

# Chickens

## Kindergarten March 19- March 23, 2018

### Reading

#### Reading Literature:

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

K.RL.6 – With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

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

#### Literature Focus Skills

- Students will retell events of a story in sequential order
- Students will identify problem and solution in a story
- Students will compare and contrast two stories

### Reading Foundational Skills

#### Print Concepts

K.RF.1a – Follow words from left to right, top to bottom, and page by page.

K.RF.1b – Recognize that spoken words are represented by written language.

K.RF.1c – Recognize that words are separated by spaces in print.

#### Phonological Awareness

K.RF.2 – Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

K.RF.2a- Recognize and produce rhyming words

K.RF.2d- Isolate and pronounce the initial, medial vowel, and final sounds in 3-phoneme words (c-v-c words)

#### Phonics and Word Recognition

K.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.

#### Fluency

K.RF.4Read emergent-reader text with purpose and understanding

#### Foundational Skills Focus Skills

- Tricky words: *here, what*
- Sound recognition: ch' 'sh' 'th' 'ng' 'qu' 'ck' 'ff' 'll' 'gg' dd' 'bb' 'mm'
- Rhyming word recognition

### Writing

#### **Speaking & Listening Language**

#### Speaking and Listening

K.SL.1 - Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

b. Continue a conversation through multiple exchanges.

K.SL.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.

K.SL.6 - Speak audibly and express thoughts, feelings, and ideas clearly.

#### Writing

K.W.2 – Use a combination of drawing, dictating, and writing to compose informative/explanatory text.

K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

K.W.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

#### Listening Focus Skills:

- Use appropriate behavior while listening to and discussing stories.
- Participate and ask/answer questions.

#### Writing Focus Skills:

- Capitalize the first word in a sentence and the pronoun "I"
- Recognize and name end punctuation.
- Write letters for most consonant and short-vowel sounds.
- Spell simple words phonetically, drawing on sound-letter relationships.

	Monday (3.19)	Tuesday (3.20)	Wednesday (3.21)	Thursday (3.22)	Friday (3.23)
Reading LT	I will sequence the events in a story	I will identify the characters, setting, and events in a story	I will identify the characters, setting, and events in a story	I will identify the problem and solution in a story	I will compare and contrast two stories
Listening and Learning Strand: Reading	<b>The Red Hen</b> Students will participate in a reading of the story, discussing with a partner sequence of events in the story. Students will work in groups to use sequencing cards to put the events in the story in order.	<b>Chicken Little</b> Students will participate in a reading of the story, discussing with a partner characters, setting, and events of the story. Students will use a graphic organizer to record the characters, setting, and events of the story	<b>Chicken Big</b> Students will participate in a reading of the story, discussing with a partner characters, setting, and events of the story. Students will use a graphic organizer to record the characters, setting, and events of the story	<b>Chicken Big</b> Students will participate in a reading of the story, discussing with a partner problems and solutions in the story. Students will work in groups to find different problems and solutions in the story.	<b>Chicken Little and Chicken Big</b> Students will participate in a review of the stories, discussing with the class the similarities and differences between the two stories. Students will create a Venn Diagram to compare the two stories.
Writing LT	Students will write to tell the sequences of events from "The Red Hen". Using the 5 star writing rubric, students will check their work to make sure they have all conventions of print used correctly. Students will sign up for conferences and participate in Author's Chair. The class will discuss 2 characteristics of writing that are exemplar and one that can be improved from the Author.	Students will write to tell their comprehension of "Chicken Little". Using the 5 star writing rubric, students will check their work to make sure they have all conventions of print used correctly. Students will sign up for conferences and participate in Author's Chair. The class will discuss 2 characteristics of writing that are exemplar and one that can be improved from the Author.	Students will write to tell their comprehension of "Chicken Big". Using the 5 star writing rubric, students will check their work to make sure they have all conventions of print used correctly. Students will sign up for conferences and participate in Author's Chair. The class will discuss 2 characteristics of writing that are exemplar and one that can be improved from the Author.	Library – if cancelled, then: Students will write to tell the problem and solution of "Chicken Big". Using the 5 star writing rubric, students will check their work to make sure they have all conventions of print used correctly. Students will sign up for conferences and participate in Author's Chair. The class will discuss 2 characteristics of writing that are exemplar and one that can be improved from the Author.	Students will write compare "Chicken Little" and "Chicken Big" Using the 5 star writing rubric, students will check their work to make sure they have all conventions of print used correctly. Students will sign up for conferences and participate in Author's Chair. The class will discuss 2 characteristics of writing that are exemplar and one that can be improved from the Author
Phonics LT	TLW accurately identify pictures that match the vocabulary words	TLW identify how many sounds they hear in a word	TLW identify rhyming words with known tricky words	TLW correctly spell tricky words such as a, from, the, was, all, one	TLW identify the correct picture that corresponds to the tricky word

<p><b>Skills Strand: Phonics</b></p>	<p><b>Unit 8 Lesson 14:</b>  Warm up: The Sound/Spelling Review</p> <ul style="list-style-type: none"> <li>REVIEW: /a/ /e/ /i/ /o/ /u/</li> <li>REVIEW: 'ch' 'sh' 'th' 'ng' 'qu' 'ck' 'ff' 'll' 'gg' 'dd' 'bb' 'mm' 'ss'</li> </ul> <p>Practice: Connect It</p> <ul style="list-style-type: none"> <li>Worksheet page 14.1</li> <li>Drawing lines from pictures to corresponding words</li> </ul> <p>Differentiated Instruction: Small Group Work</p> <ul style="list-style-type: none"> <li>Group 1: Distribute worksheet 14.2</li> <li>Group 2: Practice double consonant words and sounds</li> </ul> <p>Partner reading-reading time:</p> <ul style="list-style-type: none"> <li>"The Chills"</li> </ul> <p>Take home material: "On The Bus" worksheet page 14.3</p> <p>Small Group Centers and Interventions: Identifying rhyming words, reading words and sentences/phrases with double letters such as 'ff' 'll' 'ss' 'ck' sight word and CVC word reading fluency, guided reading</p>	<p><b>Unit 8 Lesson 15:</b>  <b>Student Performance Task</b>  <b>ASSESSMENT: Word Recognition Assessment</b></p> <ul style="list-style-type: none"> <li>Worksheet 15.2</li> <li>Have students circle the correct spelling of the word</li> <li>Follow assessment words outlined in workbook (20 words)</li> </ul> <p>Teacher Demonstration and Whole Group Reading:</p> <ul style="list-style-type: none"> <li>"Stop That Bus"</li> <li>Review: 'ck' 'ff' 'll' in book</li> <li>Discuss with outline of discussion questions</li> </ul> <p>Practice: How Many Sounds</p> <ul style="list-style-type: none"> <li>Workbook page 15.3</li> </ul> <p>Small Group Centers and Interventions: Identifying rhyming words, reading words and sentences/phrases with double letters such as 'ff' 'll' 'ss' 'ck' sight word and CVC word reading fluency, guided reading</p>	<p><b>Unit 8 Lesson 16:</b>  <b>Student Performance Task</b>  <b>ASSESSMENT: Lowercase Letter Name Assessment</b></p> <ul style="list-style-type: none"> <li>Worksheet 16.1</li> <li>Have students circle the letter that I say out loud</li> <li>Students who score a 17 or below should be administered 'real word' assessment</li> </ul> <p>Small group or partner-reading time: "Stop That Bus"</p> <p>Independent Practice: Label the picture, rhyming words</p> <ul style="list-style-type: none"> <li>Worksheet 16.4 and 16.5</li> <li>16.4: Have students circle and then write the correct word on the line to label each picture</li> <li>16.5: Draw lines to connect each word with its rhyming word</li> </ul> <p>Small Group Centers and Interventions: Identifying rhyming words, reading words and sentences/phrases with double letters such as 'ff' 'll' 'ss' 'ck' sight word and CVC word reading fluency, guided reading</p>	<p><b>Unit 8 Lesson 17:</b>  <b>Student Performance Task</b>  <b>ASSESSMENT: Tricky Word Assessment</b></p> <ul style="list-style-type: none"> <li>Worksheet 17.1</li> <li>Students will circle the correct spelling of the word I say</li> <li>A, from, the, was, one, of, all</li> </ul> <p>Teacher Demonstration: "Sam and the Duck"</p> <ul style="list-style-type: none"> <li>Discuss using discussion questions given</li> </ul> <p>Independent Practice: Draw the Pictures, Mark the Phrase</p> <ul style="list-style-type: none"> <li>Worksheets 17.2-17.5</li> </ul> <p>Take home Material: Worksheet 17.7 to family member</p> <p>Small Group Centers and Interventions: Identifying rhyming words, reading words and sentences/phrases with double letters such as 'ff' 'll' 'ss' 'ck' sight word and CVC word reading fluency, guided reading</p>	<p><b>Unit 8 Lesson 18:</b>  Warm up: The Short Vowel Sounds and Sound/Spelling Review</p> <ul style="list-style-type: none"> <li>REVIEW: 'l' 'a' 'o' 'e'</li> <li>ADD: 'u'</li> <li>Say each sound while making corresponding gesture</li> <li>Have students repeat after me</li> <li>REVIEW: 'ch' 'sh' 'th' 'ng' 'qu' 'ss' 'll' 'ff' 'ck' 'gg' 'dd'</li> </ul> <p>Partner reading time- "Sam and The Duck"</p> <p>Independent Practice: Label the Picture, Partner Read</p> <ul style="list-style-type: none"> <li>Worksheet 18.3</li> <li>Once students complete worksheet they can partner read</li> </ul> <p><b>INDIVIDUAL STUDENT ASSESSMENT: if students perform 90% or less, administer 18.1 and 18.2</b></p> <p>Small Group Centers and Interventions: Identifying rhyming words, reading words and sentences/phrases with double letters such as 'ff' 'll' 'ss' 'ck' sight word and CVC word reading fluency, guided reading</p>
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