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| --- | --- | --- | --- |
| Subject | What do we want them to learn? | How will I know they have it? | Enrichment and Reteach |
| Math | K.8C Sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted.  K.13D Use tools such as real objects, manipulatives, and technology to solve problems.  K.8B Compare two objects based on their attributes.  K.14A Communicate mathematical ideas using objects, words, pictures, numbers, and technology.  K.8A Describe and identify an object by its attributes using informal language. | Teacher observations  Student math consumable  Small Group  Centers | Center work  AMI work  Guided practice whole group |
| Language Arts | ELA K.8A Discuss meanings of words and develop vocabulary through meaningful/concrete experiences  ELA K10.B Participate actively when predictable and patterned selections are read aloud  ELA K.5D Know the difference between individual letters and printed words  ELA K.5F Recognize how readers use capitalization and punctuation to comprehend  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.10D Describe how illustrations contribute to the text  ELA K.4A Learn the vocabulary of school such as numbers, shapes, colors, directions, and **categories**  ELA K.1D Listen critically to interpret and evaluate  ELA K.9C Retell or act our the order of important events in stories  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  ELA K. 7A Name and identify each letter of the alphabet | 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.6A Identify basic human needs  SS K.6B Explain how basic human needs of food, clothing, and shelter can be met  K.6E Manipulate parts of objects such as toys, vehicles, or construction sets that, when put together, can do things they cannot do by themselves  K.7 Observe, describe, and record changes in size, mass, color, position, quantity, time, temperature, sound, and movement (using five senses) | Teacher observation | Center work |
| Phonics | ELA K.6D Identify and isolate the initial and final sound of a spoken word  ELA K.6E Blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word | Student practice with Reading consumables  Kid Writing Journals  Teacher Observation | Isolating phonemes using phonemic awareness mats and counters  Beginning/ending sound word swat |
| Writing | ELA K.5D Know the difference between individual letters and printed words  ELA K.5F Recognize how readers use capitalization and punctuation to comprehend 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.4A Learn the vocabulary of school such as numbers, shapes, colors, directions, and **categories**  ELA K. 14B Write each letter of the alphabet, both capital and lowercase  ELA K. 14E Gain increasing control of penmanship such as pencil grip, paper position, and beginning stroke | 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 11  Five Senses | Monday  **50s DAY** | Tuesday | Wednesday | Thursday  **Early Out** | 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 | 50s DAY | Song: Learning Letter Sounds  Word Wall Activities | Song: Learning Letter Sounds  With a partner, match the last letter of one word with a word beginning with that letter. (Example: hat – top - popcorn, etc.) | Song: Learning Letter Sounds  Word Wall Activities | Song: Learning Letter Sounds  With a partner, match the last letter of one word with a word beginning with that letter. (Example: hat – top - popcorn, etc.) |
| 8:00-8:45  Kid Writing | 50s DAY | 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 A: Jack, Jasmine, Emily, Kasey** | 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** | 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 C: Caysie, Breanna, Amariah, Jaylon, Ricky** | 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** |
| 8:45-9:15  Language Arts/Social Studies/Science | 50s DAY | TAG Planned Experience No. 5  Tell the students they will begin the new unit by going outside to take a little walking trip. Ask them to talk to each other about their experiences on the trip to help them remember everything they can about the trip. Students go on a walk for at least 15 minutes. Ask questions during the trip.  Once the class returns to the classroom, have students brainstorm by describing what they experienced, describing their trip. If the students don't mention each of the five senses, ask questions: Did you smell something? What did you hear? See? What did you feel? When you smelled the cafeteria food, could you taste it? Did you see a dog (some other animal)? How did you know it was a dog? Did you see the mountains? How far are they? What color is the sky? Did you see any cars? What were they doing? What parts of your bodies did you use to get all this information? Discuss how they learn from seeing, hearing, touching, smelling and tasting.  The teacher develops a word bank or a chart using student responses. Tell students that at the learning centers they will complete many different activities that will help them learn more about how humans learn.  ***Oral Assessment***  Why do we need our five senses?  What can we do with our senses? | *Play Blindman’s Bluff with the students*  *Part I*  One child is blindfolded. The other children sit close together in a circle on the floor. Spin the blindfolded person around three times, then release.  The children clap hands to signal to the blinded student where they are.  The blinded student finds another child and sits on the child's lap.  The blinded student feels the child's face, shoulders, arms, hands, legs and clothing. The blinded student tries to relate shape, size, and texture of the mystery child's hair and facial features to those of a child she/he knows.  The blind person tries to identify the child on whose lap he/she is sitting.  *Part II*  Working in pairs, one student is blindfolded. The partner leads the blindfolded student around the room.  After being blindfolded, the students make a list of things heard, felt and smelled.  *Part III*  Two students stand up and toss a bean bag back and forth counting to five.  The two students are blindfolded. They try to catch the beanbag again.  The activity is repeated without the blindfold. | The teacher goes behind a desk or tall bookcase so the students **cannot see** what she is doing. She rings a bell and asks the students to guess what she did. She repeats this with various objects that students cannot identify. She then writes a note on a piece of paper, and again, asks what she did. The students say they don't know because they can't see or hear. What sense were you using before? Hearing. Without hearing it is hard to learn about the world. We would have to use another sense.  What causes sound? You have to hit something? Is that the only way? You can talk. What else? These are the questions we are going to investigate in the centers, today, but before going to the learning centers, we are going to have group play.  The teacher claps her hands, taps her foot, rings a bell, etc., a certain number of times. The students count and  tells how many times they heard a sound.  A child creates a pattern with different sounds (clapping, snapping his/her fingers, dramatic sound effects, high or low voices, loud or soft voices, musical instruments, stamping feet, etc.). Students repeat the patterns and create their own.  Tell students that sounds help us identify things. In one of the activities, students will try to identify sounds. They will then select their favorite sound and graph the information.  ***Oral Assessment***  How do we communicate with each other?  What part of you body do you use to hear?  Could you communicate if you couldn't hear? How?  How would you feel if you couldn't hear? Why? | TAG Planned Experience No. 6  Ask the students what part of the body they use to see. Eyes. To hear? Ears. Taste? Tongue. Feel? All over the body? Does your hair "feel" it when you cut it? What about your fingernails? Why doesn't it hurt when you cut your fingernails? You feel with your skin. Only the skin? If you break a bone does the bone hurt inside? Can you feel under your skin? Yes, your sense of feeling is everywhere in your body. We will discover a lot of the answers to these questions as we perform our activities.  After this discussion, begin the lesson by going on an outing. Students go out into the playground and take several sheets of paper and a pencil. Students select things to trace on paper, e.g., brick wall, sidewalk, leaf, penny, etc. When the students return to the classroom, they describe the textures using appropriate adjectives and write about the textures in their journals.What did you trace on this paper? (A wall.) How do you know this is a leaf? Is it rough, smooth?  **Activity**  Place several objects of various sizes and shapes in a bag. Ask a child to reach into the bag to find an object and to identify it using only the sense of touch. The child shows the object, then asks another child to find a bigger or smaller object than the first. Can they feel several things **on the same object?**  ***Oral Assessment***  How does the sense of touch help us learn about the world we live in?  How can you tell if one thing is bigger than another if you can't see it?  What else can you learn about something that you can't see, but you can feel? (Shape: round, straight, bent, curved, broken.)  What part of your body do you use for the sense of touch? |
| 9:15-9:30  Snack | Snack | Snack | Snack | Snack | Snack |
| 9:30-10:30  Learning Centers  And Guided Reading/  Snack | 50s DAY | 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 |
| 10:30-11:05  Math Lesson | 50s DAY | **Identifying Objects**  Identify an object’s attributes by using informal language, such as big, large, small, little, hard, soft, heavy, light, long, short, shape, color, same, different, etc.  *Example:*  *Show the students a set of real objects or pictorial representations of objects.*  *Sample Objects*   |  | | --- | | j0079109 FD00458_FD00438_ |   *Ask the students to identify the object that is round, orange, and small.*  *Answer: The orange* | **Describing Objects**  Describe an object’s attributes by using informal language such as big, large, small, little, hard, soft, heavy, light, long, short, shape, color, same, different, etc.  *Example:*  *Show the students an object and ask them to describe the object.*  *Possible Object*   |  | | --- | |  |   *Possible Answer: “The book is hard, square, and heavy.”* | **Comparing Objects**  Compare two concrete objects or pictures of two objects based on their attributes.  Compare real-life objects based on their attributes.  *Example:*  *Show the students 2 real objects or pictorial representations of 2 objects.*  *Possible Objects*   |  | | --- | |  |   *Ask the students, “How are these objects the same?”*  *Possible Answer: “Cherries and grapes are small, round, and soft.”*  *Ask the students, “How are these objects different?”*  *Possible Answer: “The cherries are red and the grapes are green.”*  *Example:*  *Show the students 3 real objects or pictorial representations of 3 objects.*  *Possible Objects*   |  | | --- | | *HH00681_* |   *Ask the students, “Which one of these objects is not soft?”*  *Answer: The desk* | **Sorting Objects**  Sort a variety of objects including two- and three-dimensional geometric figures according to attributes and describe how the objects are sorted.  *Example:*  *Give the students a collection of objects and prompt the students to sort the objects according to an attribute.*  *Possible Objects*  *Pizza, baseball, box, half an apple, party hat, and envelope*  *Possible Answer:*  *Prompt the students to explain how they sorted the objects or pictures of objects.*  *Possible Answer:*  *“I put the round objects in a group and the objects that were not round in another group.”*  *Example:*  *Give the students a collection of two-dimensional geometric figures and prompt the students to sort them according to an attribute.*  *Possible Objects*  *Hexagon, rhombus, circle, triangle, larger circle*  *Possible Answer:*  *Triangle, hexagon, rhombus—*  *circles*  *Prompt the students to explain how they sorted the two-dimensional geometric figures or the pictures of the two-dimensional geometric figures.*  *Possible Answer:*  *“I put all of the two-dimensional geometric figures that had all straight sides in one group and the two-dimensional geometric figures that had curved sides in the other.”*  *Example:*  *Give the students a collection of three-dimensional geometric figures and prompt the students to sort them according to an attribute.*  *Possible Objects*  *Cone, cylinder, rectangular prism, pyramid, etc.*  *Possible Answer:*  *Cone and cylinder—*  *Other solids*  *Prompt the students to explain how they sorted the three-dimensional geometric figures or the pictures of three-dimensional geometric figures.*  *Possible Answer:*  *“I put the three-dimensional geometric figure that had a circle in one group and the three-dimensional geometric figures that didn’t have a circle in the other.”* |
| 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 | Lunch/Recess |
| 12:55-1:30  Story/Rest | 50s DAY | Story/Rest | Story/Rest | Early Out | Story/Rest |
| 1:30-2:00  Calendar | 50s DAY | 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. | Early Out | 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—Jayden Coleman- auditory games  RTI-Emily Larmore-letters/sounds | 50s DAY | Small groups  Enrichment groups: Jack, Madison, Caysie, Jonathan, Carmella, and Jasmine. (Mixed up letters game, beginning sounds picture cards as clues to spell out a classmates name, etc.)  The rest of class is working in free choice math tubs. | Small groups  \*Letter/Sound Recognition group: Emily, Kasey, Breanna, Daniel  \*Name Writing group:  Ethan, Kasey, Amariah, Breanna  The rest of class is working in free choice math tubs. | Early Out | Small groups  \*Letter/Sound Recognition group: Emily, Kasey, Breanna, Daniel  \*Name Writing group:  Ethan, Kasey, Amariah, Breanna  The rest of class is working in free choice math tubs. |

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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. | Number formation/writing practice | Our Five Senses-students practice reading, pointing to/tracking print, matching popcorn words, counting number of words, etc. | Alpha dice-students roll alphabet dice and write the letter along with its corresponding lower case letter on white boards |
| 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. | Sorting by color, size, shape, texture, etc. | -students construct a "Feelie Book" in which they tape or glue a different material or object on each page. Students label each page as rough, scratchy, bumpy, soft, smooth, etc. | Students will cut out pictures from magazines that shows people using the five senses. |
|  | Computer Center | Word Center |  |
|  | Starfall  PBS  Noggin | Popcorn Word Bingo |  |
| Things to get/make:  \*3 dimensional shapes/solids |  |  |  |

1. **Five Little Senses**
2. Five little senses are what I need,
3. To use when things are near.

 I use my eyes to look and see.

I use my ears to hear.

I use my nose to smell things.

I use my hands to touch.

 I use my mouth to taste

 The things I love to eat so much.

  Five little senses standing in a row,

  To see, hear, smell, touch and taste

 The things I need to know.

1. **Hearing Activity (Objects Vibrate)**
2. Strike a turning fork and dip it in water.
3. Sprinkle cereal flakes on a drum, then tap the top of the drum.
4. Stretch a rubber band between two fingers and pluck it; stretch the elastic farther and pluck it again.
5. Put your hand on the top of a playing radio. Describe sounds and changes of sounds of different objects.
6. Put your fingers on the front of your throat, very close to your "voice box." Be careful that you don't press hard enough to hurt yourself. Make a noise. Describe what you felt in your throat as the noise was coming out.

***Questions***

What did you feel when you touched the turning fork after you hit it?

What did the rubber band do when you plucked it? What did it do when you stretched it farther and then plucked it?

What was each one of these objects doing as it was making a sound, including your throat?

Wednesday—Lesson on eye (additional information)

Show the students the book **Brown Bear, Brown Bear, What Do You See?** Ask the students to predict what the story is about; read the book. Discuss the story with the students.

1. Students, discuss how difficult it was for you to identify a person by just feeling and guessing. How do we recognize each other by sight? What things do we look for? Students discuss how they rely on hearing and feeling to move around when they can't see. How is this feeling the same as when you walk around in the dark? Is it easy to catch the beanbag with your eyes covered? Which way is easier - with your eyes open or closed? Why? What part of your body do you use to see?
2. While showing a diagram of the eye, the teacher tells the students about the various parts of the eye and their functions. For example: Our senses are the way we find out about the world we live in. We learn with our senses. We see with our eyes, and sight tells us about things that are outside of our bodies. Our eyes give us pictures, or images, of the way things look. You can see to read, to tell where you're going, to play games or to find your friends. Your eyes show you light, color, shape, and size. Your eyes can help you decide how far something is.

There are many parts to your eye, and each one of them helps you to see. The light goes in through an opening called the **pupil.** That's the black dot in the center of your eye. The iris, or colored part around the pupil, can change the size of the opening, letting in more or less light. The lens focuses the light rays on the **retina;** the **cornea** protects the lens. When you look at your eyes in the mirror, you're only seeing a part of them. The whole eye is shaped like a round ball, most of it is inside your head and protected by your skull. Your **eyelids** and **eyelashes** protect your eyes too. Your eyelids make it possible for you to close your eyes, shutting out the light when you are tired. Closing your eyes makes it easier for you to go to sleep.

Light strikes something and bounces off. This reflected light, the light that bounces off the thing you are looking at, travels into your eyes through the pupil. As the light enters the eye, it passes through the lens. The lens helps to take out the fuzzy look of the thing you are looking at, focusing the image. As the light goes through the lens, it turns upside down! When the upside down image shines on the back of your eye, it strikes the **retina.** The **retina** contains the **optic nerve** that sends the message of what you are looking at to the brain. The **rods** and **cones** help us see shapes and colors and are a part of the retina. The **optic nerve** carries the message to your brain.

Then the brain decides what you are seeing. The brain decides what to do. When you look at the word **CAT,** your eye sends a message to your brain that you are looking at some writing in your book. Then your brain figures out or remembers the word, and you read **CAT.** Look at this word tag: **EYE.** Can your brain, with the help of your eyes, tell you what the word is?

Are **tears** important? Why? Yes, they keep your eyes wet, but they also help them stay clean. Did Brown Bear shed tears? Every time we blink, we wash the surface of the eye with tears. We can wash out dust and other things that get into our eyes. We should not rub them when they itch, though. What do you think we should do? Well, we can blink several times to make the dust or other object come out. We can also get help in cleaning out our eyes, but that should be done by an adult with clean water and cotton.

Let's try this now. Hold your head straight and look straight in front of you. Now, without moving your head, look over here. (Point to a spot that will require the students to move their eyes only.) How did you get your eyes to move? Yes, the eyes have **eye muscles** that move your eyes from side to side and up and down and around without moving your head. Let's try that. Can you feel your eye muscles moving your eyes? How does moving your eyes help you read?

***Oral Assessment***

1. What part of the body do we use to see?
2. What are some things you can see?
3. How could you tell what an object was if you couldn't see it?
4. Name at least three important parts of the eye.
5. Why is our eye like a camera?

Why do we need tears?

Thursday’s Lesson on Hearing (ears)—additional information

What makes the sounds that our ears pick up? (Vibrations that travel in the air.) Things need to vibrate before we can hear them. Did the paper phones vibrate? The rubber band? Your throat?

As you show a diagram of the external and internal ear, describe how the **ears** work. Play the tape recording of one of the sounds, or play a radio. Ask the students to place their hands on the radio to feel the vibrations. Tell them we can hear the music or the voice coming from the radio or tape player because it is vibrating - it is making the air vibrate or move back and forth. As the air moves back and forth, or vibrates, it makes **sound waves.** The sound waves travel through the air in all directions. The waves reach the **outer ear** and travel through the **ear canal.** As they travel in the ear canal, they strike the **eardrum,** and make it begin to vibrate. These vibrations make other parts of the ear, called the **middle ear,** vibrate.

As the middle ear begins to vibrate, a small part in the **inner ear,** called the **cochlea,** begins to vibrate. The cochlea is a small bone shaped like a seashell that is filled with liquid. As the shell, or cochlea, begins to vibrate it makes the liquid inside it vibrate. The vibrations of the liquid tickle tiny hairs that line the cochlea, causing them to vibrate and send a message to the **auditory nerve.** This nerve also acts like an electrical wire and sends the message to your brain. Remember, all of this has to do with vibrations.

When the brain receives the sound message, again it figures out what the sound is, what is making the sound (the vibrations from the radio) and what you should do about it (enjoy it if it is your favorite group). In the morning if you hear your mother telling you to get up to go to school, you get up and hurry.

Your ears do more than just hear sounds - they help us keep our balance. The **inner ear** helps us know if we are sitting, standing, lying down, or hanging upside down! You know also that you can make yourself very dizzy and even sick to your stomach by spinning yourself around for a long time.

Sounds can also help us get away from danger. Ask the students to describe the process that they follow when there is a fire drill. What warns us of danger?

Ask students why they think that the class favorite sound was \_\_\_\_\_\_\_\_\_\_ in the survey. After their explanations, ask them if all the sounds they hear are pleasant? unpleasant? What does their sense of hearing tell them about sounds?

What else does our sense of hearing do for us? (It warns us of danger.)