

\*If you OR your student's teacher is out, virtual learning activities are available on Seesaw (Search for lesson name and number/Date)

Teacher:		Grade: Kindergarten			
Date: Tuesday November 9th	Reading Unit 2 Lesson 11	Writing Writing for Readers Book 2 Lesson 4	Phonics Unit 3 Lesson 8	Math Module 3 Lesson 2	Social Studies/Science
<b>Standards</b>	<b>RF.K.1, RF.K.2, RF.K.3, RF.K.7, SL.K.1, L.K.5</b>	ELAGSEKW5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<b>ELAGSEKRF1:</b> Demonstrate understanding of the organization and basic features of print.	MGSEK.MD.1 Describe several measurable attributes of an object, such as length or weight. For example, a student may describe a shoe as, "This shoe is heavy! It is also really long!" MGSEK.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of" or "less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	<b>SSKH1</b>
<b>Learning Target</b>	<b>I can: bring books to life.</b>	<b>I can: write sentences to tell a story.</b>	<b>I can: develop word-part power by strengthening my ear muscles and listening for rimes.</b>	<b>I can: compare the length, width, or size of two objects.</b>	<b>I can discuss Veterans day.</b>
<b>Success Criteria</b>	<b>I will: use my voice and read like a grown up.</b>	<b>I will: use my labels to add words to and make sentences.</b>	<b>I will: use picture cards to sort words into categories based on the end part.</b>	<b>I will: compare length measurements with string.</b>	<b>I will explain what a veteran is.</b>
<b>Instructional Strategies:</b>	<b>I Do Mini Lesson #</b> Teacher will demonstrate	<b>I Do Mini Lesson #</b> Using a class writing, the teacher	<b>I Do Lesson #8</b> <b><i>Learning to Hear Rimes in Words</i></b>	<b>I Do Lesson #2</b> T.E. Pg. 24: Activity consists of teacher	<b>I Do</b>  <b>We Do</b>

<p><i>Gradual Release Model of Instruction: I Do, We Do, You Do</i></p>	<p>reading in a smooth reading voice. Teacher will encourage the students to join in. Teacher will deliberately read in a choppy voice, then go back and smooth it out.</p> <p><b>We Do</b> Teacher and students will finish reading the same familiar book, continuing to practice the work of bringing books to life using a smooth reading voice.</p> <p><b>You Do</b> Students will read independently and practice this skill.</p>	<p>will read the pictures of the story, saying aloud the short sentences you plan to write. Demonstrate the whole process of saying a word, recording it, leaving a space, then saying the next word.</p> <p><b>We Do</b> Ask students to help you write each part of the next sentence, getting them to say aloud to a partner what they would write next.</p> <p><b>You Do</b> Remind writers to write sentences using what they have learned about capital letters, spaces, and periods to make sentences easier to read.</p>	<p>Teacher will explain to students that to have word-part power you need to have strong ear muscles so that you can hear that words like <i>cat</i> and <i>mat</i> both have the same word part.</p> <p><b>We Do</b> Teacher will lead students in reviewing several picture cards of words ending in -at and -in.</p> <p><b>You Do</b> Students will repeat the process with picture cards ending with -it and -an.</p>	<p><b>demonstrating how to compare the length and height of things in the classroom to the length of a piece of string.</b></p> <p><b>We Do</b> T.E. Pg. 24: Teacher leads students in making measuring tools (using string) and compare lengths finding at least 5 things that are longer and 5 things that are shorter.</p> <p><b>You Do</b> T.E. Pg. 25: Students work to complete Problem Set 2</p>	<p><b>You Do</b></p>
<p><b>Differentiation Strategies</b></p>	<p>Small Group lessons will be implemented in Google</p>	<p>Small Group lessons will be implemented in Google</p>	<p>Small Group lessons will be implemented in Google</p>	<p>Small Group lessons will be implemented in Google</p>	<p>Small Group lessons will be implemented in Google</p>

	Classrooms or Face to Face Classrooms	Classrooms or Face to Face Classrooms	Classrooms or Face to Face Classrooms	Classrooms or Face to Face Classrooms	Classrooms or Face to Face Classrooms
<b>Formative Assessment</b>  <i>We Check</i>	<b>We Check</b> Teacher will walk around and observe and check for understanding.	<b>We Check</b> Allow those students who have begun to write short sentences to share.	<b>We Check</b> Teacher will observe student work to check for understanding.	<b>We Check</b> <b>T.E. Pg 25: The teacher will lead students in a discussion about comparing length measurements with string.</b>	<b>We Check</b> Teacher will observe student work to check for understanding.