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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 | 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.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.5D Know the difference between individual letters and printed words  ELA K.5F Recognize how readers use capitalization and punctuation to comprehend  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.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.5A Identify the physical characteristics of places such as landforms, bodies of water, natural resources, and weather  SS K.5B Identify the human characteristics of places such as types of houses and ways of earning a living | Teacher observation | Center Work |
| Phonics | ELA K. 5B Know that print moves left-to-right across the page and top-to-bottom  ELA K. 6D Identify and isolate the initial and final sound of 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.15B Write labels, **notes**, and captions for illustrations, possessions, charts, centers  ELA K.16B Record/dictate 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 |

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| Week 13 | 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  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. | Song: Learning Letter Sounds  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  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. | Song: Learning Letter Sounds  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  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** | 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** | 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. |
| 8:45-9:15  Language Arts/Social Studies/Science | Remind students of the difference between wants and needs. Go back to the list you brainstormed last week and discuss some of the different items mentioned. Ask students if they believe that children a long time ago or children of different cultures have the same wants and needs as they do.  Read “Ox Cart Man”  Discuss with students the wants and needs of the family in the book and how they are different/same from our wants and needs. | Ask students what they think the term Technology means.  Tell students that technology is the application of scientific knowledge for practical purposes. Give the example of computers. Tell students about how technology has developed in relation to the computer and how different computers are now than when you were a child.  Have students brainstorm a list of technologies that have developed or changed over time.  Have students brainstorm how, as they grow up, technology might change and why. | Read “Stone Soup” Tell students to pay close attention to the ways technology might have changed.  After reading have students point out specific items in the book that may have been transformed through technology. For example, torches/candles were used for lighting now we have electricity to light our homes. They use kettles on fire for cooking the soup, now we have stoves. | Read “Thanksgiving is…”  Discuss the history of Thanksgiving and introduce the terms pilgrim, indian (native American), Mayflower, New England, etc.  Create with students a word web on chart paper about Thanksgiving.  Write Thanksgiving in the middle and discuss with students the things they think about when they think about the Thanksgiving holiday. | Read “Thanksgiving is for Giving”  Make a word web about the things students are Thankful for. |
| 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  **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 | 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 | Free Centers if work is completed |
| 10:30-11:05  Math Lesson | **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* | **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.”* | **Describing Real-Life Objects and Models of Three-Dimensional Geometric figures**  Describe models of three-dimensional geometric figures  ***Example:***  *Ask the students, “How can you describe this three-dimensional geometric figure?”*  *Possible Three Dimensional Geometric Figure*  ***Cone, cube, and rectangular prism***  ***Possible Answers:*** *“The figure rolls and slides.” “The figure is shaped like a party hat or an ice cream cone.”*  Compare models of three-dimensional geometric figures  ***Example:***  *Show the students 2 three-dimensional geometric figures.*  *Possible Three-Dimensional Geometric Figures*   |  | | --- | |  |   *Ask the students, “How are these figures the same?”*  ***Possible Answers****: “Both figures have flat surfaces.” “Both of the figures slide and have corners.”*  ***Ask the students****, “How are these figures different?”*  ***Possible Answers:*** *“One figure is tall and thin and the front looks like a rectangle. The other figure is wider and shorter and the front looks like a square.”*  Describe real-life objects.  ***Example:***  *Put the students in pairs. Prompt one student to close his or her eyes. Prompt the other student to describe a real-life object to his/her partner. Prompt the partner to guess what real-life object is being described.*  *Possible Real-Life Object*   |  | | --- | |  |   ***Possible Description:*** *“The object has flat sides. It has corners and edges. It will slide. All of the sides are the same size.”*  ***Possible Answer:*** *“The object is a box.”*  Compare real-life objects  ***Example:***  *Show the students two real-life objects.*  *Possible Real-Life Objects*   |  | | --- | | *SL01040_BD06193_* |   ***Ask the students****, “How are these objects the same?”*  ***Possible Answers:*** *“They both are round. Both of the shapes roll.” “They both have a curved surface.” “They both have shapes like circles.”*  ***Ask the students,*** *“How are these objects different?”*  ***Possible Answers:*** *“One is smaller.” “One shape bounces.” “The other one is bigger and has a map on it.”* | **Describing Two-Dimensional Geometric Figures**  Describe circles, triangles, rectangles, and squares (a special type of rectangle).  *Example:*  *Show the students a variety of two-dimensional geometric figures.*  *Possible Two-Dimensional Geometric Figures*  *Flat triangle, circle, and rectangle*  *Select one two-dimensional geometric figure to describe to the students.*  *Possible Description: “I am thinking of a two-dimensional geometric figure that has 4 sides, looks like a door or table, and has corners.”*  *Ask the students, “Which two-dimensional geometric figure did I describe?”*  *Answer: The rectangle*  *Example:*  *Show the students a two-dimensional geometric figure.*  *Possible Two-Dimensional Geometric Figure*   |  | | --- | |  |   *Example:*  *Ask the students, “How would you describe this two-dimensional geometric figure?”*  *Possible Answers: “It is not round; it has sides.” “All of the sides are the same.”* | **Comparing Two-Dimensional Geometric Figures**  Compare circles, triangles, rectangles, and squares (a special type of rectangle).  *Example:*  *Show the students 2 two-dimensional geometric figures.*  *Possible Two-Dimensional Geometric Figures*   |  |  | | --- | --- | |  |  |   *Ask the students, “How are these 2 two-dimensional geometric figures alike?”*  *Possible Answer: “They both have*  *4 sides.” “They both look like picture frames.”*  *Ask the students, “How are these 2 two-dimensional geometric figures different?”*  *Possible Answer: “One has sides that are the same size, and the other one has short and long sides.”*  *Note: A square is referred to as a square and as a rectangle because a square is a special type of rectangle (a rectangle with 4 equal sides). A rectangle does not have to be a square.* |
| 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 | Lion Time | 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. | 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. |

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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. | I am thankful for quilt squares |  | Wiki Sticks |
| 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. | Quilt square patterns  Attribute blocks |  | Color words turkey and scarecrow |
|  | Computer Center | Word Center |  |
|  | Starfall  PBS  Noggin | I am thankful I can read the words…. Turkey Craft. |  |
| Things to get/make: |  |  |  |