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| Subject | What do we want them to learn? | How will I know they have it? | Enrichment and Reteach |
| Math | K.9A Describe and compare the attributes of real-life objects such as balls, boxes, cans, and cones or models of three-dimensional geometric figures.  K.14A Communicate mathematical ideas using objects, words, pictures, numbers, and technology.  K.9C Describe, identify, and compare circles, triangles, rectangles and squares (a special type of rectangle).  K.9B Recognize shapes in real-life three-dimensional geometric figures or models three-dimensional geometric figures | Teacher observations  Student math consumable  Small Group | Center work  AMI work  Guided practice whole group |
| Language Arts | ELA K.11C Distinguish fiction from nonfiction, including fact and fantasy  ELA K.8B Develop vocabulary by listening to and discussing both familiar and conceptual challenging selections  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.8A Discuss meanings of words and develop vocabulary through meaningful/concrete experiences  ELA K.5F Recognize how readers use capitalization and punctuation to comprehend  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 roles of the author/illustrator such as author writes story & the illustrator draws 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 | Whole group |
| Phonics | ELA K.6E Blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word  ELA K.7C Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read | 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 own knowledge of a topic in various ways such as by drawing pictures, making lists, and 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 14 | Monday | Tuesday | Wednesday  **OFF** | Thursday  **OFF** | Friday  **OFF** |

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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 | **OFF** | **OFF** | **OFF** |

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| 7:45-8:00  Phonics | Song: Learning Letter Sounds | Song: Learning Letter Sounds | **OFF** | **OFF** | **OFF** |
| 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**  **Group C: Caysie, Breanna, Amariah, Jaylon, Ricky** | 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**  **Group D: Carmella, Daniel, Mia, Vivian** | **OFF** | **OFF** | **OFF** |
| 8:45-9:15  Language Arts/Social Studies/Science | Read “Pilgrim Cat”  Discuss with students the parts of the book, Author, Illustrator, Title, front cover, back cover, etc. Have students make a prediction as to what the book will be about based on the information they gather from the title, illustration, etc.  Remind students of our beginning conversations about the Thanksgiving holiday, what it means, why we celebrate it, etc. Remind them of the terms pilgrim, native American, mayflower, etc.  After reading the book discuss the characters and setting of the book.  Prompt students to discuss how technology has changed the way we travel from then to now. | Read “Thank You Sara” about how Thanksgiving became a national holiday.  Discuss with students the parts of the book as well as characters, setting, etc.  Talk with students about how Sarah used her words and writing to help get her message out. Discuss with students how powerful words and writing can be. | **OFF** | **OFF** | **OFF** |
| 9:15-9:30  Snack | Snack | Snack | **OFF** | **OFF** | **OFF** |
| 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 | **OFF** | **OFF** | **OFF** |
| 10:30-11:05  Math Lesson | **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.* | **Recognizing Shapes in Three-Dimensional Geometric Figures**  Recognize shapes such as circles, squares, rectangles, and cubes in real objects such as balls, cones, and clocks.  *Example:*  *Show the students a real-life object.*  *Possible Real-Life Object*   |  | | --- | |  |   *Ask the students, “What two-dimensional geometric figure does the top of the cake resemble or look like?”*  *Answer: Circle*  *Example:*  *Show the students a real-life object.*  *Possible Real-Life Object*   |  | | --- | |  |   *Ask the students, “What two-dimensional geometric figure does this resemble or look like?”*  *Possible Answer: “The envelope is in the shape of a rectangle, and there are also triangles on the envelope.”*  Recognize shapes in models of three-dimensional geometric figures.  *Example:*  *Show the students a model of a three-dimensional geometric figure.*  *Possible Three-Dimensional Geometric Figure*   |  | | --- | |  |   *Ask the students, “What two-dimensional geometric figure does this surface resemble or look like?”*  *Answer: Square* | **OFF** | **OFF** | **OFF** |
| 11:05-11:50  PE/Music | PE/Music | PE/Music | **OFF** | **OFF** | **OFF** |
| 11:50-12:01  Bathroom and wash up for lunch | BR Break prior to lunch | BR Break prior to lunch | **OFF** | **OFF** | **OFF** |
| 12:01-12:55  Lunch/Recess | Lunch/Recess | Lunch/Recess | **OFF** | **OFF** | **OFF** |
| 12:55-1:30  Story/Rest | Story/Rest | Story/Rest | **OFF** | **OFF** | **OFF** |
| 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. | **OFF** | **OFF** | **OFF** |
| 2:00-2:30  ARI/AMI | 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. | **OFF** | **OFF** | **OFF** |

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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… Thanksgiving quilt squares and Thanksgiving Quilt square patterns | Closed | Native American/Indian Hats… Students will choose a letter to be called by and decorate their Indian hats to wear tomorrow. |
| 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. | Counting Books |  | Art integrated with ABC center |
|  | Computer Center | Word Center |  |
|  | Starfall  PBS  Noggin | Word center integrated with Writing center |  |
| Things to get/make: |  |  |  |