

DAY: 36

Read Aloud Trade Book: Armadillo's Orange

Subject: Reading/Letter Recognition/Setting/Vocabulary/Syllables/Sounds/High Frequency Words

Grade: Kindergarten

Date:

Teachers: Bedard, Bellflower, Brooks, Chatman, Horton, Edmond, Larisy, Overton, Sealy

Standard(s) for the day:

ELACCKSL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

ELACCKRL4: Ask and answer questions about unknown words in a text.

ELACCKRI5: Identify the front cover, back cover, and the title page of a book.

ELACC KRL10: Actively engage in group reading activities with purpose and understanding.

ELACCKRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

ELACCKRF3: Know and apply grade-level phonics and word analysis skills in decoding words.

ELACCKRL3: With prompting and support, identify characters, settings, and major events in a story.

ELACCKRF1: Demonstrate understanding of the organization and basic features of print.

WIDA's ELP Standard 1: Social and Instructional Language.

WIDA's ELP Standard 2: The language of Language Arts.

Warm-up: Morning routines: breakfast, bathroom, unpacking, announcements, morning work, and or reading books

Lesson Activities:

- The teacher will ask students the question of the week, *Who lives in an orange grove?*, and discuss with students. (ELACCKSL1a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns taking turns speaking about the topics and texts under discussion. ELACCKSL1b: Continue a conversation through multiple exchanges.)
- The teacher will display Talk With Me Chart 8A and say *let's talk about these pictures. The pictures show different animals that live in an orange grove. A grove is a group of trees.* The teacher will ask the children, *What animals do you see here? Have you seen any of these animals near where you live?* The teacher will tell the children that we are going to learn six new words. *Listen as I say the words. You may know some of them: armadillo, burrow, tortoise, rattlesnake grubs, and insects.* (ELACCKRL4: Ask and answer questions about unknown words in a text.)
- The teacher will display Sing with Me chart 8B. The teacher will tell the children that they are going to listen to a song about animals that live in an orange grove, or groups of trees. The teacher will read the title of the song "Orange Grove," and describe the pictures. The song will be song several times to the tune of "Here Comes Peter Cottontail." The teacher will point to the word Orange in the title of the song. The teacher will ask: How many words parts, or syllables, do you hear in Orange? Let's clap them together. The teacher and students will repeat with the words armadillo, rattlesnake, and tortoise. (ELACCKRF2b: Count, pronounce, blend, and segment syllables in spoken words).

- The teacher will display Armadillo's Orange. The teacher will ask the children to look at the cover and tell me what you see? The teacher will say I see an armadillo and an orange. The armadillo is climbing out of a hole in the ground and is looking at the orange. The teacher will tell the children that the title of the book is Armadillo's Orange. The teacher will ask the students to identify the front cover, back cover, and the title page of the book. The teacher will ask, *What do you think the story is about?* Let's read and find out. The teacher will read the story with expression and enjoyment. When the teacher finishes reading the story, she will ask questions about the story. The teacher will ask the students: How does Armadillo find his home in the beginning of the story? What happens that causes a problem? How is the problem solved? What part of the story did you like? Why? (ELACCKRI5: Identify the front cover, back cover, and the title page of a book. ELACC KRL10: Actively engage in group reading activities with purpose and understanding).
- The teacher will introduce and define the skill: Setting. The words and pictures in a story give us clues about when and where the story happens. The teacher will display the book Armadillo's Orange. The teacher will help the students use the illustrations to describe and identify where the story happens. The teacher will ask: Where does Armadillo live? Does the story take place where Armadillo lives? What does it look like where Armadillo lives? The teacher will ask the students to think about how you would know you were at a grocery store. What are three things you might see, hear, or smell that would tell you that you were in a grocery store? (ELACCKRL3: With prompting and support, identify characters, settings, and major events in a story.)
- Phonemic Awareness: Introduce initial /s/ The teacher will tell the students: Today we will learn a new sound. Listen carefully: /s/, /s/, /s/. Say it with me: /s/, /s/, /s/. The teacher will display the sun picture card. The teacher will tell the students that sun begins with /s/: /s/, sun. The teacher will ask: *What sound does sun begin with?* The teacher will continue with the following words: six, sock, seal, and sandcastle. The teacher will display the soap and tub picture card. The teacher will tell the students that this is a bar of soap. This is a tub. Say the words with me: soap, tub. The teacher will ask: *Which word begins with /s/?* The teacher will tell the students that soap begins with /s/ and tub begins with /t/. The teacher will continue the discrimination of sounds with the following picture cards: pail, sandcastle; man, sock; sun, ant; six, ten; and seal, crab. The teacher will ask the students to listen to these sounds: /s/ /a/ /m/. The teacher will ask: *How many sounds do you hear?* (three) The teacher will tell the students that these sounds make the word Sam: /s/ /a/ /m/, Sam. The teacher will continue the phoneme blending routine for the words am, at, mat, Tam, and sat. The teacher will give children a chance to blend the phonemes into words. (ELACCRF2c: Blend and segment onsets and rimes of single-syllable spoken words.)
- Phonics: The teacher will display page 19 of Animal ABCs. The teacher will point to the Ss. The teacher will tell the students that the name of this letter is s. The sound for this letter is /s/. The teacher will ask: *What is the name of this letter? What is the sound for this letter?* This is a seal. Seal begins with s. The teacher will display the Ss Alphabet Card and point to the salamander. The teacher will tell the students that this is a salamander. Salamander begins with /s/. The teacher will point to the letters on the card. The teacher will explain that the big letter is the uppercase and the smaller letter is the lowercase. The name for both letters is s. The teacher will use the alphabet cards to

review names and sounds. (ELACCKRF1d: Recognize and name all uppercase and lowercase letters of the alphabet.)

- Blend Sounds: The teacher will write the word sat on the board. The teacher will tell the children that sat has three sounds. Let’s blend the sound of each letter to read the word. Say the sounds with me: /s/ /a/ /t/, sat. The teacher will have the children use the blending routine with the following words: Sam, mat, at, and am. (ELACCRF2c: Blend and segment onsets and rimes of single-syllable spoken words.)
- The teacher will write the words: have and is on the board. The teacher will tell the students that this is the word have. Say the letters with me: h, a,v,e, have. The teacher will continue with the word is. (ELACCKRF3c: Read common high-frequency words by sight.)

Essential Questions: How does saying the parts in words help you count the syllables? Why do we need to know the names of the letters of the alphabet? How will knowing some words help us learn more words? How can knowing where a story takes place and when it takes place help us understand it? How do we know that a word is the name of a person?

Small Groups

<p>Remedial/Emergent The teacher will read, and discuss, and have the children read the book, Soccer Game?, and the following books: Apply Phonics Readers: <i>Sam and Tam/Decodable Reader</i> <i>Sock Sack/Phonics Story</i> (small group reading)</p>	<p>Acceleration/On-Level The teacher will read, and discuss, and have the children read the book, Tam and Sam in the Orange Grove and the following books: Apply Phonics Readers: <i>Sam and Tam/Decodable Reader</i> <i>Sock Sack/ Phonics Story</i> (small group reading)</p>	<p>Enrichment/Independent The teacher will read and discuss, and have the children read the book, Walking in the Forest, and the following books: Apply Phonics Readers: <i>Sam and Tam/Decodable Reader</i> <i>Sock Sack/Phonics Story</i> (small group reading)</p>
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Teacher Talk

<p>Alphabet Knowledge 1 (letter recognition, sounds, beginning sounds, sight words.) Alphabet Knowledge 2 (letter recognition, sounds, beginning sounds, sight words).</p>	<p>Say-It-Move-It (sounding and blending 3 letter words, sight words) Letter Patterns (word families, spelling and sounding 3 letter words, sight words) Blends and Digraphs (sounding and blending, sight words, whisper read, and partner/choral reading)</p>	<p>R-Controlled (sounding and blending, sight words, whisper reading, and partner/choral reading) Vowel Consonant E (teaching letter patterns, sight words, whisper reading, and partner/choral reading) Vowel Teams (decoding by analogy, sight words, whisper reading, and partner/choral reading)</p>
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Centers

<p>Computer Center: Starfall</p>	<p>Reading/La. Center: Library</p>	<p>Listening Center: Story of the week:</p>
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PBSKids ABCya Reading Eggs	Hot Dots Card Master Tag Reader Skill Activities Story Sequence Cards DVD Player	Listen Draw Write
<p>Closure: Today we read about an Armadillo who lives in an orange grove. What kinds of other animals lived in the Orange Grove?</p>		
<p>Assessment:</p> <ul style="list-style-type: none"> • The teacher will check recognition of the upper and lower case alphabets, and high frequency words, by listening to children respond orally. • The teacher will check setting and reading comprehension by asking questions from the listed stories, songs and charts in the lesson. • The teacher will provide appropriate feedback to student's responses. 		

DAY: 37

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WIDA's ELP Standard 1: Social and Instructional Language.

WIDA's ELP Standard 2: The language of Language Arts.

Warm-up: Morning routines: breakfast, bathroom, unpacking, announcements, morning work, and or reading books

Lesson Activities:

- The teacher will ask students the question of the day, *Why is it good to have friends who live near you?*, and discuss with students. (ELACCKSL1b: Continue a conversation through multiple exchanges.)
- The teacher will display Talk With Me Chart 8A and say let's talk about these pictures. The teacher will point to the photograph of an armadillo. The teacher will tell the students that this is a picture of the animal we read about yesterday. The teacher will ask: *What does the armadillo's shell look like? The teacher will point to the photograph of the armadillo coming out of the burrow. This is where an armadillo lives.* The teacher will ask the children, *What is an armadillo's burrow like?* (ELACCKRL4: Ask and answer questions about unknown words in a text.)
- The teacher will display Sing with Me chart 8B. The teacher will tell the children that they are going to listen to a song about animals that live in an orange grove, or groups of trees. The teacher will remind the children that the words armadillo and burrow are in the song. The teacher will ask the children to listen for the words as you sing the song. The song will be song several times to the tune of "Here Comes Peter Cottontail." The teacher will give definitions for the words armadillo and burrow. The teacher will ask the students: *Which word means "an animal with a hard-plated shell? Armadillo or burrow? Which word means a hole for a home? Armadillo or burrow?* The teacher will ask students to use armadillo and burrow in complete sentences. (ELACCKSL1b: Continue a conversation through multiple exchanges).

- The teacher will display Armadillo’s Orange. The teacher will use the pictures as prompts to invite children to retell the story. The teacher will open the book to pages 4 and 5. The teacher will tell the students that Armadillo uses an orange to help him find his home. When the orange rolls away, he needs to use his neighbors to help him find his way home. The teacher will ask the students to tell her about Armadillo’s neighbors. (ELACC KRL10: Actively engage in group reading activities with purpose and understanding).
- The teacher will introduce and define the skill: Setting. The words and pictures in a story give us clues about when and where the story happens. The teacher will display the book Armadillo’s Orange. The teacher will tell the children that we can use the illustrations and text to find the setting in a story. The teacher will model how to identify the setting. The teacher will say: The first sentence of the story says, “At the wild edge of an orange grove.....” Also, the illustration shows trees, bushes, and other animals. Because of these clues, I can tell that the story takes place in an orange grove where lots of animals live. (ELACCKRL3: With prompting and support, identify characters, settings, and major events in a story.)
- Letters and Words: The teacher will point to the word orange on page 4 of Armadillo’s Orange. The teacher will ask: *How many letters are in the word?* The teacher and students will count together. There are six letters in the word orange. The teacher will remind the children that words are made up of letters and have spaces between them. The teacher and students will count the number of words in the sentence. There are 18 words in this sentence. The teacher will continue with other words and sentences in the story. (ELACCKRF1c: Understand that words are separated by spaces in print.)
- Comprehension: The teacher will reread Armadillo’s Orange. The teacher will review front cover, back cover, and title page of the book. The teacher will stop throughout the story and ask questions. Pages 4-5, the teacher will ask: *What made it easy for Armadillo to find his home?* Armadillo dug his burrow in the orange grove. *What kind of soil did Armadillo dig his burrow in?* Pages 6-7, the teacher will ask: *Why did Armadillo leave his burrow each day?* Armadillo hunts for insects and grubs to eat. *What does Armadillo look for?* Pages 8-9, the teacher will ask: *What did Armadillo pass every time he walked on the winding path?* Armadillo passed the snake every day but didn’t look up. *Why do you think he didn’t look at the snake?* Pages 10-11, the teacher will ask: *What did Armadillo pass next?* Armadillo doesn’t look at the rattlesnake either. The teacher will point to the rattlesnake. *Tell me about the rattlesnake.* Pages 12-13, the teacher will ask: Next, Armadillo had to stop and wait. *What was crossing Armadillo’s path?* A slow-moving tortoise was crossing the path. *What did Armadillo do while the tortoise slowly passed?* Pages 14-15, the teacher will ask: *What two animals are near Armadillo?* A scrub jay and honeybees are near Armadillo. *What are the honeybees and the scrub jay doing?* Pages 16-17, the teacher will ask: *What did Armadillo do when the other animals had gone?* Armadillo gobbled up every grub he could find. *How do we know he was hungry?* Pages 18-19, the teacher will ask: *What happened one day when Armadillo was away?* The orange rolled into a ditch. *Where is the ditch?* Pages 20-21, the teacher will ask: *Why couldn’t Armadillo find his burrow?* Armadillo is alone and can’t find his home. *How do you think he feels?* Pages 22-23, the teacher will ask: *What are Armadillo and Tortoise doing?* Armadillo and Tortoise watched the honeybees. *What do you think the honeybees make Armadillo think about?* Pages 24-25, the teacher will ask: *What did Armadillo see and hear?* When Armadillo saw the other animals, he knew he was home.

Tell me what is happening in this picture. Pages 26-27, the teacher will ask: Why didn't Armadillo need the orange anymore? Armadillo realizes his neighbors are his friends and they can help him. *Tell me about your neighbors and your friends.* (ELACCKRI5: Identify the front cover, back cover, and the title page of a book. ELACC KRL10: Actively engage in group reading activities with purpose and understanding).

- **Connect to Skill: Setting:** The teacher will show children some pictures from the book. The teacher will ask the children to describe where each picture takes place. The teacher will ask the following questions: Page 5, *How would you describe this picture?* Page 9; *Name some things you see in this picture.* Page 11, *What do you see around Armadillo?* Page 19, *What is happening in this picture?* (ELACCKRL3: With prompting and support, identify characters, settings, and major events in a story.)
- **Phonemic Awareness: Initial /s/:** The teacher will display the phonics songs and rhymes chart and tell the students that we are going to learn a new song today. The teacher will ask the students to listen carefully. The teacher will play the CD or sing the song to the tune of "Row, Row, Row Your Boat" several times. The second time the song plays, the teacher will tell the students to raise their hand each time they hear a word that begin with /s/. (ELACCKRF2C: Blend and segment onsets and rimes of single syllable spoken words.)
- **Phonics:** The teacher will ask the students to identify Ss on the alphabet cards. The teacher will display the phonics songs and rhyme chart 8. The teacher will tell the students that there are many words in our new song that begins with s. Let's circle the s words on our chart. The teacher will call on students to come to the chart and circle s words. The teacher will write the lowercase s on the board. The teacher will ask: *What is the name of this letter? What is the sound for this letter?* The teacher will repeat with the uppercase S. (ELACCKRF1d: Recognize and name all uppercase and lowercase letters of the alphabet.)
- **Blend Sounds:** The teacher will tell the children to listen to the three sounds in Sam: /s/ /a/ /m/. The teacher will ask: *What is the first sound in Sam? (/s) What is the letter for that sound? (s)* The teacher will write S on the board. The teacher will continue the routine with the remaining sounds in Sam. The teacher will point to Sam. The teacher and students will blend the sound of each letter together to read the word: /s/ /a/ /m/. The word is Sam. The teacher and students will continue sounding and blending the following words: Tam, mat, at, and, and sat. The teacher will write the word sack on the board. The teacher will tell the students that this is the word sack. Name the letters with me: s,a,c,k, sack. Continue with the word sock. (ELACCKRF2C: Blend and segment onsets and rimes of single syllable spoken words.)
- The teacher will write the word have on the board. The teacher will tell the students that this is the word have. The teacher will ask: *What is this word?* The teacher will continue the word reading routine with is, a, I, the, and little. (ELACCKRF3c: Read common high-frequency words by sight.)

Essential Questions: How does saying the parts in words help you count the syllables? Why do we need to know the names of the letters of the alphabet? How will knowing some words help us learn more words? How can knowing where a story takes place and when it takes place help us understand it? How do we know that a word is the name of a person?

Small Groups

<p>Remedial/Emergent The teacher will read, and discuss, and have the children read the book, Soccer Game?, and the following books: Apply Phonics Readers: <i>Sam and Tam/Decodable Reader</i> <i>Sock Sack/Phonics Story</i> (small group reading)</p>	<p>Acceleration/On-Level The teacher will read, and discuss, and have the children read the book, Tam and Sam in the Orange Grove and the following books: Apply Phonics Readers: <i>Sam and Tam/Decodable Reader</i> <i>Sock Sack/ Phonics Story</i> (small group reading)</p>	<p>Enrichment/Independent The teacher will read and discuss, and have the children read the book, Walking in the Forest, and the following books: Apply Phonics Readers: <i>Sam and Tam/Decodable Reader</i> <i>Sock Sack/Phonics Story</i> (small group reading)</p>
<p>Teacher Talk</p>		
<p>Alphabet Knowledge 1 (letter recognition, sounds, beginning sounds, sight words.) Alphabet Knowledge 2 (letter recognition, sounds, beginning sounds, sight words).</p>	<p>Say-It-Move-It (sounding and blending 3 letter words, sight words) Letter Patterns (word families, spelling and sounding 3 letter words, sight words) Blends and Digraphs (sounding and blending, sight words, whisper read, and partner/choral reading)</p>	<p>R-Controlled (sounding and blending, sight words, whisper reading, and partner/choral reading) Vowel Consonant E (teaching letter patterns, sight words, whisper reading, and partner/choral reading) Vowel Teams (decoding by analogy, sight words, whisper reading, and partner/choral reading)</p>
<p>Centers</p>		
<p>Computer Center: Starfall PBSKids ABCya Reading Eggs</p>	<p>Reading/La. Center: Library Hot Dots Card Master Tag Reader Skill Activities Story Sequence Cards DVD Player</p>	<p>Listening Center: Story of the week: Listen Draw Write</p>
<p>Closure: Today we read about an Armadillo who lives in an orange grove. Tell me about Armadillo home?</p>		
<p>Assessment:</p> <ul style="list-style-type: none"> • The teacher will check recognition of the upper and lower case alphabets, and high frequency words, by listening to children respond orally. • The teacher will check setting and reading comprehension by asking questions from the listed stories, songs and charts in the lesson. • The teacher will provide appropriate feedback to student's responses. 		

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Warm-up: Morning routines: breakfast, bathroom, unpacking, announcements, morning work, and or reading books

• Lesson Activities:

The teacher will ask students the question of the day, *What does a tortoise look like?*, and discuss with students. (ELACCKSL1a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns taking turns speaking about the topics and texts under discussion. ELACCKSL1b: Continue a conversation through multiple exchanges.)

• The teacher will display Talk With Me Chart 8A and say let's talk about these pictures.

The teacher will point to the photographs showing the rattlesnake and tortoise. The teacher will ask: *What kind of a snake makes a rattling sound? (rattlesnake) Yes, when the rattlesnake moves its tail, it makes the sound of a rattle. Which animal in the picture moves very, very slowly? (tortoise) Yes, the tortoise moves very slowly.* (ELACCKRL4: Ask and answer questions about unknown words in a text. ELACCKRL4: With

prompting and support, ask and answer questions about unknown words in a text.)

• The teacher will display Sing with Me chart 8B. The teacher will tell the children that

they are going to listen to a song about animals that live in an orange grove, or groups of trees. The teacher will remind the children that the words rattlesnake and tortoise are in the song. The teacher will ask the children to listen for the words as you sing the song.

The song will be song several times to the tune of "Here Comes Peter Cottontail." The teacher will ask the students to clap when they hear the words rattlesnake and tortoise.

The teacher will give definitions for the words rattlesnake and tortoise. The teacher will ask the students: *Which word means "a large turtle that moves very slowly"?* rattlesnake or tortoise? *Which word means "a snake that shakes its tail to make a sound"?*

rattlesnake or tortoise? The teacher will ask students to use rattlesnake and tortoise in

complete sentences. (ELACCKRL4: Ask and answer questions about unknown words in

a text.)

- Sequence: The teacher will remind the children to think about what happens first, next, and last when they read or hear a story. The teacher will tell the children that everyday Armadillo went down the path to hunt for food. The teacher will ask: *Whom did Armadillo pass first along the path? (the lively green snake) What happened after the wind blew the orange away from Armadillo's burrow? (He got lost on his way home). Last, what did Armadillo see that helped him find his way home? (his neighbors).* Reread Armadillo's Orange. The teacher will help develop vocabulary by having children name characters and talk about the illustrations. The teacher will encourage the children to use the words armadillo, tortoise, burrow, rattlesnake, grubs, and insects as well as the names of the other animals they see. (ELACCKRL3: With prompting and support, identify characters, settings, and major events in a story.)
- The teacher will introduce and define the skill: Setting. The teacher will remind the children that many animals live in an orange grove. The teacher will ask: *Where in the orange grove does Armadillo live? (in a burrow in the soft, sandy soil; underground; at the edge of the grove). In the story, Where in the orange grove were the snakes found? (climbing on a tree branch and coiled in a shady place on the path). Where in the orange grove do the honeybees live? (in a beehive).* (ELACCKRL3: With prompting and support, identify characters, settings, and major events in a story.)
- Phonemic Awareness: Final /s/: The teacher will display the seal picture card. The teacher will ask: *What is the first sound in seal?* Say the word with me: /s/, /s/, /s/, seal. Continue review with sock and sun. The teacher will display the bus picture card. Say bus. The teacher will ask: *Where do you hear /s/?* Listen carefully: /b/ /u/ /s/. The teacher will have the children practice final /s/ in vase and moose. (ELACCKRF2C: Blend and segment onsets and rimes of single syllable spoken words.)
- Phonics: The teacher will display the Ss alphabet card. The teacher will ask: *What is the name of this letter? (s) What is the sound for this letter? (/s/) What letter does salamander begin with?* The teacher will write the word bus on the board. The teacher will tell the students that this word is bus. Say it with me: /b/ /u/ /s/, bus. *What is the last sound in bus? /s/ is the last sound in bus.* The teacher will tell the students that the letter for /s/ is s. The teacher will continue group practice with mats and bats. The teacher will write sat on the board. The teacher will point to each letter in sat. The teacher will ask the children to say the three sounds with me: /s/ /a/ /t/, sat. The teacher will change the s to a m to make a new word. /m/ /a/ /t/, mat. The teacher will ask: *What is the new word?* The new word is mat. The teacher and students will practice substituting sounds with the following words: Tam, Sam, map, and tap. (ELACCKRF1d: Recognize and name all uppercase and lowercase letters of the alphabet.)
- Blend Sounds: The teacher will display the Ss alphabet card. The teacher will tell the students that this letter is s. The teacher will ask: *what is the name of this letter?* The teacher will tell the students that the sound for this letter is /s/. The teacher will ask: *What is the sound for this letter?* The teacher will use the alphabet cards to review letters and sounds. The teacher will write sat on the board. The teacher will tell the students that she is going to blend the sound of each letter together to say this word: /s/ /a/ /t/. This is the word sat. The teacher will ask the students to say the three sounds with her: /s/ /a/ /t/. The teacher and students will continue blending practice with Tam, Sam, and at. (ELACCKRF2C: Blend and segment onsets and rimes of single syllable spoken words.)

<ul style="list-style-type: none"> The teacher will write the word have on the board. The teacher will tell the students that this is the word have. The teacher will ask: <i>What is this word?</i> The teacher will continue the word reading routine with is, a, I, the, and little. (ELACCKRF3c: Read common high-frequency words by sight.) 		
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<p>Remedial/Emergent The teacher will read, and discuss, and have the children read the book, Soccer Game?, and the following books: Apply Phonics Readers: <i>Sam and Tam/Decodable Reader</i> <i>Sock Sack/Phonics Story</i> (small group reading)</p>	<p>Acceleration/On-Level The teacher will read, and discuss, and have the children read the book, Tam and Sam in the Orange Grove and the following books: Apply Phonics Readers: <i>Sam and Tam/Decodable Reader</i> <i>Sock Sack/ Phonics Story</i> (small group reading)</p>	<p>Enrichment/Independent The teacher will read and discuss, and have the children read the book, Walking in the Forest, and the following books: Apply Phonics Readers: <i>Sam and Tam/Decodable Reader</i> <i>Sock Sack/Phonics Story</i> (small group reading)</p>
<p>Teacher Talk</p>		
<p>Alphabet Knowledge 1 (letter recognition, sounds, beginning sounds, sight words.) Alphabet Knowledge 2 (letter recognition, sounds, beginning sounds, sight words).</p>	<p>Say-It-Move-It (sounding and blending 3 letter words, sight words) Letter Patterns (word families, spelling and sounding 3 letter words, sight words) Blends and Digraphs (sounding and blending, sight words, whisper read, and partner/choral reading)</p>	<p>R-Controlled (sounding and blending, sight words, whisper reading, and partner/choral reading) Vowel Consonant E (teaching letter patterns, sight words, whisper reading, and partner/choral reading) Vowel Teams (decoding by analogy, sight words, whisper reading, and partner/choral reading)</p>
<p>Centers</p>		
<p>Computer Center: Starfall PBSKids ABCya Reading Eggs</p>	<p>Reading/La. Center: Library Hot Dots Card Master Tag Reader Skill Activities Story Sequence Cards DVD Player</p>	<p>Listening Center: Story of the week: Listen Draw Write</p>
<p>Closure: Today we read about an Armadillo who lives in an orange grove. Tell me about Armadillo home?</p>		
<p>Assessment:</p>		

- The teacher will check recognition of the upper and lower case alphabets, and high frequency words, by listening to children respond orally.
- The teacher will check setting and reading comprehension by asking questions from the listed stories, songs and charts in the lesson.
- The teacher will provide appropriate feedback to student's responses.

DAY: 39

Read Aloud Trade Book: Armadillo's Orange

Subject: Reading/Letter Recognition/Setting/Vocabulary/Sounds/High Frequency Words/Letters and Words

Grade: Kindergarten

Date:

Teachers: Bedard, Bellflower, Brooks, Chatman, Edmond, Horton, Larisy, Overton, Sealy

Standard(s) for the day:

ELACCKRL4: Ask and answer questions about unknown words in a text.

ELACCKRI5: Identify the front cover, back cover, and the title page of a book.

ELACC KRL10: Actively engage in group reading activities with purpose and understanding.

ELACCKRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

ELACCKRF3: Know and apply grade-level phonics and word analysis skills in decoding words

ELACCKRL3: With prompting and support, identify characters, settings, and major events in a story.

WIDA's ELP Standard 1: Social and Instructional Language.

WIDA's ELP Standard 2: The language of Language Arts.

Warm-up: Morning routines: breakfast, bathroom, unpacking, announcements, morning work, and or reading books

Lesson Activities:

- The teacher will ask students the question of the day, *Who are your neighbors?*, and discuss with students. (ELACCKSL1a: Follow agreed –upon rules for discussions (e.g., listening to others and taking turns taking turns speaking about the topics and texts under discussion. ELACCKSL1b: Continue a conversation through multiple exchanges.)
- The teacher will display Talk With Me Chart 8A and say let's talk about these pictures. The teacher will ask: *What animals do we see? Yes, you see an armadillo, a snake, and a tortoise. The teacher will tell the children that Armadillo hunts for grubs and insects to eat. The teacher will point to the grubs and insects on the chart. The teacher will ask: Will you eat grubs and insects for lunch? The teacher will prompt children to respond in complete sentences.* (ELACCKRL4: Ask and answer questions about unknown words in a text.)
- The teacher will display Sing with Me chart 8B. The teacher will tell the children that they are going to listen to a song about animals that live in an orange grove, or groups of trees. The teacher will remind the children that the words grubs and insects are in the song. The teacher will ask the children to listen for the words as you sing the song. The song will be song several times to the tune of "Here Comes Peter Cottontail." The teacher will ask the students to clap when they hear the words grubs and insects. The teacher will give definitions for the words grubs and insects. The teacher will ask the students: *Which word means "baby bugs that look like worms"? grubs or insects? Which word means "adult bugs with six legs"? grubs or insects?* The teacher will ask students to use grubs and insects in complete sentences. (ELACCKRL4: Ask and answer questions about unknown words in a text.)
- Comprehension: The teacher will display Julius. The teacher will ask: *Who remembers*

the title of this book? The teacher will point to the title on the cover. The teacher will tell the students that Angela Johnson wrote Julius. The teacher will ask: *What do we call the person who wrote the book?* The teacher will tell the students that Dav Pilkey is the illustrator. The teacher will ask the following questions: *What does the illustrator do? Who is Julius? What is Julius like?* (ELACCKRI5: Identify the front cover, back cover, and the title page of a book. ELACC KRL10: Actively engage in group reading activities with purpose and understanding).

- **Setting:** The teacher will reread the book Julius and ask the children to pay attention to when and where the story takes place. After reading the story, the teacher will ask: *Does this story take place a long time ago, or is it something that could happen now?* (It could happen now). *What season do you think it is? What clues tell us what season it might be? Does the story take place at night or during the day? Where does most of the story take place? Do pigs like Julius really live in houses?* The teacher will tell the children that we will pretend we’re going to tell a story about Alphabuddy’s morning. The teacher will ask: *When and where would the story take place? Where does Alphabuddy spend his mornings?* The teacher will encourage the children to describe the physical surroundings in your classroom as well as the name of your school, city, and state. (ELACCKRL3: With prompting and support, identify characters, settings, and major events in a story.)
- **Phonemic Awareness: Short a:** The teacher will display the apple picture card. The teacher will ask: *What is the first sound in apple?* Say the word with me: /a/, /a/, /a/, apple. Continue review with ant, astronaut, and alligator. The teacher will tell the children that she will say two words and they are to tell her which word has /a/ in the middle. The teacher will say: Let’s do the first one together. Listen carefully: cap, cup. Listen to the sounds in each word: /k/ /a/ /p/, cap; /k/ /u/ /p/, cup. *Which word has middle /a/?* The teacher and students will continue with the following word pairs: fan, fun; men, man; sat, set; hat, hot; map, mop; bag, bug; and cab, cub. (ELACCKRF2C: Blend and segment onsets and rimes of single syllable spoken words.)
- **Phonics: Blends sounds:** The teacher and students will review the alphabet cards. The teacher will write the word sat on the board. The teacher will tell the students that she is going to blend the sound of each letter together to say this word: /s/ /a/ /t/, sat. The teacher will tell the students that the word is sat. The teacher will ask the students to say the sounds with her: /s/ /a/ /t/, sat. The teacher and students will continue blending practice with mat, Tam, Sam, am, and at. (ELACCKRF2C: Blend and segment onsets and rimes of single syllable spoken words.)
- The teacher will write the word have on the board. The teacher will tell the students that this is the word have. The teacher will ask: *What is this word?* The teacher will continue the word reading routine with is, and the. (ELACCKRF3c: Read common high-frequency words by sight.)

Essential Questions: How does saying the parts in words help you count the syllables? Why do we need to know the names of the letters of the alphabet? How will knowing some words help us learn more words? How can knowing where a story takes place and when it takes place help us understand it? How do we know that a word is the name of a person?

Small Groups

Remedial/Emergent The teacher will read, and discuss, and have the	Acceleration/On-Level The teacher will read, and discuss, and have the children	Enrichment/Independent The teacher will read and discuss, and have the children
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children read the book, Soccer Game?, and the following books: Apply Phonics Readers: <i>Sam and Tam/Decodable Reader</i> <i>Sock Sack/Phonics Story</i> (small group reading)	read the book, Tam and Sam in the Orange Grove and the following books: Apply Phonics Readers: <i>Sam and Tam/Decodable Reader</i> <i>Sock Sack/ Phonics Story</i> (small group reading)	read the book, Walking in the Forest, and the following books: Apply Phonics Readers: <i>Sam and Tam/Decodable Reader</i> <i>Sock Sack/Phonics Story</i> (small group reading)
Teacher Talk		
Alphabet Knowledge 1 (letter recognition, sounds, beginning sounds, sight words.) Alphabet Knowledge 2 (letter recognition, sounds, beginning sounds, sight words).	Say-It-Move-It (sounding and blending 3 letter words, sight words) Letter Patterns (word families, spelling and sounding 3 letter words, sight words) Blends and Digraphs (sounding and blending, sight words, whisper read, and partner/choral reading)	R-Controlled (sounding and blending, sight words, whisper reading, and partner/choral reading) Vowel Consonant E (teaching letter patterns, sight words, whisper reading, and partner/choral reading) Vowel Teams (decoding by analogy, sight words, whisper reading, and partner/choral reading)
Centers		
Computer Center: Starfall PBSKids ABCya Reading Eggs	Reading/La. Center: Library Hot Dots Card Master Tag Reader Skill Activities Story Sequence Cards DVD Player	Listening Center: Story of the week: Listen Draw Write
Closure: Today we read about an Armadillo who lives in an orange grove. Tell me about the vocabulary words: grubs and insects.		
Assessment: <ul style="list-style-type: none"> The teacher will check recognition of the upper and lower case alphabets, and high frequency words, by listening to children respond orally. The teacher will check setting and reading comprehension by asking questions from the listed stories, songs and charts in the lesson. The teacher will provide appropriate feedback to student's responses. 		

DAY: 40

Read Aloud Trade Book: Armadillo's Orange

Subject: Reading/Letter Recognition/Setting/Vocabulary/Sounds/High Frequency Words

Grade: Kindergarten

Date:

Teachers: Bedard, Bellflower, Brooks, Chatman, Edmond, Horton, Larisy, Overton, Sealy

Standard(s) for the day:

ELACCKSL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

ELACCKRL4: Ask and answer questions about unknown words in a text.

ELACCKRL3: With prompting and support, identify characters, settings, and major events in a story.

ELACCKRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

ELACCKRF1: Demonstrates understanding of the organization and basic features of print.

ELACCKRF3: Know and apply grade-level phonics and word analysis skills in decoding words

WIDA's ELP Standard 1: Social and Instructional Language.

WIDA's ELP Standard 2: The language of Language Arts.

Warm-up: Morning routines: breakfast, bathroom, unpacking, announcements, morning work, and or reading books

Lesson Activities:

- The teacher will ask students the question of the day, *Who lives in an orange grove?*, and discuss with students. (ELACCKSL1a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns taking turns speaking about the topics and texts under discussion. ELACCKSL1b: Continue a conversation through multiple exchanges.)
- The teacher will display Talk With Me Chart 8A and say let's talk about these pictures. The teacher will point to the pictures showing some of the animals that live together in an orange grove. The teacher will ask: *What are these pictures showing? How is the rattlesnake different from other snakes? What does Armadillo do with the grubs?* (ELACCKRL4: Ask and answer questions about unknown words in a text.)
- The teacher will display Sing with Me chart 8B. The teacher will tell the children that they are going to listen to a song about animals that live in an orange grove, or groups of trees. The teacher will remind the children that the words armadillo, tortoise, burrow, rattlesnake, grubs, and insects are in the song. The teacher will ask the children to listen for the words as you sing the song. The song will be song several times to the tune of "Here Comes Peter Cottontail." The teacher will ask the students to clap when they hear the vocabulary words. (ELACCKRL4: Ask and answer questions about unknown words in a text.)
- Comprehension: Setting: The teacher will tell the children that she is going to read them a Russian folktale about finding a warm home (The Mitten). The teacher will tell the children to listen to the story, think about when and where the story happens. The teacher will ask the children to describe when and where the story takes place. After reading the story, the teacher will ask the following questions: *When and where did the mouse find a home? Why was the rabbit looking for a home? Where did the fox find a home? Where*

did the big bear find a home? Did the cricket find a home in the mitten, too? The children will complete setting page 120 by drawing where the story takes place and then draw the animals. (ELACCKRL3: With prompting and support, identify characters, settings, and major events in a story.)

- Phonemic Awareness: Review /s/: The teacher will ask the children to listen to the word see. *What is the first sound in see?* Say the word sail. *What is the first sound in seal?* Continue review with sock, seal, and sandcastle. The teacher will tell the children to listen to the sounds and let's put them together to make words. Say them with me: /s/-at, sat; /s/-am, Sam. (ELACCKRF2C: Blend and segment onsets and rimes of single syllable spoken words.)
- Phonics: Review Ss/s/: The teacher will display the Ss Alphabet card. The teacher will ask: What is the name of this letter? (s) What is the sound for this letter? (/s/). The teacher and students will repeat with Aa, Mm, and Tt. (ELACCKRF1d: Recognize and name all uppercase and lowercase letters of the alphabet.)
- The teacher will write the word have on the board. The teacher will tell the students that this is the word have. The teacher will ask: *What is this word?* The teacher will continue the word reading routine with is. (ELACCKRF3c: Read common high-frequency words by sight.)

Essential Questions: How does saying the parts in words help you count the syllables? Why do we need to know the names of the letters of the alphabet? How will knowing some words help us learn more words? How can knowing where a story takes place and when it takes place help us understand it? How do we know that a word is the name of a person?

Small Groups

<p>Remedial/Emergent The teacher will read, and discuss, and have the children read the book, Soccer Game?, and the following books: Apply Phonics Readers: <i>Sam and Tam/Decodable Reader</i> <i>Sock Sack/Phonics Story</i> (small group reading)</p>	<p>Acceleration/On-Level The teacher will read, and discuss, and have the children read the book, Tam and Sam in the Orange Grove and the following books: Apply Phonics Readers: <i>Sam and Tam/Decodable Reader</i> <i>Sock Sack/ Phonics Story</i> (small group reading)</p>	<p>Enrichment/Independent The teacher will read and discuss, and have the children read the book, Walking in the Forest, and the following books: Apply Phonics Readers: <i>Sam and Tam/Decodable Reader</i> <i>Sock Sack/Phonics Story</i> (small group reading)</p>
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Teacher Talk

<p>Alphabet Knowledge 1 (letter recognition, sounds, beginning sounds, sight words.) Alphabet Knowledge 2 (letter recognition, sounds, beginning sounds, sight words).</p>	<p>Say-It-Move-It (sounding and blending 3 letter words, sight words) Letter Patterns (word families, spelling and sounding 3 letter words, sight words) Blends and Digraphs (sounding and blending, sight words, whisper read, and</p>	<p>R-Controlled (sounding and blending, sight words, whisper reading, and partner/choral reading) Vowel Consonant E (teaching letter patterns, sight words, whisper reading, and partner/choral reading) Vowel Teams (decoding by analogy, sight</p>
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	partner/choral reading)	words, whisper reading, and partner/choral reading)
Centers		
Computer Center: Starfall PBSKids ABCya Reading Eggs	Reading/La. Center: Library Hot Dots Card Master Tag Reader Skill Activities Story Sequence Cards DVD Player	Listening Center: Story of the week: Listen Draw Write
Closure: Today we read a story about “The Mitten.” Tell me what setting means.		
Assessment: <ul style="list-style-type: none"> • The teacher will check recognition of the upper and lower case alphabets, and high frequency words, by listening to children respond orally. • The teacher will check setting and reading comprehension by asking questions from the listed stories, songs and charts in the lesson. • The teacher will provide appropriate feedback to student’s responses. 		

