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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.13D Use tools such as real objects, manipulatives, and technology to solve problems.  K.6B Count by ones to 100.  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.14B Relate everyday language to mathematical language and symbols.  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. | Teacher observations  Student math consumable  Small Group | Center work  AMI work  Guided practice whole group  AMI-Counting Books  All but Caysie, Jack, Madison |
| Language Arts | ELA K.8A Discuss meanings of words and develop vocabulary through meaningful/concrete experiences  ELA K.6E Blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word  ELA K.11C Distinguish fiction from nonfiction, including fact and fantasy  ELA K.5D Know the difference between individual letters and printed words  ELA K10.B Participate actively when predictable and patterned selections are read aloud  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.9A Use prior knowledge to anticipate meaning and make sense of texts  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 | 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.13A Identify examples of technology used in home and school  SS K.13B Describe how technology helps accomplish specific tasks  SS K.14A Describe how his or her life might be different without modern technology  SS K.14B List ways in which technology meets people’s needs  SS K.6A Identify basic human needs  SS K.6B Explain how basic human needs of food, clothing, and shelter can be met  SS K.5B Identify human characteristics of places such as types of houses and **ways to earn a living**  SS K.6B Explain how basic human needs of food, clothing, and shelter can be met  SS K.7A Identify jobs in the home, school, and community Why are different jobs necessary? SS K.7B Explain why people have jobs | Teacher observation | Podcast  Center Work |
| Phonics | ELA K. 6F Segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds  ELA K. 14C Use phonological knowledge to map sounds to letters to write messages  ELA K. 5G Understand that spoken words are represented in written language by specific sequences of letters  ELA K.5B Know that print moves left-to-right across the page and top-to-bottom | 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.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 | 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  Stamping stories |

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| Week 12 | Monday | Tuesday  **OFF** | Wednesday | Thursday | Friday  **PDAS** |

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| 7:30-7:45  Arrival  Put things away, lunch count, attendance | Arrival  Put things away, lunch count, attendance | **OFF** | 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/Vowels  Review Secret Story ER, IR, and UR  **ER, IR, UR**  These letters LOVE to go riding in cars, but they are terrible, awful, horrible, no-good drivers and always have to SLAM on the brakes- “EEEEEERRRRRRRRRR” (examples: thirsty, turn, fever)  **Introduce AR Secret Story**  **AR**  Whenever side by side in a word, Super Hero A will always loan his SUPER POWERS to R so that R can say HIS own name! (examples: car, hard, March, dart) | **OFF** | Song: Learning Letter Sounds/Vowels  **Introduce OR Secret Story**  **OR**  These two can NEVER make up their minds where they want to go, what they want to do, or even what they should have for a snack! They always wind up doing nothing all day, but sitting around saying- We could eat cupcakes OR ice cream cones OR lollipops OR ice cream sodas OR candy OR cake…. OR-OR-OR is what they all day long. (examples: order, for, organize, more) | Song: Learning Letter Sounds/Vowels  **Rhyme in Time**  Let’s play a game!  I’m gong to time it.  I’ll say a word and then you’ll rhyme it!  Say chant and then set the timer fro 30 sec. Call out a word. Ask students to name as many rhyming words and tally on the board to see how many the group came up with. Then come back to it another day to see if they improved their score. Repeat with other words.  Car, tan, boat, rope, eat | Song: Learning Letter Sounds/Vowels  Word Wall Activities  **Bang!** This is a real favorite in our class! All the sight words we have learned are put in a box. The children sit in a circle and each take a word from the box. If they can read the word, they get to keep it. If they cannot, the word is returned to the box. If they pull a card with the word Bang! From the box, all the cards they have collected so far must be returned to the box. |
| 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** | **OFF** | 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** | 8:00-8:45  Computer lab  (week b)  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 | **Veterans Day**  Read “The Wall”  Ask students: “Who is a Veteran?” Tell students Veterans are people who served in the military (U.S. Army, Navy, Marine Corps, Air Force, and Coast Guard) in times of war or peace  On a Veterans Day we thank and honor those who served in the military. Veterans Day is observed on November 11th of each year. This day used to be called Armistice Day.  Veterans Day Poem (to the tune of Jingle Bells)  Veterans Day, Veterans Day  Comes but once a year.  Let's take time to honor those   Who guard our freedom dear!  Veterans Day, Veterans Day  Comes but once a year.  Let's take time to honor those   Who guard our freedom dear! | **OFF** | **Read “My Five Senses”**  **Focus for today is:**  **Smell and Taste**  The sense of smell is very important to a person. Our nose helps us know more about the world we live in than we do when we just touch things and people or just see them. We say that some things smell good and that some don't. We say that some foods taste good and some don't. How can the nose do this?  The sense of smell starts with your nose, but it includes other parts of your head and your brain.  **Activity:**  Give students four containers with clear liquid (water, mineral oil, vinegar, alcohol). Students classify the content in the containers according to whether it **smells or does not smell.**  Discuss the sense of taste with students. Ask students: Do the some senses work together to give us more information than if we were to use just one sense? | Begin Discussion about Wants and Needs (jobs, why we need jobs, etc.)What are some things we need to live and how do we get them? Brainstorm a list on chart. Brainstorm a list of wants and how do we get them? Lead a discussion with students on the differences of wants and needs. Read “A Chair For My Mother”  Discuss with students the needs and wants in the story. | Read “The Ox Cart Man”  Review with students wants and needs. Go back to the list that you brainstormed yesterday and ask students if they think the wants and needs of people have always been the same. Do they think that children and families a long time ago had the same wants and needs as children and families today. Do they think that all cultures have the same wants and needs?  Read “The Ox Cart Man.” |
| 9:15-9:30  Snack | Snack | **OFF** | 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  **Group 2:**  Carmella Neal, Caysie North  **Group 3**: Jonathan Harris, Vivian Charron, Madison Barajas | **OFF** | Guided reading groups:  **Group 4**: Emily Larmore, Jasmine Santos, Ricky Williams, Emelia Atkisson,  **Group 5**: Ethan Jutras, Breanna Jasper, Daniel Turner, Amariah Gremillion  **Group 6**: Jaylon Bell, Jaydon Coleman, Kasey Ray, Mia Anderson | Guided Reading Groups:  **Group 1**: Jack Byse  **Group 2:**  Carmella Neal, Caysie North  **Group 3**: Jonathan Harris, Vivian Charron, Madison Barajas | Guided reading groups:  **Group 4**: Emily Larmore, Jasmine Santos, Ricky Williams, Emelia Atkisson,  **Group 5**: Ethan Jutras, Breanna Jasper, Daniel Turner, Amariah Gremillion  **Group 6**: Jaylon Bell, Jaydon Coleman, Kasey Ray, Mia Anderson |
| 10:30-11:05  Math Lesson  **Counting to 100**  Practice orally counting by ones to 100.  ***Example:***  *Count 90,91,92, {clap}, 94 – Ask students, “What number did I skip?”*  ***Answer****: 93*  ***Example:***  *Count 85, 86, 87, 88, 89 – Ask the students, “What number comes next?”*  ***Answer:*** *90*  ***Example:***  *Ask the students, “What number comes before 86?”*  ***Answer:*** *85* | **Describing Relative Sizes of Sets 0-20**  Given two sets of concrete objects, describe the size of the sets using one-to-one correspondence and words such as more than, less than, same number as, etc.  ***Example:***  *Set A*  \* \* \* \* \* \* \* \* \* \* \* \*  *Set B*  \* \* \* \* \* \* \*  *Possible Descriptions:*  *Set A has more objects than Set B.*  *Set B has fewer objects than Set A.*  *Set B is smaller than Set A.*  *Set A is larger than Set B.*  ***Describing Sets of 0-20***  Given a set of objects, verbally or symbolically describe how many objects are in the set.  **Example:**  Ask students: “How many counters are in this set?”  # # # # # # # # #  # # #  **Answer:**  Verbal: Twelve counters  Symbolic: 12 counters | **OFF** | **Joining and Separating Sets**  **0-18**  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.*   |  |  | | --- | --- | | *Part* | *Part* | | *Whole* | |   *Example:*  *Kesha has 6 yellow shirts and 9 red shirts. How many yellow and red shirts does Kesha have all together?*  *Model placing 6 objects such as square color tile counters in one “part” of the mat and 9 square color tile counters in the other “part” of the Part/Part/Whole mat to represent the number of yellow and red shirts Kesha has.*   |  |  | | --- | --- | | \*\* \*\*  \* \* | \*\*\*  \*\*\*  \*\*\* | |  | |   *Since the question asks to find the total number of yellow and red shirts that Kesha has, move the square color tiles in the two “parts” of the Part/Part/Whole mat to the “whole” section.*     |  |  | | --- | --- | |  |  | | *\*\*\**  *\* \* \*88*\*\*\*\* | |   *Remind the students that Kesha has*  *6 yellow shirts and 9 red shirts. Kesha now has a total of 15 yellow and red shirts.*  *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.*  *Possible Story Mat:*   |  | | --- | |  |   *Prompt the students to create a subtraction problem.*  *Possible Subtraction Problem:*  *“An astronaut counted 14 stars out the window of the space shuttle. She watched 7 of those stars shoot across the sky. How many stars were left?”*  *The student places 14 counters on a story mat.*   |  | | --- | | *DD01593_*  *DD01593_DD01593_DD01593_DD01593_DD01593_DD01593_DD01593_*  *DD01593_DD01593_DD01593_DD01593_DD01593_DD01593_* |   *The student takes 7 counters off the story mat to represent the 7 stars that were left.*   |  | | --- | |  |   *The student explains that the remaining counters represent the number of stars left outside of the astronaut’s window.* | **Using a Problem-Solving Model with Addition and Subtraction Problem Situations** *Example:*  *Raymond’s class had 8 basketballs and 5 kick balls. How many basketballs and kick balls does Raymond’s class have altogether?*  *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 basketballs and kick balls Raymond’s class has.”*  *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 total number of balls Raymond’s class has. We are joining sets, so we will have to use addition.”*  *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 use a Part/Part/Whole mat and two-colored counters to solve the problem.*  *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 8 basketballs plus*  *5 kick balls is equal to 13. It is reasonable to get 13 because 10 and*  *5 is 15, 8 is a little less than 10, and*  *13 is a little less than 15.”*  *Prompt the students to record their thoughts and explanations of the problems that are modeled in a math journal, notebook, or on a piece of paper. Prompt the students write (words, pictures, or teacher dictation) an explanation of how the problem was solved.*  *Possible Answer:*   |  |  | | --- | --- | |  |  | |  | |  |  |  | | --- | --- | |  |  | |  | |   *Possible Teacher Dictation of a Student’s Response: “To find the answer, I counted the number of two-colored counters that I had in the “whole part” of the Part/Part/Whole mat.”* | **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*   |  | | --- | |  |   *Ask the students, “Which one of these objects is not soft?”*  *Answer: The desk* |
| 11:05-11:50  PE/Music | PE/Music | **OFF** | PE/Music | PE/Music | PE/Music |
| 11:50-12:01  Bathroom and wash up for lunch | BR Break prior to lunch | **OFF** | BR Break prior to lunch | BR Break prior to lunch | BR Break prior to lunch |
| 12:01-12:55  Lunch/  Recess | Lunch/Recess | **OFF** | Lunch/Recess | Lunch/Recess | Lunch/Recess |
| 12:55-1:30  Story/Rest | Story/Rest | **OFF** | 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. | **OFF** | 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 | Small groups  \*Letter/Sound Recognition group: Emily, Jaylon, Daniel, Jonathan  \*Name Writing group (Rainbow writing):  Ethan, Kasey, Amariah, Breanna, Ricky, Jayden (with privacy folder)  \*Enrichment Math(workbooks bought by Ms. Tucker): Jack, Caysie, and Madison  \*Small Group Math work (subtraction and number writing practice): Carmella, Vivian, and Jasmine | **OFF** | Small groups  \*Enrichment (phonics games): Jack, Caysie, Carmella, and Madison  \*Letter/Sound Recognition: Kasey, Emily, Emelia, Daniel, Jaylon, Jasmine, Ethan, Jayden, Mia, Breanna | Small groups  \*Letter/Sound Recognition group: Emily, Jaylon, Daniel, Jonathan  \*Name Writing group (Rainbow writing):  Ethan, Kasey, Amariah, Breanna, Ricky, Jayden (with privacy folder)  \*Enrichment Math(workbooks bought by Ms. Tucker): Jack, Caysie, and Madison  \*Small Group Math work (subtraction and number writing practice): Carmella, Vivian, and Jasmine | Small groups  \*Enrichment (phonics games): Jack, Caysie, Carmella, and Madison  \*Letter/Sound Recognition: Kasey, Emily, Emelia, Daniel, Jaylon, Jasmine, Ethan, Jayden, Mia, Breanna |

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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. | Stamp a story-Students will use various stamps to create rebus reader stories (enrichment)  Letter and Number writing practice. Numbers 1-5 writing practice and letters Dd and Ff writing practice | Veterans Day, Veterans Day  Comes but once a year.  Let's take time to honor those   Who guard our freedom dear!  Veterans Day, Veterans Day  Comes but once a year.  Let's take time to honor those  Who guard our freedom dear!—Students will read with pointers, count words in a sentence and match numbers, and circle rhyming words. Students will also illustrate Why They Are Thankful For Veterans. | Secret Code: Use clipart to make a secret code alphabet. The beginning sound of the picture represents the letter, such as an apple for a, a banana for b, etc. Then use the clipart to create secret code words for the children to decode. The students have to write the beginning sound below each picture to spell a sight word. This could also be done with the children’s names. |
| **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. | Magnetic Numbers and boards-students will make and record number sentences  Counting Number Books: Mia, Kasey, Breanna, Jayden, Jaylon, | Integrated with poetry/take home project | Students will illustrate our Letter M story/book. |
|  | **Computer Center** | **Word Center** |  |
|  | Starfall  PBS  Noggin  Ms.White to pull several students to record for pod cast on Monster Match | Silly sentence puzzles and record |  |
| Things to get/make:  \*Sentence Strip Veterans Day Poem  \*Get Stamps from home and make an example of a rebus reader using the stamps. | \*Print out clip art for secret code and make an example | Things for future lessons:  \*Die cuts of small squares in different colors  \*Grid for Thanksgiving quilt | \*Die cut feathers for Thankful turkey (I can read the words) |

**More in depth discussion about the sense of Smell**

Let's use the example of the burning match to help us understand how this sense works.

Here is how your nose works. When the match started to burn, tiny little particles of ash that came from the match floated through the air. These small pieces of material are too small for us to see, but the nose is sensitive to them and can smell them as they travel through the air into your nose. When the small pieces of ash "tickle" the nerve endings of the **olfactory nerve,** which is like an electrical wire on a telephone, the olfactory nerve carries the message to your brain telling it that you are smelling a burning match. This nerve is located (here, pointing on the diagram) high up on the nasal passage. We don't always smell an odor right away because it takes time for the small particles to travel in the air and then into your nose to the nerve endings. When you have a cold, and your nose is all stuffed up, why do you think you can't smell something like perfume or taste your food?

Human beings have a very weak sense of smell. As people evolved and began to use reason more, they didn't need to smell things quite as well as other animals did. They could use their eyes and their brains in a different way. There is one way your sense of smell is different from all your other senses. After sensing a particular smell for a while, your sense of smell gets tired. When you first come into the house, you can smell dinner cooking, but after that your olfactory nerves get overtired and then you don't smell anything at all.

Some people develop their sense of smell for a special use. A perfume maker can tell all the different flowers from each other by their different smells. A wine maker has the same talent for telling wines from each other by their smell.

Smell is one of the ways we have of knowing about our world and enjoying what it has for us. Close your eyes and smell a rose, or after a long winter, go outside. That nice green smell tells you spring is here.

2. Discuss the use of noses by animals and by people.

3. Which senses do you use in tasting? Can you taste something if you can't smell it? Which of the foods can you still taste even if you can't smell them?