|  |  |  |  |
| --- | --- | --- | --- |
| Subject | What do we want them to learn? | How will I know they have it? | Enrichment and Reteach |
| Math | Math K.13A Identify Mathematics in everyday situations  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.  Math K.13D Use tools such as real objects, manipulatives, and technology to solve problems  Math K.14B Relate everyday language to mathematical language and symbols  Math 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.  Math K.15A Justify his or her thinking using objects, pictures, numbers, and technology  Math K.6B Count by ones to 100  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.  Math K.1B Use sets of concrete objects to represent quantities given in verbal or written form (through 20). | Teacher observations  Student math consumable  Small Group | Center work  AMI work  Guided practice whole group  Additional Math Journal work in small groups |
| Language Arts | ELA K.5H Recognize that different parts of a book such as cover, title page, and table of contents offer information  ELA K.7B Understand that written words are composed of letters that represent sounds  ELA K.7C Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read  ELA K.1A Determine the purpose for listening such as to get information, to solve problems, and to enjoy and appreciate  ELA K.1E Listen responsively to stories and other texts read aloud, including selections of classic and contemporary works  ELA K.5E Know the difference between capital and lowercase letters  ELA K.4B Use vocabulary to describe clearly ideas, feelings, and experiences  ELA K.8A Discuss meanings of words and develop vocabulary through meaningful/concrete experiences  ELA K.10D Describe how illustrations contribute to the text | Teacher observation | Center work  ARI work  Sentence making without picture cards and only word cards |
| Social Studies  And  Science | S K.2B Plan and conduct simple descriptive investigations  S K.2E Communicate findings about simple investigations  S K.7A Observe, describe, and record changes in size, mass, **color**, position, quantity, time, temperature, sound, and movement  S K.6B Record observations about parts of plants including leaves, roots, stems, and flowers (vocab) | Teacher observation  Observe students science journals in their apple books naming apple parts. | Center work.  Cooking activities-observing change of matter.  Measuring circumference. |
| Phonics | ELA K.1F Identify the musical elements of literary language such as its rhymes or repeated sounds  ELA K.7A Name and identify each letter of the alphabet  ELA K.6E Blend sounds to make spoken words to blend phonemes in a spoken word | Student practice with Reading consumables  Kid Writing Journals  Teacher Observation | Independent kid writing (stretching out words to hear sounds)  Small group rhyming practice, letter/sound recognition, etc. |
| Writing | ELA K.14B Write each letter of the alphabet, both capital and lowercase (letter formation ongoing)  ELA K.2A Connect experiences and ideas with those of others through speaking and listening  ELA K.4B Use vocabulary to describe clearly ideas, feelings, and experiences  ELA K.14D Write messages that move left-to-right and top-bottom on the page  ELA K.14A Write his/her own name and other important words  ELA K.14E Gain increasing control of penmanship such as pencil grip, paper position, and beginning stroke  ELA K.14A Write his/her own name and other important words  ELA K.15A Dictate messages such as news and stories for others to write | Kid Writing Journals  Teacher Observation | Independent writing  Write around the room  Working in small kid writing groups  Reteach everyday |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week 4  September 15-19  “Apples” | Monday | Tuesday | Wednesday | Thursday  **Early Out** | Friday |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 7:45-845  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. | 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. | 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. | 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. | 8:00-8:45  Computers  (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. |
| 8:45-9:15  Language Arts/Social Studies/Science  Review Popcorn words: I, a, the, are, am, and like.  Introduce popcorn words: We and You | Read “Up, Up, Up! It’s Apple-Picking Time”  Create a KWL chart with students about apples. Ask students what they know about apples, and what they want to know/learn about apples. Tell them that as the week progresses and we discuss apples we will fill in the “What we learned” portion of the chart.  Next, hold up an apple for the students to see. Discuss with the students the parts of the apple using vocabulary like STEM, SKIN, CORE, FRUIT, SEED, etc. | Read “Picking Apples and Pumpkins.”  Revisit the KWL chart with students to see if there is anything they would like to add and fill in a portion of the Learned section with things students discussed and learned yesterday.  Tell students that today we will explore the apple with our 5 senses. Review with students the 5 senses (touch, smell, sight, taste, and sound). First, have students observe the apple whole, then cut the apple in half and explore. Record students responses of how the apple smells, looks, tastes, feels, etc. | Revisit the KWL chart with students to see if there is anything they would like to add and fill in a portion of the Learned section with things students discussed and learned yesterday.  Making applesauce and apple juice.  ***Cooking***  TLW observe how heat changes matter from a solid to a liquid making applesauce and apple juice. | Early out  Abbreviated  Lesson  Revisit the KWL chart with students to see if there is anything they would like to add and fill in a portion of the Learned section with things students discussed and learned yesterday.  Discuss with students and then graph their favorite color apple. | Read “Johnny  Appleseed.” Tell students that Johnny Appleseed’s birthday is next week on the 26th. Discuss with students the significance of the history of Johnny Appleseed. Why was he important? How would things be different without him? |
| 9:15-10:15  Learning Centers  And Guided Reading/  Snack | Introduce in detail and model new centers.  Begin pulling guided reading groups | Begin pulling guided reading groups | Begin pulling guided reading groups | Begin pulling guided reading groups | Begin pulling guided reading groups |
| 10:15-11:05  Calendar/Math Lesson | Calendar activities: Days of the week, Months of the year, place value, rote counting, weather graphing, and shape review.  Review an addition problem using a part/part/whole mat. Next, give students a story mat with some animal manipulatives to create a subtraction problem. Prompt the students to create a subtraction problem. Possible subtraction problem- “A farmer has 5 cows. He gives 3 cows to his cousin. How many cows does the farmer now have?” The student places 5 counters on a story mat. The student takes 3 counters off of the story mat to represent the 3 cows that were given away. The student explains that the remaining counters represents the number of cows that the farmer has left. Encourage students to come up with their own subtraction problems. | Calendar activities: Days of the week, Months of the year, place value, rote counting, weather graphing, and shape review.  Continue using the problem solving model with addition and subtraction problem situations.  Example: Sara has 1 sister and 2 brothers. How many sisters and brothers does Sara have?  Understanding the problem: Ask students to restate what the problem is about. Ask students, “What are we trying to find out?”  Possible answer-“We are trying to find how many sisters and brothers Sara has.”  Making a Plan: Ask students, “Are we joining sets or separating sets?” Ask students, “What is the important information in this problem?”  Possible answer- “We are finding out the total number of sisters and brothers she has. We are joining sets.”  Carrying out the Plan: Ask 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 guess and check.  Evaluating for Reasonableness: Ask the students, “is it reasonable to get a smaller number than the numbers in the problem when joining sets?” Ask students, “is it reasonable to get a larger number than the numbers in the problem when separating sets?” Prompt the students to explain thinking. | Calendar activities: Days of the week, Months of the year, place value, rote counting, weather graphing, and shape review.  Practice counting orally to 40.  Practicing counting orally by ones to 40-  Example: count 30, 31, 32, (clap), 34- Ask the students, “What number did I skip?”  ANSWER 33  Example: count 27, 28, 29, 30- Ask the students, “What number comes next?”  ANSWER 31  Example: Ask students what number comes before 30?  ANSWER: 29 | Calendar activities: Days of the week, Months of the year, place value, rote counting, weather graphing, and shape review.  Today students will use concrete objects to represent a quantity that is given in verbal or written form. Example: Prompt students to display four counters. Continue this with several other numbers verbally.  Example: Show students a card with the digit 2 recorded on it. Prompt students to use counters to represent the number. Continue this with several other numbers written on a card (non-verbally).  Next, given a set of objects, students will describe verbally or symbolically describe how many objects. Example: Ask students, “How many counters are in this set?” Show students a set of 3 concrete objects. Students verbally answer 5 and show a written card with number 3 on it. | Calendar activities: Days of the week, Months of the year, place value, rote counting, weather graphing, and shape review.  Today the teacher will model and create addition and subtraction problems in real situations with concrete objects. Give each student a part/part/whole mat with manipulatives to follow along or a story mat.  Have students create addition and subtraction problems. |
| 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 | Early Out | Story/Rest |
| 1:30-2:00  Phonics | Song: Learning Letter Sounds  Secret Stories Vowels  **Ice Cream poem**  -Intro & Discuss  -Mood & Feeling  Clap, stop, syllables of words | Song: Learning Letter Sounds  Word Wall  Activities | Song: Learning Letter Sounds  Secret Stories Vowels  **Ice Cream poem**  -Paired Reading  -Prosody  -ice Word Ladder  Clap, stop, syllables of words | Early Out | Song: Learning Letter Sounds  Secret Stories Vowels  **Ice Cream poem**  Find “you, I, we” & add to ww  Clap, stop, syllables of words |
| 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. | 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. |

|  |  |  |  |
| --- | --- | --- | --- |
| Reading Center | Writing Center | Listening 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. | Write Around the Room by specific letter  Letter A writing practice | Paper Bag Trail- students will listen to the story and then write a sentence or draw a picture about something that happened in the story. | ABC pocket chart  Matching upper/lower case letters on apple die cuts |
| 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. | Apple Seed Toss-Students will toss apple seeds onto a numbered mat recording and adding the numbers seeds land on. | Name banner-students will cut pieces of magazines of same or similar colors to create a mosaic name  Apple shape book-students will draw, label, and describe the parts of an apple | Q-tip art over name  Create a picture out of die cut A’s |
| Poetry Center | Computer Center | Word Center |  |
| Ice Cream- students will read poem, match new popcorn words WE and YOU as well as count words in a sentence.  Illustrate the poem Ice Cream and circle popcorn words I, YOU, WE. | Starfall  PBS  Noggin | Use the letters in the word apple to make words. Give each student a letter tile with the letters a, p, p, l, e, s. Instruct them to make the following words at their seat: as, pal, lap, sap, ape, pea, sea, spa, slap, pals, apes, peas, apple, apples  Making sentences with current popcorn words and picture cards and recording the sentences on paper. |  |
| Things to get/make:  \*Apple die cuts with for word center  \*Apple die cuts for matching upper/lower case letters | \*Bring Q-tip and baby powder  \*Magazines for science center  \*Bring in croc pot for applesauce |  |  |