

Lesson Plans for Kara Wilmeth, Dilley Elementary School

Week of Monday, December 01, 2014

Monday, December 01, 2014  
Day 65

Tuesday, December 02, 2014  
Day 66

Wednesday, December 03, 2014  
Day 67

Thursday, December 04, 2014  
Day 68

Friday, December 05, 2014  
Day 69

<u>Monday, December 01, 2014</u> <u>Day 65</u>	<u>Tuesday, December 02, 2014</u> <u>Day 66</u>	<u>Wednesday, December 03, 2014</u> <u>Day 67</u>	<u>Thursday, December 04, 2014</u> <u>Day 68</u>	<u>Friday, December 05, 2014</u> <u>Day 69</u>
English Language Arts and Reading	English Language Arts and Reading	English Language Arts and Reading	English Language Arts and Reading	English Language Arts and Reading
<p>The student is expected to...</p> <p>» identify upper- and lower-case letters. [1B]</p> <p>» identify syllables in spoken words.[2B]</p> <p>» identify upper- and lower-case letters. [1B]</p> <p>» blend spoken onsets and rimes to form simple words (e.g., onset /c/ and rime /at/ make cat).[2F]</p> <p>» identify syllables in spoken words.[2B]</p> <p>» isolate the initial sound in one-syllable spoken words.[2H]</p> <p>» blend spoken onsets and rimes to form simple words (e.g., onset /c/ and rime /at/ make cat).[2F]</p> <p>» identify the common sounds that letters represent.[3A]</p> <p>» isolate the initial sound in one-syllable spoken words.[2H]</p> <p>» use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words).[3B]</p> <p>» identify upper- and lower-case letters. [1B]</p> <p>» identify upper- and lower-case letters. [1B]</p> <p>» identify the common sounds that letters represent.[3A]</p> <p>» identify syllables in spoken words.[2B]</p> <p>» use phonological knowledge to match sounds to letters.[18A]</p> <p>» identify upper- and lower-case letters. [1B]</p> <p>» identify syllables in spoken words.[2B]</p> <p>» blend spoken onsets and rimes to form simple words (e.g., onset /c/ and rime /at/ make cat).[2F]</p> <p>» use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words).[3B]</p> <p>» identify syllables in spoken words.[2B]</p> <p>» identify upper- and lower-case letters. [1B]</p> <p>» isolate the initial sound in one-syllable spoken words.[2H]</p> <p>» use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut").[18B]</p> <p>» blend spoken onsets and rimes to form simple words (e.g., onset /c/ and rime /at/ make cat).[2F]</p> <p>» blend spoken onsets and rimes to form simple words (e.g., onset /c/ and rime /at/ make cat).[2F]</p> <p>» identify the common sounds that letters represent.[3A]</p>	<p>Unit 2, Lesson 2 Day 14 of 20</p> <p>TEKS: TEKS will be the same all week.</p> <p>Learning Objectives: We will...</p> <p>-discuss the concept to develop oral language. -build oral vocabulary. -identify the upper- and lower-case letters. -listen to and chorally read a folktale, discuss the big idea, and retell a main event.</p> <p>Technology:</p> <p>Academic Language/Key Vocabulary: -weigh -measure -uppercase -lowercase -letter -sound -big idea -event -folktale</p> <p>Lesson Activities (Which include opening activity, direct teach, critical writing, and small group talk)</p>	<p>Unit 2, Lesson 2 Day 15 of 20</p> <p>TEKS: TEKS will be the same all week.</p> <p>Learning Objectives: We will...</p> <p>-share information and ideas about the concept. -build oral vocabulary. -identify the sound for the letter Hh. -listen to and chorally read a folktale, discuss the big idea, and retell a main event.</p> <p>Technology:</p> <p>Academic Language/Key Vocabulary: -healthy -bamboo -uppercase -sound -big idea -event -folktale -character</p> <p>Lesson Activities (Which include opening activity, direct teach, critical writing, and small group talk)</p>	<p>Unit 2, Lesson 2 Day 16 of 20</p> <p>TEKS: TEKS will be the same all week.</p> <p>Learning Objectives: We will...</p> <p>-discuss the concept to develop oral language. -build oral vocabulary. -match sounds to spell and read words. -discuss the big idea of a folktale read aloud.</p> <p>Technology:</p> <p>Academic Language/Key Vocabulary: -curious -explore -letter -sound -word -rhyme -big idea -discussion</p> <p>Lesson Activities (Which include opening activity, direct teach, critical writing, and small group talk) -Read and discuss Amazing words: curious and explore.</p>	<p>Unit 2, Lesson 2 Day 17 of 20</p> <p>TEKS: TEKS will be the same all week.</p> <p>Learning Objectives: We will...</p> <p>-review the concepts. -build oral vocabulary. -identify upper- and lower-case letters and their sounds. -use drawings to represent text-to-self connections.</p> <p>Technology:</p> <p>Academic Language/Key Vocabulary: -weigh -measure -healthy -bamboo -curious -explore -alphabet -letter -uppercase -text-to-self connection -personal experience</p> <p>Lesson Activities (Which include opening activity, direct teach, critical writing, and small group talk)</p>

Monday, December 01, 2014 Day 65	Tuesday, December 02, 2014 Day 66	Wednesday, December 03, 2014 Day 67	Thursday, December 04, 2014 Day 68	Friday, December 05, 2014 Day 69
<ul style="list-style-type: none"> <li>» use phonological knowledge to match sounds to letters.[18A]</li> <li>» isolate the initial sound in one-syllable spoken words.[2H]</li> <li>» retell or act out important events in stories.[F19E]</li> <li>» use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words).[3B]</li> <li>» identify syllables in spoken words.[2B]</li> <li>» identify upper- and lower-case letters.[1B]</li> <li>» use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut").[18B]</li> <li>» identify the common sounds that letters represent.[3A]</li> <li>» isolate the initial sound in one-syllable spoken words.[2H]</li> <li>» use phonological knowledge to match sounds to letters.[18A]</li> <li>» make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.[F19F]</li> <li>» identify syllables in spoken words.[2B]</li> <li>» retell or act out important events in stories.[F19E]</li> <li>» use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words).[3B]</li> <li>» blend spoken onsets and rimes to form simple words (e.g., onset /c/ and rime /at/ make cat).[2F]</li> <li>» identify upper- and lower-case letters.[1B]</li> <li>» discuss the big idea (theme) of a well-known folk tale or fable and connect it to personal experience.[6B]</li> <li>» use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut").[18B]</li> <li>» identify the common sounds that letters represent.[3A]</li> <li>» blend spoken onsets and rimes to form simple words (e.g., onset /c/ and rime /at/ make cat).[2F]</li> <li>» make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.[F19F]</li> <li>» use phonological knowledge to match sounds to letters.[18A]</li> <li>» recognize recurring phrases and characters in traditional fairy tales, lullabies, and folk tales from various cultures.[6D]</li> <li>» retell or act out important events in</li> </ul>	<ul style="list-style-type: none"> <li>-Read and discuss Amazing words: weigh and measure.</li> <li>-Read and sing "Growing and changing".</li> <li>-Identify new amazing words.</li> <li>-review letters and sounds.</li> <li>-discuss the difference between a letter and a word.</li> <li>-play a matching game with uppercase and lowercase letters.</li> <li>-in groups, play a matching game with the uppercase and lowercase letters of the alphabet.</li> <li>-read a folktale - discuss title, author, illustrator, how to hold a book, preview illustrations, activate prior knowledge, make predictions.</li> <li>-determine the big idea.</li> <li>-draw a picture of a main event from the folktale.</li> <li>-with a partner retell a main event from the folktale.</li> </ul> <p>Essential Questions for Rigor and Relevance:</p> <ul style="list-style-type: none"> <li>-How do we use our knowledge about letters as we read and write?</li> <li>-What is different between these (letter and word)?</li> <li>-What letters did you review today?</li> <li>-What is the difference between upper- and lowercase letters?</li> <li>-What is a big idea?</li> <li>-What was the big idea of this folktale?</li> </ul> <p>Closing Activity (Formative/Summative Assessment)</p> <p>I will...</p> <ul style="list-style-type: none"> <li>-learn Amazing words.</li> <li>-identify the letter, sound, and write Nn.</li> <li>-review letters and sounds.</li> <li>-discuss the difference between a letter and a word.</li> <li>-play a matching game with upper- and</li> </ul>	<ul style="list-style-type: none"> <li>-Read and discuss Amazing words: healthy and bamboo.</li> <li>-Read and sing "Growing and changing".</li> <li>-Identify new amazing words.</li> <li>-say words that begin with Hh and words that do not.</li> <li>-play "Thumbs Up, Thumbs Down" to identify Hh words.</li> <li>-introduce the letter Hh.</li> <li>-notice and learn how to make the /h/ sound.</li> <li>-clap and say the number of syllables in each Hh word/picture card.</li> <li>-model isolating the initial sound in one-syllable spoken words beginning with /h/.</li> <li>-explain the meaning of a "folktale".</li> <li>-read "Goldilocks and the Three Bears"</li> <li>- discuss title, author, illustrator, how to hold a book, preview illustrations, activate prior knowledge, make predictions.</li> <li>-discuss the main events in the story.</li> <li>-ask for the big idea.</li> <li>-make puppets of the characters in "Goldilocks and the Three Bears".</li> <li>-retell the story with a partner using the puppets.</li> </ul> <p>Essential Questions for Rigor and Relevance:</p> <ul style="list-style-type: none"> <li>-Why is it helpful to practice letters and sounds?</li> <li>-How does this help you as readers and writers?</li> <li>-What do your lips, tongue, and throat do as you make this sound?</li> <li>-Is your mouth open or closed?</li> <li>-Does your throat wiggle?</li> <li>-Is your voice on or off?</li> <li>-Do you feel air coming out of your mouth?</li> <li>-Does this word start with the sound /f/?</li> <li>-Why is it important to understand the big idea from a text?</li> <li>-What was the big idea in this story?</li> <li>-Have you listened to any other stories</li> </ul>	<ul style="list-style-type: none"> <li>-Read and sing "Growing and changing".</li> <li>-Identify new amazing words.</li> <li>-model segmenting phonemes and counting sounds.</li> <li>-spell CVC words.</li> <li>-generate words that rhyme with each CVC word.</li> <li>-continue spelling additional CVC words.</li> <li>-explain the meaning of a "folktale".</li> <li>-read "The Bremen-town Musicians"</li> <li>- discuss title, author, illustrator, how to hold a book, preview illustrations, activate prior knowledge, make predictions.</li> <li>-in small groups, discuss the big idea of the story.</li> <li>-draw a picture of the big idea.</li> <li>-share important event from the story.</li> </ul> <p>Essential Questions for Rigor and Relevance:</p> <ul style="list-style-type: none"> <li>-Why is it helpful to practice letters and sounds?</li> <li>-How does this help you as readers and writers?</li> <li>-How many sounds did you hear in the word?</li> <li>-What letters spell _____?</li> <li>-What are some words that rhyme with _____?</li> <li>-How does discussing books help you as a reader?</li> <li>-The big idea is _____. I know because _____.</li> </ul> <p>Closing Activity (Formative/Summative Assessment)</p> <p>I will...</p> <ul style="list-style-type: none"> <li>-learn Amazing words.</li> <li>-identify the letter, sound, and write Nn.</li> <li>-spell CVC words.</li> <li>-discuss the big idea of a folktale.</li> <li>-draw a picture of the big idea.</li> </ul>	<ul style="list-style-type: none"> <li>-Review Amazing words: weigh, measure, healthy, bamboo, curious, explore.</li> <li>-Read and sing "Growing and Changing".</li> <li>-Clap for each Amazing word.</li> <li>-review letters and sounds by playing BINGO.</li> <li>-introduce text-to-self connections.</li> <li>-model text-to-self connections by locating textual evidence that supports connection.</li> <li>-as a class, create a two-column chart by drawing a picture on the left about the book and a picture on the right about a personal experience relating to the picture from the book.</li> <li>-students will draw a picture of a text-to-self connection.</li> <li>-share connection with a partner.</li> </ul> <p>Essential Questions for Rigor and Relevance:</p> <ul style="list-style-type: none"> <li>-How do we use our knowledge about letters, words, and sentences as we read and write?</li> <li>-What letters did we review today?</li> <li>-What sound does each letter make?</li> <li>-What word starts with that letter?</li> <li>-What can you do to help make what you read more meaningful?</li> <li>-How can you relate the book to your own life experience?</li> <li>-What textual evidence (a portion of the text or an illustration) supports your connection?</li> </ul> <p>Closing Activity (Formative/Summative Assessment)</p> <p>I will...</p> <ul style="list-style-type: none"> <li>-review Amazing words.</li> <li>-identify the letter, sound, and write Nn.</li> <li>-play BINGO to review letters and sounds.</li> <li>-make text-to-self connections.</li> </ul>

Monday, December 01, 2014

Day 65

stories.[F19E]  
» isolate the initial sound in one-syllable spoken words.[2H]  
» identify syllables in spoken words.[2B]  
» discuss the big idea (theme) of a well-known folk tale or fable and connect it to personal experience.[6B]  
» use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut").[18B]  
» use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words).[3B]  
» isolate the initial sound in one-syllable spoken words.[2H]  
» retell a main event from a story read aloud.[8A]  
» make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence. [F19F]  
» identify the common sounds that letters represent.[3A]  
» retell or act out important events in stories.[F19E]  
» recognize recurring phrases and characters in traditional fairy tales, lullabies, and folk tales from various cultures.[6D]  
» blend spoken onsets and rimes to form simple words (e.g., onset /c/ and rime /at/ make cat).[2F]  
» listen attentively by facing speakers and asking questions to clarify information. [21A]  
» discuss the big idea (theme) of a well-known folk tale or fable and connect it to personal experience.[6B]  
» use phonological knowledge to match sounds to letters.[18A]  
» identify the common sounds that letters represent.[3A]  
» retell a main event from a story read aloud.[8A]  
» make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence. [F19F]  
» follow oral directions that involve a short related sequence of actions.[21B]  
» recognize recurring phrases and characters in traditional fairy tales, lullabies, and folk tales from various cultures.[6D]  
» use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words).[3B]  
» isolate the initial sound in one-syllable

Tuesday, December 02, 2014

Day 66

lowercase letters of the alphabet.  
-determine the big idea in a folktale.  
-draw a picture and retell a main event from a folktale.

Differentiation

One-on-one assistance  
Extra time

Wednesday, December 03, 2014

Day 67

that remind you of the one we read today?

Closing Activity (Formative/Summative Assessment)

I will...

-learn Amazing words.

-identify the letter, sound, and write Nn.

-recognize words and pictures that begin with Hh.

-identify the letter and sound for Hh.

-clap syllables and tell how many in each Hh picture.

-say the onset and rime in each Hh word.

-listen to a folktale and tell the main events and the big idea.

-retell the story with a partner using puppets.

Differentiation

One-on-one assistance

Extra time

Thursday, December 04, 2014

Day 68

-share an important event in a folktale.

Differentiation

One-on-one assistance

Extra time

Friday, December 05, 2014

Day 69

-draw a picture and share a self-to-text connection.

Differentiation

One-on-one assistance

Extra time

Monday, December 01, 2014

Day 65

spoken words.[2H]  
» listen attentively by facing speakers and asking questions to clarify information.  
[21A]  
» discuss the big idea (theme) of a well-known folk tale or fable and connect it to personal experience.[6B]  
» use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut").[18B]  
» use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words).[3B]  
» share information and ideas by speaking audibly and clearly using the conventions of language.[22A]  
» retell a main event from a story read aloud.[8A]  
» use phonological knowledge to match sounds to letters.[18A]  
» identify the common sounds that letters represent.[3A]  
» follow oral directions that involve a short related sequence of actions.[21B]  
» recognize recurring phrases and characters in traditional fairy tales, lullabies, and folk tales from various cultures.[6D]  
» retell or act out important events in stories.[F19E]  
» listen attentively by facing speakers and asking questions to clarify information.  
[21A]  
» follow agreed-upon rules for discussion, including taking turns and speaking one at a time.[23A]  
» use phonological knowledge to match sounds to letters.[18A]  
» use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut").[18B]  
» retell a main event from a story read aloud.[8A]  
» share information and ideas by speaking audibly and clearly using the conventions of language.[22A]  
» follow oral directions that involve a short related sequence of actions.[21B]  
» make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.  
[F19F]  
» use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words).[3B]  
» speak in complete sentences to communicate.[16B]  
» listen attentively by facing speakers and

Tuesday, December 02, 2014

Day 66

Wednesday, December 03, 2014

Day 67

Thursday, December 04, 2014

Day 68

Friday, December 05, 2014

Day 69

Monday, December 01, 2014

Day 65

asking questions to clarify information.  
[21A]  
» retell or act out important events in stories.[F19E]  
» use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut").[18B]  
» follow agreed-upon rules for discussion, including taking turns and speaking one at a time.[23A]  
» share information and ideas by speaking audibly and clearly using the conventions of language.[22A]  
» discuss the big idea (theme) of a well-known folk tale or fable and connect it to personal experience.[6B]  
» use phonological knowledge to match sounds to letters.[18A]  
» form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression).[17A]  
» follow oral directions that involve a short related sequence of actions.[21B]  
» make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.  
[F19F]  
» retell or act out important events in stories.[F19E]  
» speak in complete sentences to communicate.[16B]  
» follow agreed-upon rules for discussion, including taking turns and speaking one at a time.[23A]  
» recognize recurring phrases and characters in traditional fairy tales, lullabies, and folk tales from various cultures.[6D]  
» use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut").[18B]  
» recognize the difference between a letter and a printed word.[1D]  
» share information and ideas by speaking audibly and clearly using the conventions of language.[22A]  
» discuss the big idea (theme) of a well-known folk tale or fable and connect it to personal experience.[6B]  
» make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.  
[F19F]  
» form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression).[17A]  
» speak in complete sentences to communicate.[16B]

Tuesday, December 02, 2014

Day 66

Wednesday, December 03, 2014

Day 67

Thursday, December 04, 2014

Day 68

Friday, December 05, 2014

Day 69

Monday, December 01, 2014

Day 65

» retell a main event from a story read aloud.[8A]  
» retell or act out important events in stories.[F19E]  
» recognize the difference between a letter and a printed word.[1D]  
» recognize recurring phrases and characters in traditional fairy tales, lullabies, and folk tales from various cultures.[6D]  
» follow agreed-upon rules for discussion, including taking turns and speaking one at a time.[23A]  
» listen attentively by facing speakers and asking questions to clarify information. [21A]  
» discuss the big idea (theme) of a well-known folk tale or fable and connect it to personal experience.[6B]  
» retell a main event from a story read aloud.[8A]  
» form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression).[17A]  
» follow oral directions that involve a short related sequence of actions.[21B]  
» make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence. [F19F]  
» listen attentively by facing speakers and asking questions to clarify information. [21A]  
» speak in complete sentences to communicate.[16B]  
» share information and ideas by speaking audibly and clearly using the conventions of language.[22A]  
» recognize recurring phrases and characters in traditional fairy tales, lullabies, and folk tales from various cultures.[6D]  
» follow oral directions that involve a short related sequence of actions.[21B]  
» recognize the difference between a letter and a printed word.[1D]  
» follow agreed-upon rules for discussion, including taking turns and speaking one at a time.[23A]  
» discuss the big idea (theme) of a well-known folk tale or fable and connect it to personal experience.[6B]  
» share information and ideas by speaking audibly and clearly using the conventions of language.[22A]  
» form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression).[17A]

Tuesday, December 02, 2014

Day 66

Wednesday, December 03, 2014

Day 67

Thursday, December 04, 2014

Day 68

Friday, December 05, 2014

Day 69

Monday, December 01, 2014

Day 65

» speak in complete sentences to communicate.[16B]  
» retell a main event from a story read aloud.[8A]  
» follow agreed-upon rules for discussion, including taking turns and speaking one at a time.[23A]  
» form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression).[17A]  
» recognize the difference between a letter and a printed word.[1D]  
» speak in complete sentences to communicate.[16B]  
» recognize recurring phrases and characters in traditional fairy tales, lullabies, and folk tales from various cultures.[6D]  
» recognize the difference between a letter and a printed word.[1D]  
» listen attentively by facing speakers and asking questions to clarify information. [21A]  
» form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression).[17A]  
» retell a main event from a story read aloud.[8A]  
» recognize the difference between a letter and a printed word.[1D]  
» follow oral directions that involve a short related sequence of actions.[21B]  
» listen attentively by facing speakers and asking questions to clarify information. [21A]  
» share information and ideas by speaking audibly and clearly using the conventions of language.[22A]  
» follow oral directions that involve a short related sequence of actions.[21B]  
» follow agreed-upon rules for discussion, including taking turns and speaking one at a time.[23A]  
» share information and ideas by speaking audibly and clearly using the conventions of language.[22A]  
» speak in complete sentences to communicate.[16B]  
» follow agreed-upon rules for discussion, including taking turns and speaking one at a time.[23A]  
» form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression).[17A]  
» speak in complete sentences to communicate.[16B]  
» recognize the difference between a

Tuesday, December 02, 2014

Day 66

Wednesday, December 03, 2014

Day 67

Thursday, December 04, 2014

Day 68

Friday, December 05, 2014

Day 69



Monday, December 01, 2014

Day 65

letter and a printed word.[1D]  
» form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression).[17A]  
» recognize the difference between a letter and a printed word.[1D]

Unit 2, Lesson 2  
Day 13 of 20

TEKS:  
TEKS will be the same all week.

Learning Objectives:  
We will...  
-share information and ideas about the concept.  
-identify the sound for the letter Ff.  
-discuss the big idea of a folktale, recognize recurring phrases, and retell main events.

Technology:

Academic Language/Key Vocabulary:

-weigh  
-measure  
-healthy  
-bamboo  
-curious  
-explore  
-letter  
-sound  
-big idea  
-event

Tuesday, December 02, 2014

Day 66

Wednesday, December 03, 2014

Day 67

Thursday, December 04, 2014

Day 68

Friday, December 05, 2014

Day 69

Monday, December 01, 2014

Day 65

-folktale

Lesson Activities (Which include opening activity, direct teach, critical writing, and small group talk)

-Have students think about what they know about pandas and how they grow.

-With a partner, discuss "How does a panda change in its first year of life?"

-Have students share ideas with the group.

-Introduce and discuss the Amazing words for the week: weigh, measure, healthy, bamboo, curious, explore.

-Read and sing "Growing and Changing".

-say words that begin with Ff and words that do not.

-play "Thumbs Up, Thumbs Down" to identify Ff words.

-introduce the letter Ff.

-notice and learn how to make the /f/ sound.

-clap and say the number of syllables in each Ff word/picture card.

-model isolating the initial sound in one-syllable spoken words beginning with /f/.

-explain the meaning of a "folktale".

-read "The Three Little Pigs" - discuss title, author, illustrator, how to hold a book, preview illustrations, activate prior knowledge, make predictions.

-discuss the main events in the story.

-ask for the big idea.

-make puppets of the characters in "The Three Little Pigs"

-retell the story with a partner using the puppets.

Essential Questions for Rigor and

Tuesday, December 02, 2014

Day 66

Wednesday, December 03, 2014

Day 67

Thursday, December 04, 2014

Day 68

Friday, December 05, 2014

Day 69

Monday, December 01, 2014

Day 65

Relevance:

- Why is it helpful to practice letters and sounds?
- How does this help you as readers and writers?
- What do your lips, tongue, and throat do as you make this sound?

- Is your mouth open or closed?
- Does your throat wiggle?
- Is your voice on or off?
- Do you feel air coming out of your mouth?
- Does this word start with the sound /f/?
- What is a big idea?
- What is good listening?
- What two short words make the word folktale?
- What is a folktale?
- What is the big idea of this folktale? How do you know?

Closing Activity (Formative/Summative Assessment)

I will...

- learn Amazing words.
- identify the letter, sound, and write Nn.
- recognize words and pictures that begin with Ff.
- identify the letter and sound for Ff.
- clap syllables and tell how many in each Ff picture.
- say the onset and rime in each Ff word.
- listen to a folktale and tell the main events and the big idea.
- retell the story with a partner using puppets.

Differentiation

One-on-one assistance

Extra time

Tuesday, December 02, 2014

Day 66

Wednesday, December 03, 2014

Day 67

Thursday, December 04, 2014

Day 68

Friday, December 05, 2014

Day 69

<u>Monday, December 01, 2014</u> <u>Day 65</u>	<u>Tuesday, December 02, 2014</u> <u>Day 66</u>	<u>Wednesday, December 03, 2014</u> <u>Day 67</u>	<u>Thursday, December 04, 2014</u> <u>Day 68</u>	<u>Friday, December 05, 2014</u> <u>Day 69</u>
Writing	Writing	Writing	Writing	Writing
<p>The student is expected to...</p> <p>» recognize that spoken words can be represented by print for communication.[1A]</p> <p>» identify upper- and lower-case letters.[1B]</p> <p>» recognize the difference between a letter and a printed word.[1D]</p> <p>» plan a first draft by generating ideas for writing through class discussion.[13A]</p> <p>» share writing with others.[13E]</p> <p>» form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression).[17A]</p> <p>» write one's own name.[18C]</p> <p>» identify a sentence made up of a group of words.[2A]</p> <p>» identify the common sounds that letters represent.[3A]</p>	<p>Week 8 Day 2</p> <p>TEKS: TEKS will be the same all week.</p> <p>Learning Objectives: We will...</p> <p>-use writing process effectively. -draft and revise simple sentences and passages, stories, letters, and simple explanations. -produce final simple documents that have been edited.</p>	<p>Week 8 Day 3</p> <p>TEKS: TEKS will be the same all week.</p> <p>Learning Objectives: We will...</p> <p>-use writing process effectively. -draft and revise simple sentences and passages, stories, letters, and simple explanations. -produce final simple documents that have been edited.</p>	<p>Week 8 Day 4</p> <p>TEKS: TEKS will be the same all week.</p> <p>Learning Objectives: We will...</p> <p>-use writing process effectively. -draft and revise simple sentences and passages, stories, letters, and simple explanations. -produce final simple documents that have been edited.</p>	<p>Week 8 Day 5</p> <p>TEKS: TEKS will be the same all week.</p> <p>Learning Objectives: We will...</p> <p>-use writing process effectively. -draft and revise simple sentences and passages, stories, letters, and simple explanations. -produce final simple documents that have been edited.</p>
<p>TEKS: TEKS will be the same all week.</p>	<p>Technology:</p>	<p>Technology:</p>	<p>Technology:</p>	<p>Technology:</p>
<p>Learning Objectives: We will...</p> <p>-use writing process effectively. -draft and revise simple sentences and passages, stories, letters, and simple explanations. -produce final simple documents that have been edited.</p>	<p>Academic Language/Key Vocabulary: -letter -uppercase -lowercase</p>	<p>Academic Language/Key Vocabulary: -letter -uppercase -lowercase</p>	<p>Academic Language/Key Vocabulary: -letter -uppercase -lowercase</p>	<p>Academic Language/Key Vocabulary: -letter -uppercase -lowercase</p>
<p>Technology:</p>	<p>Lesson Activities (Which include opening activity, direct teach, critical writing, and small group talk) -Review the letter and sound for Gg.</p> <p>-Write name and date on Gg Writer's Workshop paper.</p> <p>-Draw a picture of a "gorilla" and explain</p>	<p>Lesson Activities (Which include opening activity, direct teach, critical writing, and small group talk) -Review the letter and sound for Hh.</p> <p>-Write name and date on Hh Writer's Workshop paper.</p> <p>-Draw a picture of a "hamster" and explain</p>	<p>Lesson Activities (Which include opening activity, direct teach, critical writing, and small group talk) -Review the letter and sound for Ii.</p> <p>-Write name and date on Ii Writer's Workshop paper.</p> <p>-Draw a picture of an "inch worm" and</p>	<p>Lesson Activities (Which include opening activity, direct teach, critical writing, and small group talk) -Review the letter and sound for Jj.</p> <p>-Write name and date on Jj Writer's Workshop paper.</p> <p>-Draw a picture of a "jellyfish" and explain</p>

Monday, December 01, 2014 Day 65	Tuesday, December 02, 2014 Day 66	Wednesday, December 03, 2014 Day 67	Thursday, December 04, 2014 Day 68	Friday, December 05, 2014 Day 69
Academic Language/Key Vocabulary: -letter -uppercase -lowercase	that "gorilla" begins with /g/.  -Explain that a sentence tells something. -Explain that students will fill in the blank of a sentence. -Discuss spacing between words. -Discuss writing from left to right.	that "hamster" begins with /h/.  -Explain that a sentence tells something. -Explain that students will fill in the blank of a sentence. -Discuss spacing between words. -Discuss writing from left to right.	explain that "inch worm" begins with /i/.  -Explain that a sentence tells something. -Explain that students will fill in the blank of a sentence. -Discuss spacing between words. -Discuss writing from left to right.	that "jellyfish" begins with /j/.  -Explain that a sentence tells something. -Explain that students will fill in the blank of a sentence. -Discuss spacing between words. -Discuss writing from left to right.
Lesson Activities (Which include opening activity, direct teach, critical writing, and small group talk) -Review the letter and sound for Ff.	I like _____. Ex: I like gorillas.	I like _____. Ex: I like hamsters.	I like _____. Ex: I like inch worms.	I like _____. Ex: I like jellyfish.
-Write name and date on Ff Writer's Workshop paper.	Essential Questions for Rigor and Relevance: -What letter is this? -What sound does this letter make? -What are some things that begin with that letter? -What is a sentence? -What is a word? -What do you put in between each word? -Which direction do we read and write?	Essential Questions for Rigor and Relevance: -What letter is this? -What sound does this letter make? -What are some things that begin with that letter? -What is a sentence? -What is a word? -What do you put in between each word? -Which direction do we read and write?	Essential Questions for Rigor and Relevance: -What letter is this? -What sound does this letter make? -What are some things that begin with that letter? -What is a sentence? -What is a word? -What do you put in between each word? -Which direction do we read and write?	Essential Questions for Rigor and Relevance: -What letter is this? -What sound does this letter make? -What are some things that begin with that letter? -What is a sentence? -What is a word? -What do you put in between each word? -Which direction do we read and write?
-Draw a picture of an "fish" and explain that "fish" begins with /f/.  -Explain that a sentence tells something. -Explain that students will fill in the blank of a sentence. -Discuss spacing between words. -Discuss writing from left to right.				
I like _____. Ex: I like fish.	Closing Activity (Formative/Summative Assessment) I will... -learn about sentences. -write a sentence correctly using a word that begins with Gg.	Closing Activity (Formative/Summative Assessment) I will... -learn about sentences. -write a sentence correctly using a word that begins with Hh.	Closing Activity (Formative/Summative Assessment) I will... -learn about sentences. -write a sentence correctly using a word that begins with Ii.	Closing Activity (Formative/Summative Assessment) I will... -learn about sentences. -write a sentence correctly using a word that begins with Jj.
Essential Questions for Rigor and Relevance: -What letter is this? -What sound does this letter make? -What are some things that begin with that letter? -What is a sentence? -What is a word? -What do you put in between each word? -Which direction do we read and write?	Differentiation  One-on-one assistance Extra time	Differentiation  One-on-one assistance Extra time	Differentiation  One-on-one assistance Extra time	Differentiation  One-on-one assistance Extra time
Closing Activity (Formative/Summative Assessment) I will... -learn about sentences.				

Monday, December 01, 2014  
Day 65

-write a sentence correctly using a word  
that begins with Ff.

Differentiation

One-on-one assistance  
Extra time

Tuesday, December 02, 2014  
Day 66

Wednesday, December 03, 2014  
Day 67

Thursday, December 04, 2014  
Day 68

Friday, December 05, 2014  
Day 69

<u>Monday, December 01, 2014</u> <u>Day 65</u>	<u>Tuesday, December 02, 2014</u> <u>Day 66</u>	<u>Wednesday, December 03, 2014</u> <u>Day 67</u>	<u>Thursday, December 04, 2014</u> <u>Day 68</u>	<u>Friday, December 05, 2014</u> <u>Day 69</u>
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
<p>TOPIC 4 Lesson 4-2 Comparing Numbers Through 10</p> <p>TEKS: -TEKS will be the same for all of Topic 4.</p> <p>Learning Objectives: We will... -compare two numbers through 10.</p> <p>Technology: www.pearsonrealize.com Topic 4: Today's Challenge Comparing Numbers Through 10: Solve and Share Comparing Numbers Through 10: Visual Learning Comparing Numbers Through 10: Practice</p> <p>Academic Language/Key Vocabulary: -greater than -less than</p> <p>Lesson Activities (Which include opening activity, direct teach, critical writing, and small group talk) Problem-Based Learning: (Solve and Share) -listen to the math story and use counters to show the groups of seedlings. -decide which numbers tells which group</p>	<p>TOPIC 4 Lesson 4-3 1 and 2 More</p> <p>TEKS: -TEKS will be the same for all of Topic 4.</p> <p>Learning Objectives: We will... -find a number that is 1 or 2 more than another number.</p> <p>Technology: www.pearsonrealize.com Topic 4: Today's Challenge 1 and 2 More: Solve and Share 1 and 2 More: Visual Learning 1 and 2 More: Practice</p> <p>Academic Language/Key Vocabulary: -more than</p> <p>Lesson Activities (Which include opening activity, direct teach, critical writing, and small group talk) Problem-Based Learning: (Solve and Share) -listen to the math story and use counters to show 1 more object and write the number that tells how many. Visual Learning: (Learn) -listen to the interactive story and answer</p>	<p>TOPIC 4 Lesson 4-4 1 and 2 Fewer</p> <p>TEKS: -TEKS will be the same for all of Topic 4.</p> <p>Learning Objectives: We will... -find a number that is 1 and 2 less than another number.</p> <p>Technology: www.pearsonrealize.com Topic 4: Today's Challenge 1 and 2 Fewer: Solve and Share 1 and 2 Fewer: Visual Learning 1 and 2 Fewer: Practice</p> <p>Academic Language/Key Vocabulary: -fewer than</p> <p>Lesson Activities (Which include opening activity, direct teach, critical writing, and small group talk) Problem-Based Learning: (Solve and Share) -listen to the math story and use counters to show 1 less. Visual Learning: (Learn) -listen to the interactive story and answer questions about the story</p>	<p>TOPIC 4 Lesson 4-5 Numbers Through 10</p> <p>TEKS: -TEKS will be the same for all of Topic 4.</p> <p>Learning Objectives: We will... -recognize and identify numbers that are 1 more and 1 less than another number. -order numbers.</p> <p>Technology: www.pearsonrealize.com Topic 4: Today's Challenge Numbers Through 10: Solve and Share Numbers Through 10: Visual Learning Numbers Through 10: Practice</p> <p>Academic Language/Key Vocabulary: -more -less -order</p> <p>Lesson Activities (Which include opening activity, direct teach, critical writing, and small group talk) Problem-Based Learning: (Solve and Share) -listen to the math story and write the numbers that are 1 less and 1 more than another number.</p>	<p>TOPIC 4 Lesson 4-6 Use Tools</p> <p>TEKS: -TEKS will be the same for all of Topic 4.</p> <p>Learning Objectives: We will... -use counters to solve a word problem.</p> <p>Technology: www.pearsonrealize.com Topic 4: Today's Challenge Use Tools: Solve and Share Use Tools: Visual Learning Use Tools: Practice</p> <p>Academic Language/Key Vocabulary: -word problem</p> <p>Lesson Activities (Which include opening activity, direct teach, critical writing, and small group talk) Problem-Based Learning: (Solve and Share) -listen to the math story and put 1 more counter on the workmat. -tell how many fish are in the bowl. -explain how to solve the problem.</p> <p>Visual Learning: (Learn)</p>

<u>Monday, December 01, 2014</u> <u>Day 65</u>	<u>Tuesday, December 02, 2014</u> <u>Day 66</u>	<u>Wednesday, December 03, 2014</u> <u>Day 67</u>	<u>Thursday, December 04, 2014</u> <u>Day 68</u>	<u>Friday, December 05, 2014</u> <u>Day 69</u>
has more.	questions about the story			-listen to the interactive story and answer questions about the story
Visual Learning: (Learn) -listen to the interactive story and answer questions about the story	Do You Understand?: -Ask: How do you know the number 4 is 1 more than 3? -Ask: How do you know the number 3 is 2 more than 1?	Do You Understand?: -Ask: How do you know that the number 8 is 1 fewer than 9? -Ask: How do you know that the number 7 is 2 fewer than 9?	Visual Learning: (Learn) -listen to the interactive story and answer questions about the story	Do You Understand?: -Ask: How many counters do you put down to show 1 more object? -Ask: How many counters do you put down to show 2 more objects?
Do You Understand?: -Ask: Is 8 greater than or less than 9? How do you know?	Guided Practice: -count the counters, draw a group that has 1 or 2 more, and write the numbers that tell how many.	Guided Practice: -count the counters, draw a group that has 1 or 2 fewer counters, and write the numbers that tell how many.	Do You Understand?: -Ask: Which number comes before 6? How do you know? -Ask: Which number comes after 3? How do you know?	Guided Practice: -remind students to use counters, add 1 more, and then write the number. -use a strategy to make sure all objects are counted. -place a counter on each object, show 1 more counter, trace the counters, and write the number that tells how many.
Guided Practice: -count the items in each row, write the numbers that tell how many, draw a line from each item in the top row to an item in the bottom row, and circle the number that is less, greater, or the same.	Independent Practice: -count the counters, draw a group that has 1 or 2 more, and write the numbers that tell how many.	Independent Practice: -count the counters, draw a group that has 1 or 2 fewer counters, and write the numbers that tell how many.	Guided Practice: -write the number that is 1 less and 1 more than a number. -write the numbers in order.	Independent Practice: -listen to the story. -place a counter on each object, show 2 more counters, trace the counters, and write the number that tells how many. -draw 4 objects, use counters to show 2 more, and write the number that tells how many.
Independent Practice:  -count the items in each row, write the numbers that tell how many, draw a line from each item in the top row to an item in the bottom row, and circle the number that is less. -count the objects, draw a new row with fewer objects, and write the numbers that tell how many.	Essential Questions for Rigor and Relevance: -What are you asked to find? -What tools do you have to solve the problem? -How can you find the total number of sandwiches? -What should you show with your counters? -How many more blocks would I need to have 5 blocks if I have 4 blocks? -How do you know the number 4 is 1 more than 3? -How do you know the number 3 is 2 more than 1? -Which number is greater? -How many empty spaces do you see in the ten-frame showing 9 counters? -How many empty spaces do you see in the ten-frame showing 10 counters? -How many counters did you draw? -How many counters are in the set now?	Essential Questions for Rigor and Relevance: -What are you asked to find? -What tools do you have to solve the problem? -How can you find the total number of dinosaurs that are left? -what should you show with your counters? -What direction would I move to find the number that is 1 less? Why? -How do you know that the number 8 is 1 fewer than 9? -How do you know that the number 7 is 2 fewer than 9? -How can you make a set with 1 fewer counters? -How many counters show 1 fewer? -What number tells about a group that has 1 fewer than 10? -What number tells about a group that has 2 fewer than 10? -Are the number 8 and 9 more or less than 10?	Independent Practice: -write the number that is 1 less and 1 more than a number. -write the numbers in order. -find the missing number, and write the numbers in order.	Independent Practice: -listen to the story. -place a counter on each object, show 2 more counters, trace the counters, and write the number that tells how many. -draw 4 objects, use counters to show 2 more, and write the number that tells how many.
Essential Questions for Rigor and Relevance: -Which number tells which group has more? -What are you asked to find? -What tools do you have to solve the problem? -What do the red counters show? -What could you use to show the number of yellow pepper seedlings? -When you count, does 10 come before or after 8? -How can you tell by counting that 10 is greater than 8? -Is 8 greater than or less than 9? How do you know? -If the numbers are the same, which group has more? -How will you know that you have drawn a set that has fewer objects? -Which row will have some objects left over?	Closing Activity (Formative/Summative Assessment) I will... -count the counters, draw a group that has 1 and 2 more counters, and write the numbers that tell how many.	Closing Activity (Formative/Summative Assessment) I will... -count counters, draw a group that has 1 or 2 fewer counters, and write the numbers that tell how many.	Essential Questions for Rigor and Relevance: -What are you asked to find? -What tools do you have to solve the problem? -How can you use your cubes to show 1 more than 8? -How can you use your cubes to show 1 less than 8? -Which number comes before 6? How do you know? -Which number comes after 3? How do you know? -what number is one more than 4? What number is 1 fewer?	Essential Questions for Rigor and Relevance: -How many fish are in the bowl now? -How can you solve this problem? -What are you asked to find? -What tools do you have to solve the problem? -What should you do with your counters? -How many counters will you need? -How many counters do you put down to show 1 more object? -How many counters do you put down to show 2 more objects? -How do you know you have counted every tracing? -How many frogs are there? -What number did you write? -What number is 1 more than 8? -How many are there in all?
			Closing Activity (Formative/Summative Assessment) I will... -write the number that is 1 less and 1 more than a number. -write the numbers in order. -find the missing number, and write the	Closing Activity (Formative/Summative



Monday, December 01, 2014  
Day 65

Closing Activity (Formative/Summative Assessment)  
I will...  
-count objects and write the number that tells how many.  
-circle the number that is less.  
-count the objects in the row and draw a new row with fewer objects and write the numbers that tell how many.

Differentiation

One-on-one assistance  
Extra time

Tuesday, December 02, 2014  
Day 66

Differentiation

One-on-one assistance  
Extra time

Wednesday, December 03, 2014  
Day 67

Differentiation

One-on-one assistance  
Extra time

Thursday, December 04, 2014  
Day 68

numbers in order.

Differentiation

One-on-one assistance  
Extra time

Friday, December 05, 2014  
Day 69

Assessment)  
I will...

-listen to a story.  
-place a counter on each object, show 2 more counters, trace the counters, and write the number that tells how many.  
-draw 4 objects, use counters to show 2 more, and write the number that tells how many.

Differentiation

One-on-one assistance  
Extra time

<u>Monday, December 01, 2014</u> <u>Day 65</u>	<u>Tuesday, December 02, 2014</u> <u>Day 66</u>	<u>Wednesday, December 03, 2014</u> <u>Day 67</u>	<u>Thursday, December 04, 2014</u> <u>Day 68</u>	<u>Friday, December 05, 2014</u> <u>Day 69</u>
Science	Science	Science	Science	Science
<p>The student is expected to...</p> <p>» identify and demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including wearing safety goggles, washing hands, and using materials appropriately.[1A]</p> <p>» use the five senses to explore different forms of energy such as light, heat, and sound.[6A]</p> <p>» discuss the importance of safe practices to keep self and others safe and healthy. [1B]</p> <p>» plan and conduct simple descriptive investigations such as ways objects move. [2B]</p> <p>» record and organize data and observations using pictures, numbers, and words.[2D]</p> <p>» use senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment.[4B]</p> <p>» collect information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, and notebooks; timing devices, including clocks and timers; non-standard measuring items such as paper clips and clothespins; weather instruments such as demonstration thermometers and wind socks. materials to support observations of habitats of organisms such as terrariums and aquariums.[4A]</p> <p>» observe and describe the location of an object in relation to another such as above, below, behind, in front of, and beside.[6C]</p> <p>» observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow.[6D]</p> <p>» collect information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, and notebooks; timing devices, including clocks and timers; non-standard measuring items such as paper clips and clothespins; weather instruments such as demonstration thermometers and wind socks. materials to support observations of habitats of organisms such as terrariums and aquariums.[4A]</p> <p>» collect data and make observations using simple equipment such as hand lenses, primary balances, and</p>	<p>Unit B, Chapter 3 Energy and Motion, Day 2</p> <p>TEKS: -TEKS will be the same for all of Chapter 3.</p> <p>Learning Objectives: We will... -use the five senses to explore different forms of energy such as light, heat, and sound. -observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow.</p> <p>Technology: www.pearsonrealize.com</p> <p>Academic Language/Key Vocabulary: -energy -motion</p> <p>Lesson Activities (Which include opening activity, direct teach, critical writing, and small group talk)</p> <p>-Read and discuss "Preview this Chapter".</p> <p>-Activity 33 WS: What are energy and motion?</p>	<p>Unit B, Chapter 3 Inquiry Warm-Up: How can you see sound?</p> <p>TEKS: -TEKS will be the same for all of Chapter 3.</p> <p>Learning Objectives: We will... -use our senses to explore sound by the effects of its vibration on objects and record its effects by drawing.</p> <p>Technology: www.pearsonrealize.com</p> <p>Academic Language/Key Vocabulary: -sound -vibration</p> <p>Lesson Activities (Which include opening activity, direct teach, critical writing, and small group talk) -observe the vibration from the sound of banging on the can.</p> <p>-draw a picture showing the relationship between the sound vibrations and the movement using WS Activity 34.</p> <p>-repeat activity outside. -ask: "Did the rice move differently</p>	<p>Unit B, Chapter 3 Connect to Reading: Focus on Cause and Effect</p> <p>TEKS: -TEKS will be the same for all of Chapter 3.</p> <p>Learning Objectives: We will... -practice the reading strategy Cause and Effect. -identify cause and effect by telling what happens and why something happens.</p> <p>Technology: www.pearsonrealize.com</p> <p>Academic Language/Key Vocabulary: -cause -effect</p> <p>Lesson Activities (Which include opening activity, direct teach, critical writing, and small group talk) -ask: "Which way is the swing moving?". -ask: "What did the girl's mother do to the swing?". -ask: "What made the swing move forward?"</p> <p>-Activity 35 WS: Focus on Cause and</p>	<p>Unit B, Chapter 3 Lesson 1: What are your five senses?, Day 1</p> <p>TEKS: -TEKS will be the same for all of Chapter 3.</p> <p>Learning Objectives: We will... -identify and describe what we can observe with our senses.</p> <p>Technology: www.pearsonrealize.com Using Your Senses to Observe a Peanut Pearson Flipped Video for Science Using Sense to Detect Energy Pearson Flipped Video for Science</p> <p>Academic Language/Key Vocabulary: -senses -seeing -hearing -tasting -smelling -touching</p> <p>Lesson Activities (Which include opening activity, direct teach, critical writing, and small group talk)</p> <p>Engage:</p>

Monday, December 01, 2014

Day 65

non-standard measurement tools.[2C]  
» communicate observations with others about simple descriptive investigations.  
[2E]

Unit B, Chapter 3  
Energy and Motion, Day 1

TEKS:  
-TEKS will be the same for all of Chapter 3.

Learning Objectives:

We will...

-use the five senses to explore different forms of energy such as light, heat, and sound.

-observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow.

Technology:

[www.pearsonrealize.com](http://www.pearsonrealize.com)

Is That a Magnet on Your Fridge?

Untamed Science Video

Academic Language/Key Vocabulary:

-energy  
-motion

Lesson Activities (Which include opening activity, direct teach, critical writing, and

Tuesday, December 02, 2014

Day 66

Essential Questions for Rigor and Relevance:

-What are energy and motion?

Closing Activity (Formative/Summative Assessment)

I will...

-tell how the carousel animals move.

-identify the horse that is down.

-tell how the entire carousel moves.

-observe how people and objects on the playground move.

Differentiation

-one on one assistance

-extra time

-reteach

Wednesday, December 03, 2014

Day 67

outdoors? How was the sound different?"

-ask: "What made the rice move? How does sound get to the rice?"

-ask: "What sense do you use when you do this activity? What sense could you use to feel the vibration? what other sense can you use to explore sound?"

Essential Questions for Rigor and Relevance:

-Can you see sound?

-Did the rice move differently outdoors?

-How was the sound different?

-What made the rice move?

-How does sound get to rice?

-What sense do you use when you do this activity?

-What sense could you use to feel the vibrations?

-What other sense can you use to explore sound?

Closing Activity (Formative/Summative Assessment)

I will...

-observe that the vibration from the sound of banging on a can makes the rice grains jump.

-draw a picture showing the relationship between the sound vibrations and the movement.

Differentiation

-one on one assistance

-extra time

-reteach

Thursday, December 04, 2014

Day 68

Effect

-read "Little Miss Muffet".

-draw a picture of the effect and a picture of the cause.

Essential Questions for Rigor and Relevance:

-Which way is the swing moving?

-What did the girl's mother do to the swing?

-What made the swing move forward?

Closing Activity (Formative/Summative Assessment)

I will...

-listen to a nursery rhyme and draw a picture of the effect and a picture of the cause.

-identify what happened in a picture and circle the picture that shows why it happened.

Differentiation

-one on one assistance

-extra time

-reteach

Friday, December 05, 2014

Day 69

-name body parts related to the senses.

-Ask: Where are your eyes?

-Ask: What do you do with your eyes?

-Ask: Where are your ears?

-Ask: What do you do with your ears?

Explore:

-think about five senses and the body parts that go with the senses.

-read text on page 36.

-discuss the picture and read the labels.

-discuss senses we use to learn about different objects.

Essential Questions for Rigor and Relevance:

-Where are your eyes?

-What do you do with your eyes?

-Where are your ears?

-What do you do with your ears?

-What body part do you use to hear a cat purr?

Closing Activity (Formative/Summative Assessment)

I will...

-name the body parts that go with the senses.

-discuss senses we use to learn about different objects.

Differentiation

-one on one assistance

-extra time

-reteach

Monday, December 01, 2014

Day 65

small group talk)

-watch video "Is That Magnet on Your Fridge? Untamed Science Video".

-read aloud: "How do the people on the ride move?".

-tell about experiences on a carousel.

-ask "How did the animal they rode moved on the pole?"

-ask "Did the carousel move in a straight line or in a circle?".

-ask "How fast did the carousel move?".

-read the Focus on TEKS question: What are energy and motion?.

-name an object and tell how it moves.

Essential Questions for Rigor and Relevance:

-How do the people on the ride move?

-How did the animal move on the pole?

-Did the carousel move in a straight line or a circle?

-How fast did the carousel move?

-What are energy and motion?

Closing Activity (Formative/Summative Assessment)

I will...

-name an object and tell how it moves.

Differentiation

-one on one assistance

-extra time

-reteach

Tuesday, December 02, 2014

Day 66

Wednesday, December 03, 2014

Day 67

Thursday, December 04, 2014

Day 68

Friday, December 05, 2014

Day 69

<u>Monday, December 01, 2014</u> <u>Day 65</u>	<u>Tuesday, December 02, 2014</u> <u>Day 66</u>	<u>Wednesday, December 03, 2014</u> <u>Day 67</u>	<u>Thursday, December 04, 2014</u> <u>Day 68</u>	<u>Friday, December 05, 2014</u> <u>Day 69</u>
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
<p>Celebrating National Holidays U7L1D3</p> <p>TEKS: Same as previous day History: Understands that holidays are celebrations of special events. Culture: Understands similarities and differences among people. Social Studies Skills: Applies critical-thinking skills to organize and use information acquired from a variety of valid sources including electronic technology.</p> <p>Learning Objectives: We will... Provide students the opportunity to express what they have learned about celebrations by illustrating a picture. Create a class celebrations quilt.</p> <p>Technology: promethean board</p> <p>Academic Language/Key Vocabulary: community, celebration, vote, patriotic, nation, Independence Day, Veterans Day, holiday, celebrations</p> <p>Lesson Activities (Which include opening activity, direct teach, critical writing, and small group talk)</p> <p>Recall Celebrations Show photographs and ask students to describe the kind of celebration that is illustrated Read books about different celebrations Facilitate a discussion to focus on clothing, food, and music Create a celebrations Quilt Display the quilt and discuss each picture</p> <p>Essential Questions for Rigor and Relevance:</p>	<p>Celebrating National Holidays U7L1D4</p> <p>TEKS: Same as previous day History: Understands that holidays are celebrations of special events. Culture: Understands similarities and differences among people. Social Studies Skills: Applies critical-thinking skills to organize and use information acquired from a variety of valid sources including electronic technology.</p> <p>Learning Objectives: We will... Focus on Veterans Day and Independence Day as celebrations that are important to our community and nation.</p> <p>Technology: promethean board</p> <p>Academic Language/Key Vocabulary: community, celebration, vote, patriotic, nation, Independence Day, Veterans Day, holiday, celebrations</p> <p>Lesson Activities (Which include opening activity, direct teach, critical writing, and small group talk)</p> <p>Recall Celebrations Revisit Veterans Day- flipchart Shift discussion to Independence Day - flipchart Draw a picture of the community celebrating/honoring veterans Talk about how we felt during our celebration at school</p> <p>Essential Questions for Rigor and Relevance:</p>	<p>Celebrating National Holidays U7L1D5 Performance Indicator</p> <p>TEKS: Same as previous day History: Understands that holidays are celebrations of special events. Culture: Understands similarities and differences among people. Social Studies Skills: Applies critical-thinking skills to organize and use information acquired from a variety of valid sources including electronic technology.</p> <p>Learning Objectives: We will... Demonstrate understanding of Independence Day and Veterans Day.</p> <p>Technology: promethean board</p> <p>Academic Language/Key Vocabulary: community, celebration, vote, patriotic, nation, Independence Day, Veterans Day, holiday, celebrations</p> <p>Lesson Activities (Which include opening activity, direct teach, critical writing, and small group talk)</p> <p>Fold paper in half. Illustrate people celebrating Independence Day on one side, and Veterans Day on the other side.</p> <p>Essential Questions for Rigor and Relevance:</p> <p>How did the community look at our Veterans Day celebration? How did you feel? Why are these men and woman being</p>	<p>Review Skills - Unit 1-6</p>	<p>Review Skills - Unit 1-6</p>

Monday, December 01, 2014  
Day 65

Compare your clothes to a friends. How are they alike? How are they different? Tell me three different ways to celebrate \_\_\_\_\_?

Closing Activity (Formative/Summative Assessment)  
I will...  
Review purpose for making the quilt and revisit some clothing, music, and food we eat.

Differentiation  
trace for labeling  
provide examples  
model

Tuesday, December 02, 2014  
Day 66

How did the community look at our Veterans Day celebration?  
How did you feel?  
Why are these men and woman being appreciated?

Closing Activity (Formative/Summative Assessment)  
I will...  
Focus on the big ideas of the two celebrations and discuss the reasons we celebrate

Differentiation  
provide visuals, sound, movement  
model

Wednesday, December 03, 2014  
Day 67

appreciated?

Closing Activity (Formative/Summative Assessment)  
I will...  
Review purpose for the lesson

Differentiation  
provide visual, sound, movement, model

Thursday, December 04, 2014  
Day 68

Friday, December 05, 2014  
Day 69

Monday, December 01, 2014 Day 65	Tuesday, December 02, 2014 Day 66	Wednesday, December 03, 2014 Day 67	Thursday, December 04, 2014 Day 68	Friday, December 05, 2014 Day 69
Tutorials	Tutorials	Tutorials	Tutorials	Tutorials
<p>TIER</p> <p>Objective: -We will identify the uppercase and lowercase letters of the alphabet and the sounds that each letter makes.</p> <p>Product: -I will learn the letters of the alphabet and the sound they make.</p> <p>Resource: Istation</p> <p>NO TUTORIALS</p>	<p>TIER</p> <p>Objective: -We will identify the uppercase and lowercase letters of the alphabet and the sounds that each letter makes.</p> <p>Product: -I will learn the letters of the alphabet and the sound they make.</p> <p>Resource: Istation</p> <p>TUTORIALS</p> <p>Objective: -We will identify the uppercase and lowercase letters of the alphabet and the sounds that each letter makes. -We will recognize and produce rhyming words.</p> <p>Product: -I will learn the letters of the alphabet and the sound they make. -I will learn how to rhyme.</p> <p>Resource: Istation TPRI Lessons</p>	<p>TIER</p> <p>Objective: -We will identify the uppercase and lowercase letters of the alphabet and the sounds that each letter makes.</p> <p>Product: -I will learn the letters of the alphabet and the sound they make.</p> <p>Resource: Istation</p> <p>NO TUTORIALS</p>	<p>TIER</p> <p>Objective: -We will identify the uppercase and lowercase letters of the alphabet and the sounds that each letter makes.</p> <p>Product: -I will learn the letters of the alphabet and the sound they make.</p> <p>Resource: Istation</p> <p>TUTORIALS</p> <p>Objective: -We will identify the uppercase and lowercase letters of the alphabet and the sounds that each letter makes. -We will recognize and produce rhyming words.</p> <p>Product: -I will learn the letters of the alphabet and the sound they make. -I will learn how to rhyme.</p> <p>Resource: Istation TPRI Lessons</p>	<p>TIER</p> <p>Objective: -We will identify the uppercase and lowercase letters of the alphabet and the sounds that each letter makes.</p> <p>Product: -I will learn the letters of the alphabet and the sound they make.</p> <p>Resource: Istation</p> <p>NO TUTORIALS</p>