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| Wilkes | | | | **Essential Question(s):**  5-19 - 5-23  MOID K-5 | | | **Common Assessment** | |
| SSKE1,2,3a., b., SSKE4, SS1E1,2,3,4, SS3E4,  MGSE3.NF.1 MGSE4.NF.1  ELAGSEKRF1  ELAGSEK,1,2,3,4RI1, RIK,1,2  ELAGSEKRF3, ELAGSE1,2RF4  ELAGSE1L1a.  ELAGSE5RI2  MGSEK.CC.5 | | | | How can people use their wants and needs to decide what to buy?  Who are producers and consumers?  What places in the community (markets) where people make purchases?  How are shapes identified as 2-dimentional and 3-dimentional?  What are letters? What sounds do they make?  What grammar and usage are used when writing?  How can we locate details in a text?  How can we demonstrate one-to-one correspondence?  How can we count to tell how many? | | |  | |
| **Strategies Incorporated with Lesson:** | | | | **Learning Target** | | | **Resources Included with**  **Lesson:** | |
| Strategies:  Direct instruction  Modeling | | | | Read a variety of texts to gain information.  Identify characters, settings and events from a story.  Recognize the difference between wants and needs.  Distinguish between buying and selling.  Identify places where people buy or sell goods and services.  Recognize that people must have money if they want to buy products and services.  Compare amounts to determine more or less. | | | N2Y | |
|  | **Lesson Focus:**  **(Daily Learning Targets)** | **Learning Experiences:**  **(Instructional Expectations)** | | | **Formative Assessment** | | | **Success Criteria** |
|  | I can tell why Tina goes to the store.  Identify characters, settings and events from a story.  Text:  A Treat for School  Wants and Needs  Benny's Pennies  Need It or Want It? | **Word Study Routine/Language Skill: (topic words)**  buy, cost, money, need, sell, store, want | | | Teacher observation Checkpoint assessments | | |  |
| Activating Strategy:  Say: A store is a place where things are sold and bought. There are many types of stores. Review familiar types of stores, like a grocery store, drugstore or hardware store. Assess students’ familiarity with shopping by asking how many students have gone shopping at a store in their community. Emphasize that at each store some people sell things and some people buy things.  Before Reading  1.Introduce the Topic Words: buy, cost, money, need, sell, store, want. (Level D). Read the title and names of the author(s) and illustrator(s). 3. Do a picture walk (preview the cover and the illustrations). Have students predict what they think the story may be about. Point to the illustration of Tina and her dad. 4. Say: This is Tina. She is with her dad. I see Tina has a list. Her dad has a basket. I think they are at a store. I wonder why she is at the store. Introduce the Learning Goal: Say: Today, your goal is to tell why Tina goes to the store.  Work Session:  Read the story aloud with fluency and expression. 2. Emphasize the phrases that describe why Tina goes to the store by raising the volume of your voice when reading the words as you come to them in the story. For example, emphasize the words need, costs and buy. Model Using Text to Comprehend 1. As you read, think aloud about how the illustrations help you tell why Tina goes to the store. Page 3 Say: The story says that Tina needs strawberries. I can see Tina holding strawberries. She will buy the small box of strawberries. A box of strawberries is one thing Tina buys. Page 10 Say: On this page. I can see Tina at the cash register. She going to buy the things she needs. Tina goes to the store to buy the things she needs to make a fruit salad. 2. Model using the text and illustrations to comprehend by thinking aloud about examples on other pages.  Closing:  1. Revisit the learning goal with students. Say: Why does Tina go to the store? Have the student identify why Tina goes to the store by completing the oral sentence frame: Tina goes to the store to . Picture supports such as the Communication Board may be used as needed. Can the student identify why Tina goes to the store in the story? How? What support was needed? 2. Continue the discussion by talking with students about buyers and sellers. Remind students that in the story, Tina is the buyer and the store clerk is the seller. Have students identify what a buyer and a seller do in a store. For example, a buyer uses money to pay for items. A seller has things for customers to purchase. | | |
|  | -I can  Identify letters.  Identify the sound for a single consonant. | **Word Study Routine/Language Skill:**  Letters, sounds | | | Teacher observation Checkpoint assessments | | |  |
| **Activating Strategy:**  Introduce letters. Ask what are these? What sounds do they make?  **Mini-Lesson:**  Letters and Sounds - Introduce Letters-Sounds  **Work Session (**Stations/Collaborative Groups): Teacher introduce letters. Model letter sounds.  **Closing: S**tudents identify letters and letter sounds by modeling. | | |
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|  | -I can  Ask and answer questions (e.g., who, what, when, where, why, how) about key details of a story. Retell a familiar story, including main idea and key details. | **Word Study Routine/Language Skill:**  buy, cost, money, need, sell, store, want | | |  | | |  |
| **Activating Strategy:**  Say: We read about Tina and her dad. What did Tina do at the store? Prompt recall of the story by going through the book to review the items Tina bought at the store.  Mini lesson:  Display A Treat for School (Level D). Read the title and names of the author(s) and illustrator(s). 2. Prompt recall of the story. 3. Say: Tina is going to make a fruit salad for her class party. Her dad took her to the store to buy the things she needed. Introduce the Learning Goal: Say: Today, your goal is to tell what Tina uses to buy what she needs.  Work Session  Develop Print Concepts 1. Read aloud using your finger or a pointer to track the print from left to right, top to bottom and page to page. 2. Point out the difference between text and pictures. Say: The text is the words in the book. The illustrations and photographs are the pictures in the book. The pictures help me see what the author is describing in the text. Both the text and the pictures can help me understand what the story is about. 3. Emphasize where you start reading on a page. Point to the first word in the first sentence on the page. Say: This is where I need to start reading. We begin reading where we see the first word on the page.  Build Comprehension 1. Use the illustration to discuss how Tina buys what she needs. Page 9 Say: The book says Tina needs peaches. I can see the peaches on the shelf. The big can of peaches costs three dollars. The small can costs one dollar. The big can of peaches costs more than the small can. Tina decides to buy the big can. She will pay three dollars for the big can of peaches.  Closing:  ● Revisit the learning goal with students. Say: What does Tina use to buy what she needs? Have the student identify what Tina uses to buy what she needs by completing the oral sentence frame: Tina uses ? to buy what she needs. Picture supports such as the Communication Board may be used as needed. Can the student identify what Tina uses to buy what she needs in the story? How? What support was needed? | | |
|  | -I can  Count by ones to 10, 20 and 100.  Read and write numerals to 10 and 20.  Count forward beginning from a given number in a sequence. | **Word Study Routine/Language Skill:**  numbers | | |  | | |  |
| **Activating Strategy:**  Introduce numbers. Why do we need numbers?  **Mini-Lesson:** Read number sense math story. Focus question-What items might you see at a party? In a school? Model, counting no. of objects.  **Work Session (**Stations/Collaborative Groups**):**  Students’ complete math activity counting sets of objects, identifying more, less, or equal to  **Closing:** Review learning goal, math story with students. | | |
|  | Recognize two- and three-dimensional shapes in the environment.  Identify shapes as two-dimensional (flat) or three-dimensional (solid). | **Activating Strategy:**  Introduce the activity with a focus question about a classroom object. For example, ask, "What shape is the closed door—a circle or a rectangle?" Discuss why the door is a rectangle. ● Display the lesson objects. You may choose to use real objects or the provided Manipulatives or Photo Cards that represent the objects. Name or have students name the objects. Explain that the objects might be found at a fair and how students could use a map to find these items in different places at the fair. Then say, "Today, your job is to sort our objects into categories—flat shapes and solid shapes." ● Review the learning goal with students: I will sort shapes as flat or solid.  **Mini-Lesson:**  Display and review the Shape Attributes Charts. Then say, "Some shapes are flat. Circles, squares, triangles and rectangles are flat. Other shapes are solid. Solid shapes are not flat. They take up space. Spheres, cubes, rectangular prisms, cones and cylinders are solid." Display the 2-D and 3-D Sorting Chart. Present a flat object and model sorting the object by its dimension. For example, say, "The tortilla chip is flat. I will put the tortilla chip in the flat column." Continue with a solid object.  **Work Session (**Stations/Collaborative)  Have the student participate in sorting flat and solid shapes by making a selection from a narrowed field or errorless choice(s). For example, display the paper plate and the tortilla chip and say, "Show me a flat shape."  **Closing:**  Revisit the learning goal by reviewing the completed chart. Remind students that some shapes are flat and some shapes are solid. Encourage students to find examples of flat and solid shapes in their environment. | | |  | | |  |
|  | I can-  Partition shapes into equal parts. | ***Activating Strategy:***  FQ? “What can we say about sides of door? Straight or curved? How many corners does the door have 2-4”? Discuss student responses. State door is a rectangle and contains line segments. Review learning goal: I will use points, lines, angles to draw on shapes. I will use lines to divide shapes into equal parts.  **Mini-Lesson:**  Display, model points, lines, angles practice page. Model how to place points on the vertices of shapes and place lines, line segments, and different size angles on the shapes.  **Work Session (**Stations/Collaborative Groups**):**  Students select points, lines, angles by making errorless choice. Students count the equal parts of a shape.  **Closing:**  Review learning goal. Students find points, lines, line segments, rays, angles, and line of symmetry in real life object. | | |  | | |  |
| Intervention | | | | | | | | |
|  | | Teacher-led | Personalized Learning | | | Independent Practice | | |
| Monday | | modeling |  | | |  | | |
| Tuesday | | modeling |  | | |  | | |
| Wednesday | | modeling |  | | |  | | |
| Thursday | | modeling |  | | |  | | |
| Friday | | modeling |  | | |  | | |