

Grade K Foundations Routines/Orientation (September)

New Concepts: <ul style="list-style-type: none"> Echoing Large Writing Grid with the line names Following verbalizations in making lines Pencil grip and writing posture Meaning of the word 'trace' Letter-Keyword-Sound and Letter Formation for the letter "t" 	Learning Activity Overview: <ul style="list-style-type: none"> Alphabetical Order (TE 22-23) Dictation/Sounds (TE 24-25) Dictation/Sounds (TE 26-27) Dictation/Sentences (TE 28-29) Drill Sounds/Warm-Up (TE 30-31) Echo/Find Letters (TE 32-33) Echo/Find Words (TE 34-35) Echo/Letter Formation (TE 36-37) Letter-Keyword-Sound (TE 38-39) Sky Write/Letter Formation (TE 40-41) Student Notebook (TE 42-43) Teach Trick Words (TE 44-45) Trick Word Practice (TE 46-47)
Concept	Routine
Week 1 Day 1: <ul style="list-style-type: none"> Teach how to echo Teach the Large Writing Grid Teach how to follow verbalizations (TE 50-53) 	<ul style="list-style-type: none"> Introduce Echo/Baby Echo <ul style="list-style-type: none"> Say several words/phrases to practice the skill of echoing Introduce Large Writing Grid on SMART Board <ul style="list-style-type: none"> Explain each line has a name & tell students name of each line (Sky line, plane line, grass line, worm line) Have students point to each line as the line name is called out Teach verbalizations <ul style="list-style-type: none"> Have students mimic actions as you call them out- Ex. "Point to the sky line- go down to the grass line. Stop!"
Week 1 Day 2: <ul style="list-style-type: none"> Review Writing Grid Lines Teach Pencil Grip & Tracing (TE 54-55) 	<ul style="list-style-type: none"> Review Grid Lines <ul style="list-style-type: none"> Have students point to each line on writing grid as line name is said Teach Pencil Grip & Tracing <ul style="list-style-type: none"> Show students how to hold dry erase marker Explain expectations when using writing tablets Have students use writing tablets to practice forming lines when line names are said. Ex. "Point your marker to the plane line. Go to the grass line. Stop!"
Week 1 Day 3: <ul style="list-style-type: none"> Introduce Letter-Keyword-Sound Sky Write/Letter Formation Introduce Student Notebook (TE 56-57) 	<ul style="list-style-type: none"> Introduce Large Sound Card with the letter "t" <ul style="list-style-type: none"> Explain that the picture on the card is there to help them remember the letter sound Re-introduce Echo- have students practice echoing t-top-/t/ Sky Write/Letter Formation <ul style="list-style-type: none"> Review grid line names- students point to each line Using verbalizations, show students how to sky write "t" Introduce Student Notebook <ul style="list-style-type: none"> Explain how they will use the Student Notebook Have student find the letter "t" in the Student Notebook Have students trace the letter with their finger then color the top
Week 1 Day 4 & 5 <ul style="list-style-type: none"> Drill Sounds/Warm-Up Sky Write/Letter Formation Echo/Letter Formation (TE 58) 	<ul style="list-style-type: none"> Drill Sounds/Warm-Up <ul style="list-style-type: none"> Hold up Large Sound Card "t"- hold up Echo & have students repeat Point to the Standard Sound Card "t"- hold up Echo & have students repeat Sky Write/Letter Formation <ul style="list-style-type: none"> Practice sky writing the letter "t" – follow Day 3 routines Echo/Letter Formation <ul style="list-style-type: none"> Using verbalizations have students practice writing lines on the Dry Erase Writing Tablets Hold up Echo & have students repeat /t/ Students will use their Dry Erase Writing Tablet to write the letter "t"