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| Subject | What do we want them to learn? | How will I know they have it? | Enrichment and Reteach |
| Math | K.6B Count by ones to 100.  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.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.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.14B Relate everyday language to mathematical language and symbols.  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.15A Justify his or her thinking using objects, words, pictures, numbers, and technology. | Teacher observations  Student math consumable  Small Group | Extend and enrich by having students provide you with number stories after giving them the numerals, for example, “give me a 3 + 2 story”.  Extend and enrich by giving students a number such as 5 and asking “how many different ways can we get the number 5?” Examples, 4+1, 10-5, 3+2, 5-0, etc.  Center work  AMI work  Guided practice whole group |
| Language Arts | 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.11C Distinguish fiction from nonfiction, including fact and fantasy  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 | K.7C Observe and record weather changes from day to day and over seasons  K.5B Observe and identify patterns including seasons, growth, and day and night and predict what happens next  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 housesand ways of earning a living | Teacher observation | Whole group  Center work |
| Phonics | 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 | 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, 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 15 | 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  Play the rhyming game “The ship is loaded with…” | Song: Learning Letter Sounds  Word Wall Activities | Song: Learning Letter Sounds  Begin to work on medial sounds  Divide chart paper into 3 parts-beginning, middle, and end-to give students a visual way to see medial sounds. | Song: Learning Letter Sounds | Song: Learning Letter Sounds |
| 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** | **8:15- 5th grade musical**  **No Library this week due to book fair and assembly** | 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 | Have students sit on the perimeter of the carpet. Tell them that we will be sitting in a sharing circle. One by one, have each student share something they did over the Thanksgiving holiday. (Students are very excited to share with friends and since they have not seen each other in 5 days this provides a great oral language opportunity while Tesharing) | Tell the students we will begin to discuss weather and how it affects us, our lives, and the earth (landforms).  Have students brainstorm a list of the kinds of weather or words that describe kinds of weather.  Introduce the book “What Will The Weather Be?” Ask students to refer to the parts of the book. Ask students if they think this book will be make-believe or real prior to reading.  Read “What Will The Weather Be?” As you read discuss the term PREDICT. Tell the students that predicting is saying or estimating that (a specified thing) will happen in the future or will be a consequence of something. (Discussing the term predict may/will lead to discussions in vocab terms estimate and consequence) | Review with students some of the terms we learned from yesterdays book, such as meteorologist, weather forecast, prediction, etc.  Tell students that weather affects our lives in many ways. With students brainstorm a list of the ways weather affects our lives and write on chart paper. (share the pen and have some students kid write the answers). Examples of the ways weather affects our lives: what kinds of clothing we might wear, business may need to shut down, farmers rely on the weather for their crops and it may affect our food supply, weather can disrupt transportation, etc. | Tell students that weather changes in cycles. Explain that cycles are patterns that repeat. Tell them that cycles of weather changing are called seasons. There are 4 seasons: fall, winter, spring, and summer. Some seasons are hot. Some seasons are wet. Some seasons are cold. Some seasons are dry. Winter is the cold season. Summer is the hot season. These seasons are often dry. Spring is the season between winter and summer. The air begins to warm in the spring. Autumn, or fall, is the season between summer and winter. The air begins to cool in the fall. Spring and fall are often wet. | Brain Pop Movie  On the projector show the movie on Weather and Seasons. Stop the movie to question and discuss  Review:  Weather happens every day. But what exactly is weather? Weather is made up of many parts. One part is temperature. Temperature is how hot or cold the air is. Another part of weather is precipitation. Precipitation is water that falls from the sky to Earth. The water can be a liquid. It can be a solid. Or it can be a mixture of the two. Rain, snow, sleet, and hail are types of precipitation. A third part of weather is wind. Wind can be a gentle breeze. It can also be a strong tornado. All of these parts are affected by air pressure. Air pressure is the fourth major part of weather. As the phrase implies, air pressure is the pressure that air exerts on Earth's surface. |
| 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  Begin progress monitoring and assessments  Guided Reading Groups:  **Group 1**: Jack Byse  **Group 2:**  Carmella Neal, Caysie North  **Group 3**: Jonathan Harris, Vivian Charron, Madison Barajas | Begin progress monitoring and assessments  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 | Begin progress monitoring and assessments  Guided Reading Groups:  **Group 1**: Jack Byse  **Group 2:**  Carmella Neal, Caysie North  **Group 3**: Jonathan Harris, Vivian Charron, Madison Barajas | Begin progress monitoring and assessments  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 | Begin progress monitoring and assessments  Free Centers if work is completed |
| 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.*  **Representing Sets 0-20**  Use concrete objects, such as counters, to represent a quantity that is given in verbal or written form.  *Example:*  *Ask the students to show you twelve counters.*  *Example:*  *Show the students a card with the digit 15 recorded on it. Prompt the students to use counters to represent the number.*  **Describing Sets 0- 20**  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: Twelve counters*  *Symbolic Answer: 12 counters* | **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.*  ***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.*  *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.*  *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.*  *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.”* | **Constructing Graphs**  Construct real object graphs in order to answer questions.  *Example:*  *Create a real graph by taping squares on the floor.*  *Ask the students, “Do you have brown hair?”*  *Prompt the students to step into a square on the graph to represent if they have brown hair or do not have brown hair.*  Construct picture graphs in order to answer questions.  *Example:*  *Create a grid on a poster or a piece of butcher paper.*  *Ask the students, “What is your favorite pet? A cat, a dog, or a bird?”*  *Prompt the students to use magazines to find a picture of their favorite animal. Prompt the students to cut out the picture and glue it on the graph.* |
| 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 | 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.  3rd and 4th graders to help in tutoring. | 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.  3rd and 4th graders to help in tutoring. | 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.  3rd and 4th graders to help in tutoring. | 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 |  | 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  My Favorite Weather—Students will draw a picture of their favorite type of weather and will put themselves in the picture and write a sentence to describe the weather. |  | Magnetic letters and letter dice—matching upper and lower case letters |
| 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. | Cutting 3D solids out of magazines and labeling | Introduce Will it Blow? On Thursday after whole group lesson. | Water coloring Weather scenes |
|  | Computer Center | Word Center |  |
|  | Starfall  PBS  Noggin | Sight word recognition/boggle jr. |  |
| Things to get/make:  Projector for brain pop movie  Items for Will It Blow? (eraser, pencil, paperclip, paper, shell, etc.) |  |  |  |