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| Subject | What do we want them to learn? | How will I know they have it? | Enrichment and Reteach |
| Math | K.1A Use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects.  K.1B Use sets of concrete objects to represent quantities given in verbal or written form (through 20).  K.1C Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.  K.4A Model and create addition and subtraction problems in real situations with concrete objects.  K.15A Justify his or her thinking using objects, words, pictures, numbers, and technology.  K.13C Select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem.  K.13B Solve problems with guidance that incorporates the process of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.  K.13A Identify mathematics in everyday situations. | Teacher observations  Student math consumable  Small Group | Center work  AMI work  Guided practice whole group |
| Language Arts | ELA K.4A Learn the vocabulary of school such as numbers, shapes, colors, directions, and categories  ELA K.4B Use vocabulary to describe clearly ideas, feelings, and experiences  ELA K.8A Discuss meanings of words and develop vocabulary through meaningful/concrete experiences  ELA K.10C Respond through talk, movement, music, art, etc. to a variety of stories and poems in ways that reflect understanding  ELA K.10D Describe how illustrations contribute to the text  ELA K.5F Recognize how readers use capitalization and punctuation to comprehend  ELA K10.B Participate actively when predictable and patterned selections are  ELA K.9C Retell or act out the order of important events in story  ELA K.1D Listen critically to interpret and evaluate.  ELA K.11E Understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures | Teacher observation | Aplhabet arc: working with letter ID and sounds  Extend by building word families and ww words  Those who can identify beginning sounds will then work on ending sounds or middle sounds  Letter swat, word swat by beginning/ending sound, syllable swat. |
| Social Studies  And  Science | SS K.15B Obtain information about a topic using a variety of visual sources such as **pictures,** symbols, television, maps, **computer images**, **print material**, and artifacts  SS K.16B **Create** and interpret **visuals** including pictures and maps | Teacher observation | Center work /monster match |
| Phonics | ELA K.6D Identify and isolate the initial and final sound of a spoken word  ELA K.5G Understand that spoken words are represented in written language by specific sequences of letters  ELA K.7C Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read  ELA K.6E Blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word  ELA K. 6D Identify and isolate the initial and final sound of a spoken word  ELA K. 6F Segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds | Kid Writing Journals  Teacher Observation  Student practice with reading groups | Isolating phonemes using phonemic awareness mats and counters  Beginning/ending sound word swat |
| Writing | ELA K.14A Write his/her own name and other important words ELA K.15B Write labels, notes, and **captions for illustrations**, possessions, charts, centers  ELA K.16B Record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, & showing connections among ideas  ELA K.11A Distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve | Kid Writing Journals  Small Group writing  Whole Group writing activity | Independent writing  Write around the room  Working in small kid writing groups  Re-teach everyday |

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| Week 10 | Monday | Tuesday | Wednesday | Thursday | Friday |

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| 7:30-7:45  Arrival  Put things away, lunch count, attendance | Arrival  Put things away, lunch count, attendance | Arrival  Put things away, lunch count, attendance | Arrival  Put things away, lunch count, attendance | Arrival  Put things away, lunch count, attendance | Arrival  Put things away, lunch count, attendance |

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| 7:45-8:00  Phonics | Song: Learning Letter Sounds  “Guess What I’m Thinking” (TPRI 4.23)  Provide clues to the initial or final sound of the word and information about the word, and students guess the word.  1. Challenge students to guess words that you are thinking.  2. Give them clues to to either initial or final sounds of the word as they try to guess.  Examples: I’m thinking of something that begins with /mmmm/. It’s an animal with a long tail. (monkey)  I’m thinking of something that begins with /ttt/. It’s red and goes with salad (tomato). I’m thinking of something that begins with /fff/ and has one syllable. | Song: Learning Letter Sounds  Word Wall Activities  Word wall cheers. Hand out pom-poms and have 5 students choose 5 words off the word wall. Show the words one at a time and ask students what the word is. Have students make up a sentence with that word in it. After several examples: Cheer for the word. | Song: Learning Letter Sounds  Tell me the Sounds (TPRI 4.34)  Students identify and say the different phonemes in a word.  Ask students to tell you each sound that they hear. Say, “Tell me the first sound you hear in hat?” Students should respond /h/. Ask, “What is the second sound you in hat?” Students should respond /a/. Ask, “What is the last sound you hear in hat?” Students should say /t/. Ask students to count the number of phonemes in each word using one finger to represent each sound. Students then blend the sounds and repeat the word. | Song: Learning Letter Sounds  Word Wall Activities  Word wall cheers. Hand out pom-poms and have 5 students choose 5 words off the word wall. Show the words one at a time and ask students what the word is. Have students make up a sentence with that word in it. After several examples: Cheer for the word. | Song: Learning Letter Sounds  Blending Phonemes (TPRI 4.27)  Have students sit in a circle on the floor and listen carefully as you say words in parts.  Then ask them, What word did I make?  Increase the difficulty of the words you say as students become more proficient with the task. This is an auditory activity.  Sample word list:  /d/ /o/ /g/ dog  /d/ /i/ /sh/ dish  /b/ /oy/ boy  /l/ /a/ /k/ lake  /b/ /a/ /k/ bake  /w/ /a/ /sh/ wash  /sh/ /o/ /p/ shop  /p/ /ar/ /t/ part  /p/ /aw/ paw  /b/ /all/ ball  /c/ /a/ /m/ /p/ camp |
| 8:00-8:45  Kid Writing | Continue to model the kid writing process. As a whole group come up with an idea/story to draw and write about. Illustrate the story and have students share the pen as you stretch out the words and kid write together. Beneath their kid writing, model the adult writing.  **Group A: Jack, Jasmine, Emily, Kasey** | 8:00-8:30  Mrs. Beauchamp  Continue to model the kid writing process as before until you feel comfortable that the students understand and can be somewhat successful on their own as you pull small groups.  **Group B: Madison, Jonathan, Ethan, Jayden, Emelia** | Continue to model the kid writing process as before until you feel comfortable that the students understand and can be somewhat successful on their own as you pull small groups.  **Group C: Caysie, Breanna, Amariah, Jaylon, Ricky** | 7:45-8:15  Library  Continue to model the kid writing process as before until you feel comfortable that the students understand and can be somewhat successful on their own as you pull small groups.  **Group D: Carmella, Daniel, Mia, Vivian** | 8:00-8:45  Computer lab  (week b)  Monster Match video conference |
| 8:45-9:15  Language Arts/Social Studies/Science | Science CBA  (took about 45 min)  whole group | TAG Planned Experience No. 3  Read “From Seed to Pumpkin.” Ask students, based on the front cover, title, and illustration, do they think that the purpose of the book is for entertainment or information? Remind student of what good writers do before reading and tell them they will be listening for these traits as we read. After reading the book to students discuss any writing traits they noticed. In particular discuss organization/sequencing and have student sequence the life cyle of a pumpkin. | Math CBA  (need about a 45 min. block of time to administer whole group) | 3rd grade assembly | TAG Planned Experience No. 4  Tell the students that today we will begin discussing our 5 senses through pumpkins. Discuss with students what the five senses are.  Make a predictable chart with students describing attributes of the class pumpkin. For example: Our pumpkin is ORANGE (sight). Our pumpkin is ROUND (sight). Our pumpkin is BUMPY (touch). Etc. |
| 9:15-9:30  Snack | Snack | Snack | Snack | Snack | Snack |
| 9:30-10:30  Learning Centers  And Guided Reading/  Snack | Introduce New Centers for the week  Guided Reading Groups:  **Group 1**: Jack Byse  Carmella Neal, Caysie North, Madison Barajas  **Group 2**: Jonathan Harris, Vivian Charron, Emelia  Atkisson | Guided reading groups:  **Group 3**: Emily Larmore, Jasmine Santos, Ricky Williams, Amariah Gremillion  **Group 4**: Ethan Jutras, Breanna Jasper, Daniel Turner  **Group 5**: Jaylon Bell, Jaydon Coleman, Kasey Ray, Mia Anderson | **Group 1**: Jack Byse  Carmella Neal, Caysie North, Madison Barajas  **Group 2**: Jonathan Harris, Vivian Charron, Emelia  Atkisson | **Group 3**: Emily Larmore, Jasmine Santos, Ricky Williams, Amariah Gremillion  **Group 4**: Ethan Jutras, Breanna Jasper, Daniel Turner  **Group 5**: Jaylon Bell, Jaydon Coleman, Kasey Ray, Mia Anderson | Free Centers if work is completed |
| 10:30-11:05  Math Lesson | **Describing Relative Sizes of Sets**  **0-10**  Given two sets of concrete objects, describe the size of the sets using words such as two less than, two more than, least, greatest, etc.  Example:  Set A:  # # # # #  Set B:  # # # # # # #  *Possible Description:*  *Set A has 2 fewer objects than Set B.*  *Set B has 2 more objects than Set A.*  *Set B has a greater number of objects.*  *Set A has a larger number of objects than Set B.* | **Representing Sets 0- 10**  Use concrete objects such as counters to represent a quantity that is given in verbal or written form.  *Example:*  *Prompt the students to display ten counters.*  *Example:*  *Show the students a card with the digit 7 recorded on it. Prompt the students to use counters to represent the number.* | **Describing Sets 0- 10**  Given a set of objects, verbally or symbolically describe how many objects are in the set.  *Example:*  *Ask the students, “How many counters are in this set?”*  # # # # # # # #  #  *Verbal Answer: Nine counters*  *Symbolic Answer: 9 counters* | **Joining and Separating Sets 0-10**  Model and create addition and subtraction problems in real situations with concrete objects.  *Example of modeling addition or subtraction problem:*  *Allow the students to use tools, such as a Part/Part/Whole mat or a story mat, to model an addition problem situation.*  *Example:*  *There were 5 ants in the grass. Four more ants came to join them. How many ants are now in the grass?*  *To represent the ants in the grass, model placing 5 concrete objects on the story mat.*  *To represent the 4 additional ants, add 4 more concrete objects to the story mat.*  *Remind the students that there were*  *5 ants in the grass and 4 more ants joined them. There are now 9 ants in the grass.*  *Example of creating an addition or subtraction problem:*  *Prompt the student to use tools, such as a Part/Part/Whole mat or a story mat, to create a subtraction problem.*  *Prompt the students to create a subtraction problem.*  *Possible Subtraction Problem:*  *“There are 7 butterflies flying in the sky. Five of the butterflies stopped to rest. How many butterflies are still flying?”*  *The student places 7 counters on a Part/Part/Whole mat.*  *The student places 5 counters in one “part” of the Part/Part/Whole mat to represent the butterflies that stopped to rest.*  *The student explains that the remaining counters in the “whole” section of the Part/Part/Whole mat represent the remaining “part” of the “whole” and the number of butterflies that are still flying, and moves the remaining butterflies to the other “part” of the Part/Part/Whole mat.* | **Using a Problem-Solving Model with Addition and Subtraction Problem Situations** *Example:*  *Emily has 8 stickers. She gave 4 stickers to her brother, Jake. How many stickers does Emily have left?*  *Understanding the Problem:*  Ask students to restate what the problem is about.  Ask, “What are we trying to find out?”  *Possible Answer:*  *“We are trying to find out how many stickers Emily has left.”*  *Making a Plan:*  Ask the students, “Are we joining sets or separating sets?”  Ask the students, “What is the important information in this problem?”  *Possible Answer: “We are finding out the number of stickers Emily has left. We are separating a set.”*  *Carrying Out the Plan:*  Ask the students, “How are you going to solve the problem?”  Remind the students that they can draw a picture, act out the problem, look for a pattern, and/or use guess and check.  *Possible Answer: “I am going to draw a picture of 8 stickers. I am going to mark out the 4 stickers that Emily gave to her brother Jake. The number I have left will be my answer.”*  *Evaluating for Reasonableness:*  Ask the students, “Is it reasonable to get a smaller number than the numbers in the problem if we are joining sets?” Prompt the students to explain their thinking.  Ask the students, “Is it reasonable to get a larger number than the numbers in the problem if we are separating sets?” Prompt the students to explain their thinking.  *Possible Answer: “I know I did this correctly because Emily had 8 stickers, and when she gives away 4 stickers, she will have four left. It is reasonable to get 4 because 8 take away 4 is 4.”*  Prompt the students to record their thoughts or explanations of the problems that are modeled in a math journal, notebook, or on a piece of paper. Prompt the students to write (words, pictures, or even teacher dictation) an explanation of how they solved the problem.  *Possible Teacher Dictation of a Student’s Response: “I drew a picture of 8 stickers. I marked out the*  *4 stickers she gave to her brother. I counted the stickers she had left. Emily has 4 stickers left.”* |
| 11:05-11:50  PE/Music | PE/Music | PE/Music | PE/Music | PE/Music | PE/Music |
| 11:50-12:01  Bathroom and wash up for lunch | BR Break prior to lunch | BR Break prior to lunch | BR Break prior to lunch | BR Break prior to lunch | BR Break prior to lunch |
| 12:01-12:55  Lunch/Recess | Lunch/Recess | Lunch/Recess | Lunch/Recess | Lunch/Recess | Lunch/Recess |
| 12:55-1:30  Story/Rest | Story/Rest | Story/Rest | Story/Rest | Story/Rest | Story/Rest |
| 1:30-2:00  Calendar | Calendar activities: Days of the week, Months of the year, place value, rote counting, weather graphing, and shape review. | Calendar activities: Days of the week, Months of the year, place value, rote counting, weather graphing, and shape review. | Calendar activities: Days of the week, Months of the year, place value, rote counting, weather graphing, and shape review. | Calendar activities: Days of the week, Months of the year, place value, rote counting, weather graphing, and shape review. | Calendar activities: Days of the week, Months of the year, place value, rote counting, weather graphing, and shape review. |
| 2:00-2:30  ARI/AMI  RTI:  Emily- focus letter Ii  Jayden- auditory games | Small groups  \*Letter/Sound Recognition group: Emily, Kasey, Daniel, Emelia  Letter Swat (focus letter Mm)  \*Name Writing group:  Ethan, Kasey, Amariah, Breanna,  Rainbow writing  Listening activities: Jayden Coleman-TPRI (4.2) Students listen to well known text and determine the part that has changed. Example: Twinkle, twinkle little car. Humpty dumpty wall on a sat. Goldilocks went inside and locked the door.  Rest of class:  Rhyming practice  Beginning/Ending sound matches | Enrichment groups  Jack, Carmella, Madison, and Caysie  Syllable swat, rhyming swat, beginning/ending sound swat.  Rest of class working in Math Tubs. | Small groups  \*Letter/Sound Recognition group: Emily, Kasey, Daniel, Emelia  Letter Swat (focus letter Mm)  \*Name Writing group:  Ethan, Kasey, Amariah, Breanna,  Rainbow writing  Listening activities: TPRI (4.1) Students listen and identify sounds they hear. Example: students close their eyes and listen to clapping hands, closing doors, staplers, pencil sharpener, etc. When they know what the sound is they raise their hands to answer.  Rest of class:  Rhyming practice  Beginning/Ending sound matches | Enrichment groups  Jack, Carmella, Madison, and Caysie  Syllable swat, rhyming swat, beginning/ending sound swat.  Rest of class working in Math Tubs. | Small groups  \*Letter/Sound Recognition group: Emily, Kasey, Daniel, Emelia  Letter Swat (focus letter Mm)  \*Name Writing group:  Ethan, Kasey, Amariah, Breanna,  Rainbow writing  Rest of class:  Rhyming practice  Beginning/Ending sound matches |

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| Reading Center | Writing Center | Poetry Center | ABC Center |
| Free read-Students may choose any book from the classroom library. Students may read with reading glasses and pointers if they choose. | Dry erase boards | Peter, Peter, Pumpkin Eater | Wiki Sticks-students will make letters, words, and sentences and record on paper |
| Puzzles/Fine Motor | Math Center | Science/SS | Art Center |
| Free choice-Students are allowed to choose a floor puzzle or table puzzle of their choice from the shelf. They are to choose on puzzle at a time and clean up after themselves prior to pulling another puzzle off the shelf. | Use pumpkin mats to show sets of numbers 1-20 using unifix cubes | Pumpkin/Five senses- Students will observe with microscopes and magnifying glasses parts of the pumpkin. | Pull small groups of students to table to complete parts of monster match description from partner class. |
|  | Computer Center | Word Center |  |
|  | Starfall  PBS  Noggin | Playdough words-students will make letters, words, and sentences and record on paper. |  |
| Things to get/make:  Peter, Peter, Pumpkin Eater-nursery rhyme  Knife for cutting open a pumpkin |  |  |  |

Peter, Peter, pumpkin eater,

Had a wife and couldn't keep her.

He put her in a pumpkin shell,

And there he kept her very well.