Suggested Activity Bank activity:   + Syllable Say Animal Feed (with teacher) | **Early Partial Alphabetic:**   * Practice activity: Teacher guides students as they tap out each beat in the first two lines of the poem: “The Grumpy Iguana” as they recite it.Students work with the teacher to determine the number of syllables (beats) in a specific word. They continue the process with the remaining lines, if time allows.   OR:   * Suggested Activity Bank activity:   + Syllable Say Animal Feed (with teacher) | **Late Partial and Early Full Alphabetic:**   * Independent practice activity: Students practice reciting the poem: “The Grumpy Iguana” and tapping the beats with their fingers a few times. Then they read the poem aloud in their poetry notebooks and indicate the number of syllables under each word. Example: Under the word “gate,” they will make one line, while under the word “grumpy,” they will make two.   OR:   * Suggested Activity Bank idea:   + Syllable Say Animal Feed (independently) * **Additional Supporting Materials:**   + Poetry notebooks (from Lesson 32; one per student) |

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

**Lunch in the cafeteria & recess**

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

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

**11:25-12:05 Specials ART**

**12:05-1:05 ELA Senses ELP Standards:**

***ELP Standards:***

(K.RI.1, K.RI. 2,  K.RI.4, K.SL.3 ) **I W 2:HI-11:** using interrogative sentences in a variety of writing applications.

(K.L.1a.) **I W 2:HI-1**: writing legibly and with correct formation all of the lower case and upper-case letters of the alphabet.

(K.L.2c)**I W 2:HI-2:** applying letter-sound relationships to write simple CVC words and attempt more complex words.

(K.L.2d.) **I W 2:HI-3**: using resources throughout the classroom to spell words.

(K.W.2) **I W 2:HI-9:** using prompt, write simple declarative sentences(e.g., S-V, S-V-C) with subject-verb agreement.

(K.RI.10, K.W.2, )**I W 3:HI-1:** generating or expanding on ideas independently by drawing pictures and using key vocabulary in graphic organizers. (e.g., storyboard)

**Essential Questions:**

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

[**Scaffolding for ELL Students**](https://docs.google.com/document/d/1BTbfhev6-BS9To9f6ey6HhEsNM13w3MgOjLP5t-XTdI/edit)

Suggested scaffolds to instruction in writing and vocabulary for ELL students.

**Instruction:**

**Background Knowledge:**

* Students will be asked to describe the sense of smell, identify the parts of the nose and their functions, and provide simple explanations about the nose works.

**Vocabulary:**

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

**Academic Vocabulary:**

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

**Text Vocabulary:**

mucus, nostrils, scents, molecules, odor

***Extention Activities for Smell:***

* Put different scented materials into containers (put numbers on the bottom to identify them) with holes in the top. (Wet a cottonball and sprinkle the materials over the wet cottonball to enhance the smell.) Do two the same and students can match the same scents. Students can simply try to identify the scent. Or sort the containers into good smells (peanut butter, oranges, mint) and bad smells (onion, garlic).
* Cut a gingerbread man shape out of sandpaper. Rub a cinnamon stick over the sandpaper--mmmm!
* Place different colored jelly beans in three different bags (all red in bag 1....) Use a blindfold (or have students close their eyes and you put the jelly beans in their mouths). Do this for each bag. Students hold their nose and chew a jellybean without smelling or seeing it. They record what color they predict the bean was on a recording sheet such as the one seen here. Then have students taste the same color jelly bean without holding their noses (but still not able to see it) Mark the prediction in the second recording box. Show the students the bean and have them color in the correct answer. Do the same for the other two bags.
* This activity can be found on this website: [**http://www.aloha.net/~kanahele/senseationalwelcome.html**](http://www.aloha.net/~kanahele/senseationalwelcome.html)

**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](https://drive.google.com/open?id=0B6RJi4wBOdp1X242Q3JKc1dnRFU) ; [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.