

Grade K	English Language Arts	Week 3
Lesson Title: We Are So Proud		
Weekly Learning Targets: Students can identify syllables in words. Students can identify letters Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, and Nn. Students can write their names. Students can identify and use color words. Students can identify and describe story setting.		
<p>Common Core Learning Standards:</p> <p>RL.K.3 – With prompting and support, identify characters, settings, and major events in a story.</p> <p>RF.K.1a – Follow words from left to right, top to bottom, and page by page.</p> <p>RF.K.1d - Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2b – Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RFK.2d – Isolate and pronounce the initial, medial vowel, and final sounds in CVC words.</p> <p>W.K.2 – Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>L.K.1a – Print many upper- and lowercase letters.</p> <p>L.K.6 – Use words and phrases acquired through conversations, reading, and responding to texts.</p> <p>LS.K.1a – Follow agreed-upon rules for discussions.</p>		
NOTE: Reader’s & Writer’s Notebook = RWN (The pages listed above may or may not align, please check/edit beforehand.)		
MONDAY		
<p>Daily Learning Target: Students can read common high-frequency words, “I” and “am”. Students can demonstrate understanding of syllables.</p>		
<p>Learning Tasks: To begin class, the teacher can introduce the question of the week, “How do school children work and play together?” The teacher can ask students what they see in the picture on page 32 and 33. After discussing, the teacher can explain syllables and show the class this video. (SM A) The class can clap the syllables to each word in the video then can clap for pictures on page 32 and 33. After, the teacher can highlight the words <i>I</i> and <i>am</i> from last week. The students can practice the words by using them in a sentence and pantomiming a feeling like “I am happy.” or “I am angry.” The students can make an “I am” book on page 15 and 16 in RWN and read with a partner. If there is time, students can also complete page 17 in RWN or page 18 in RWN, where they can write I or am on the line and draw a picture of themselves and write their name.</p>		
<p>Daily Formative Assessment: The teacher can check the students’ work in the Reader’s and Writer’s Notebook.</p>		
TUESDAY		
<p>Daily Learning Target: Students can explain what setting is and name the setting of a story. Students can recognize and write Ff and Gg.</p>		
<p>Learning Tasks: The teacher can review the previous lessons. After discussing, the teacher can remind the class of the weekly theme of working and playing together. Then, the teacher can show the students the main text <i>We Are So Proud</i>. The teacher can examine the cover with the students and then read it aloud. The teacher can explain setting to the students as when and where a story takes place and wonder the setting of <i>We Are So Proud</i>. After, students can then turn to page 34 and 35 and the teacher can model how to find the setting. Then, the class can reread <i>We Are So Proud</i>, and the students can state the setting. Next, the students can match the story to the correct story on RWN page 20. After that, the teacher can introduce the letters Ff and Gg to the students on page 36 and 37. The teacher can also show a video (SM B) or do some other alphabet activity (SM C). After completing that, the students can do page 13 (handwriting) and page 14 (letter recognition) in RWN.</p>		
<p>Daily Formative Assessment: The teacher can check the students’ work in the Reader’s and Writer’s Notebook.</p>		
WEDNESDAY		

Daily Learning Target: Students can read common high-frequency words. Students can recognize and write Hh and Ii.

Learning Tasks: The teacher can review the previous lessons. The teacher can re watch this video (SM A) about syllables to review. Next, the teacher can show the students the letters Hh and Ii and finish pages 13 and 14 in their book. The class can reread the main story and identify any words that start with Hh and Ii. Then, the teacher can ask the students what they remember about the story. After discussing, the teacher can imagine there is going to be a celebration at our school, and the students need to write invitations on page 22. Next, the students can review the high-frequency words I, am. (SM D) The students can read the story "Am I?" on page 38 – 45.

Daily Formative Assessment: The teacher can check the students' work in their RWN and give feedback on their invitation.

THURSDAY

Daily Learning Target: Students can recognize and name Jj, Kk, Ll, Mm, and Nn. Students can retell a story.

Learning Tasks: To begin the class, the teacher can review previous lessons. The teacher can reread *We Are So Proud*. Then, the teacher can ask the students to retell *We Are So Proud* using page 46 and 47 in the textbook. After that, the teacher can introduce the letters Jj, Kk, Ll, Mm, and Nn to the students. The teacher can also show a video (SM B) or do some other alphabet activity (SM B). After completing that, the students can do page 19 (letter recognition) in RWN.

Daily Formative Assessment: The teacher can give feedback on RWN work.

FRIDAY

Daily Learning Target: Students can discuss a story.

Learning Tasks: The teacher can review previous lessons. Then, the teacher can direct the students to page 50 and 51 and read about the United States Flag. The class can discuss the questions on page 50. To wrap up the week, the students can make a word web around Our Classroom and have the students describe the classroom. This is a good opportunity for students to practice any skills they may need extra help on. The students can also take a summative assessment about the week's learning.

Daily Formative Assessment: The students can take a summative assessment

Grade 2 – ELA – Week 3	MATERIALS / RESOURCES
<p>pencil, paper, crayons, T-chart, Alphabet blocks, Alphabet Displays, sight words displays</p> <p>A – Syllables Song - https://www.youtube.com/watch?v=9S7DY2lgJIU</p> <p>B – Super Simple Songs Alphabet - https://www.youtube.com/channel/UCp5Nhw2YMCMUemXC1oWTkkA</p> <p>C – Alphabet Activities - https://www.notimeforflashcards.com/2012/05/25-alphabet-activities-for-kids.html</p> <p>D – Am Sight Word song - https://www.youtube.com/watch?v=R9dGXNcMvb4</p> <p>Additional Resources</p> <p>Weekly Readers and Word Lists - http://classroom.jc-schools.net/waltkek/KUnit1.html</p> <p>Daily Success Predictors and Word Cards - http://richland.k12.la.us/kreading.html</p> <p>We Are So Proud - https://www.teacherspayteachers.com/Browse/Search:we%20are%20so%20proud%20reading%20street</p>	