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| Subject | What do we want them to learn? | How will I know they have it? | Enrichment and Reteach |
| 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.  K.13A Identify mathematics in everyday situations.  K.4A Model and create addition and subtraction problems in real situations with concrete objects.  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.1B Use sets of concrete objects to represent quantities given in verbal or written form (through 20).  K.13D Use tools such as real objects, manipulatives, and technology to solve problems.  K.1C Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions. | Teacher observations  Student math consumable  Small Group | Center work  AMI work  Guided practice whole group |
| Language Arts | 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.9C Retell or act out the order of important events in stories  ELA K.11B Understand simple story structure  ELA K.9A Use prior knowledge to anticipate meaning and make sense of texts  ELA K.9B Establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained  ELA K.5B Know that print moves left-to-right across the page and top-to-bottom  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  ELA K10.B Participate actively when predictable and patterned selections are read aloud | Teacher observation  Whole group  Read Alouds  Center work | ARI work  Center work |
| Social Studies  And  Science | S K.4A Use terms, including over, under, near, far, left, and right to describe relative location  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.1B Learn how to use and conserve resources and materials  S K.2D Construct reasonable explanations using information  Health K.6A: Tell how germs cause illness and disease in people of all ages.  Health K.6B: Name symptoms of common illnesses and diseases.  Health K.6C: Explain practices used to control the spread of germs such as washing hands.  Health K.6D: Discuss basic parts of the body’s defense system against germs such as the skin | Teacher observation | Work with prisms to identify colors seen and record observations |
| 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  LA K.6E Blend sounds to make spoken words to blend phonemes in a spoken word  ELA K.1C Participate in rhymes, songs, conversations, and discussions  ELA K.6A Demonstrate the concept of word by dividing spoken sentences into individual words  ELA K.6C Produce rhyming words and distinguish rhyming words from non-rhyming words  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  Songs | 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 |
| Writing | ELA K.14B Write each letter of the alphabet, both capital and lowercase (letter formation ongoing)  ELA K.14D Write messages that move left-to-right and top-bottom on the page 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  ELA K.15B Write **labels**, notes, and captions for illustrations, possessions, charts, centers  ELA K.5F Recognize how readers use capitalization and punctuation to comprehend | 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 3  September 22-26  Apples cont’d/Colors | 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  Introduce the poem “Pancakes” from Fluency First  Discuss mood and feeling | Song: Learning Letter Sounds  Word Wall Work | Song: Learning Letter Sounds  Read the poem “Pancakes”  Work on prosody, choral reading, and practice | Song: Learning Letter Sounds  Word Wall Work | Song: Learning Letter Sounds  Read the poem “Pancakes”  Work on sentence reading and ordering |
| 8:00-8:45  Kid Writing | 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. | 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  Introducing color words- red, orange, blue, green, white, black, purple, pink, brown, grey, yellow, etc. | Read “The Apple Pie Tree.” Before reading discuss with students the front/back covers, the spine, the title, author, and illustrator.  As you read aloud to students track the print from left to right and top to bottom. While reading have students listen and look for popcorn words/words on the word wall and highlight them with highlighter tape.  After reading the book discuss with students the sequence of events in the story or the life cycle of the apple tree. Challenge students to connect the different seasons to the changes in the apple tree. | Read “Johnny  Appleseed.” Tell students that Johnny Appleseed’s birthday is this 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? | Read “Mouse Paint.”  As you read the book point out the color words. Show the students where our color words are located in the room.  Discuss with students the primary colors of red, yellow, and blue. Ask students if they remember which colors mixed together make orange, green, and purple,  Have students graph their favorite color. | Show the front cover of “White Rabbit’s Color Book.” Ask students to predict what the book might be about based on the illustration on the front cover.  Tell the students that we will read another book about colors today. Ask the students to if they remember which colors are primary colors. Read “White Rabbit’s Color Book.” As you read through out the book point out the color words. After reading the book have students in whole group match color words to their color on chart paper. | Read a book about Germs. Discuss with students what germs are and what they can do.  Use baby powder and pretend to sneeze and discuss how this represents germs  Guided discussion on germs and hand washing  Pass around a ball coated in Vaseline and glitter to symbolize germs being passed then assess students on washing hands for 15 seconds each-practice counting together  Work in student consumables for 15 minutes whole group. |
| 9:15-9:30  Snack | Snack | Snack | Snack | Snack | Snack |
| 9:30-10:30  Learning Centers  And Guided Reading/  Snack | Guided reading groups/learning centers  Prior to reading guided reading books have students take a picture walk through the book and describe the illustrations. Discuss with students how illustrations help when learning to read books. Also discuss with students the repetitive language patterns while reading guided reading books. | Guided reading groups/learning centers  Prior to reading guided reading books have students take a picture walk through the book and describe the illustrations. Discuss with students how illustrations help when learning to read books. Also discuss with students the repetitive language patterns while reading guided reading books. | Guided reading groups/learning centers  Prior to reading guided reading books have students take a picture walk through the book and describe the illustrations. Discuss with students how illustrations help when learning to read books. Also discuss with students the repetitive language patterns while reading guided reading books. | Guided reading groups/learning centers  Prior to reading guided reading books have students take a picture walk through the book and describe the illustrations. Discuss with students how illustrations help when learning to read books. Also discuss with students the repetitive language patterns while reading guided reading books. | Guided reading groups/learning centers  Prior to reading guided reading books have students take a picture walk through the book and describe the illustrations. Discuss with students how illustrations help when learning to read books. Also discuss with students the repetitive language patterns while reading guided reading books. |
| 10:30-11:05  Math Lesson | **Count to 40**  **Read “More or Less”**  **Describing Relative Sizes of Sets 0-5**  Given two sets of concrete objects, describe the relative size of the sets using words such as two less than, two more than, least, greatest, etc. | **Count to 40**  **Representing Sets 0-5**  Use concrete objects such as counters to represent a quantity that is given in verbal or written form.  *Example:*  Prompt the students to display five counters.  *Example:*  Show the students a card with the digit 2 recorded on it. Prompt the students to use counters to represent the number. | **Count to 40**  **Describing Sets 0-5**  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: Three counters  Symbolic Answer: 3 counters | **Count to 40**  **Joining and Separating Sets 0-5**  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 story mat, to model an addition problem situation.  Example:  A farm had 4 hens. The farmer brought 1 more hen to the farm. How many hens are there in all?  To represent the hens on the farm, model placing concrete objects such as 4 farm animal counters on the story mat.  Add 1 more farm animal counter to the story mat to represent the 1 hen that the farmer brought home  Remind the students that the farm had 4 hens and the farmer brought home  1 more hen. The farm now has a total of 5 hens. | **Using a Problem-Solving Model with Addition and Subtraction Problem Situations**  Example:  Michael had 5 toy cars. He gave 1 toy car to his sister. How many toy cars does Michael have left?  Understanding the Problem:  Ask the students to restate what the problem is about.  Ask the students, “What are we trying to find out?”  Possible Answer: “We are trying to find out how many toy cars Michael has left.”  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 number of toy cars Michael has left. We are separating a set.”  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 the toy cars from the block center to help me act out the problem. I am going to start with 5 cars and then I will put 1 away. The number I have left will be my answer.”  Evaluating for Reasonableness:  Ask the students, “Is it reasonable to get a smaller number than the numbers in the problem when 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 when separating sets?” Prompt the students to explain their thinking.  Possible Answer: “I know I did this correctly because if I have 5 toy cars and I take away 1 toy car, I will have 4 left. It is reasonable to get 4 because 4 is one less than 5.” |
| 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  “A Color of His Own” | Story/Rest  “Little Blue and Little Yellow” | Story/Rest  “The Mixed-Up Chameleon” | Story/Rest  “Red is a Dragon” | Story/Rest  “One White Sail” |
| 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 group skill work  \*letter/sound recognition-Kasey, Emily, Breanna  \*Name writing-Amariah, Mia, Ethan, Breanna, Kasey  Rest of class working in literacy tubs  Focus on rhyming, oral blending, and beginning/ending sounds | Small group skill work  \*number recognition-Kasey, Breanna, Mia  Rest of class working in math tubs | Small group skill work  \*letter/sound recognition-Kasey, Emily, Breanna  \*Name writing-Amariah, Mia, Ethan, Breanna, Kasey  Rest of class working in literacy tubs  Focus on rhyming, orally blending, and beginning/ending sounds | Small group skill work  \*number recognition-Kasey, Breanna, Mia  Rest of class working in math tubs | Small group skill work  \*letter/sound recognition-Kasey, Emily, Breanna  \*Name writing-Amariah, Mia, Ethan, Breanna, Kasey  Rest of class working in literacy tubs  Focus on rhyming, oral blending, and beginning/ending sounds |

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| Reading Center/Listening Center | Writing Center | Word 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-students will choose between several different ways to write around the room  Letter Nn practice  Writing lower case letters and matching them to upper case letters already in print | Rhyming words- the student will color/cut sets of pictures that rhyme. They will then determine which picture/words rhyme and glue them onto a paper folded into four sections. Each section will contain a set of pictures/words that rhyme. Students will then try to kid write the names of the rhyming pictures.  Matching color words | ABC pocket chart  Sorting letters by straight lines, curved lines, or both  Sorting letters by upper or lower case |
| Puzzles/Fine Motor | Math Center | Poetry Center | 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 juggling-students will cut pictures with a certain number of apples on them and match/glue them to the corresponding numeral  Apple circumference | “Pancakes”  choral reading, matching ww words **the, it, you**, counting words in a sentence  Create an illustration to match the poem and circle the ww words **the, it**, and **you** | Color Mixing- Students will create a color of their own by mixing paint colors. Once they have created a color, they will name the color with a name that rhymes with their first name  Creating a picture out of the letter N die cut |
| Computer Center | Science/SS |  |  |
| Starfall  PBS  Noggin | Apple shape book-students will draw, label, and describe the parts of an apple | Things to get/make:  “Pancakes” poem on sentence strips  Matching color words mats  Letter Nn practice/print out  “N” die cuts | baby powder |