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| Subject | What do we want them to learn? | How will I know they have it? | Enrichment and Reteach |
| Math | K.7B Place an object in a specified position.  K.7A Describe one object in relation to another using informal language such as over, under, above, and below.  K.15A Justify his or her thinking using objects, words, pictures, numbers, and technology.  K.2A Use language such as before or after to describe relative position in a sequence of events or objects. | Teacher observations  Student math consumable  Small Group | Center work  AMI work  Guided practice whole group |
| Language Arts | ELA K.10D Describe how illustrations contribute to the text  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.2A Connect experiences, ideas with those of others through speaking, and listening  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.7C Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read  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.13A Connect his/her own experiences with the life experiences, language, customs, and culture of others  ELA K.13B Compare experiences of characters across cultures | Teacher observation | ARI work  Center work |
| Social Studies  And  Science | K.3 The student knows that information and critical thinking are used in making decisions.  K.5A Describe properties of objects and characteristics of organisms  K.7 Observe, describe, and record changes in size, mass, color, position, quantity, time, temperature, sound, and movement | Teacher observation | Science experiments |
| Phonics | ELA K.7B Understand that written words are composed of letters that represent sounds  ELA K.6E Blend sounds to make spoken words 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 | Kid Writing  Small group  Center work practice |
| Writing | ELA K.14A Write his/her own name and other important words ELA K.15B Write labels, notes, and captions for illustrations, possessions, charts, centers  ELA K.14D Write messages that move left-to-right and top-bottom on the page  ELA K.16B Record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, **making lists**, & showing connections among ideas  ELA K.11A Distinguish different forms of texts such as **lists**, newsletters, and signs and the functions they serve  ELA K.2A Connect experiences and ideas with those of others through speaking and listening  ELA K.4A Learn the vocabulary of school such as numbers, shapes, colors, directions, and **categories**  ELA K.15C Write to record ideas and reflections  ELA K.7B Understand that written words are composed of letters that represent sounds | 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  Colors/Fall | Monday | Tuesday | Wednesday  **Half day sub for TPRI** | 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 sight words THAT and AND. Add kid writing crown the Bat of That to the magnetic board. | Song: Learning Letter Sounds  Word Wall Activities | Song: Learning Letter Sounds  Game -Can you rhyme?  Give several examples of rhyming phrases such as – A CAT is wearing a Hat, or A MOUSE that lives in a HOUSE, or A MOOSE with a tooth that is LOOSE. Then challenge the students to complete other rhyming phrases. | Song: Learning Letter Sounds  Word Wall Activities | Song: Learning Letter Sounds  Game – The Ship is Loaded with…  As the students are seated in a circle begin the game by saying “The ship is loaded with cheese.” Toss a ball/beanbag to a student who must produce another rhyme like “The ship is loaded with peas.” |
| 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. | 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  Reinforce color words | Read “What the World is Made Of: a story of solids, gases, and liquids.”  Next do a science experiment involving solids, liquids, and color called Freeze, Thaw, and Draw.  **Objective:** Students will predict and observe the effects that freezing and thawing have on water as it floats and sinks in oil.  **Key Concept:** Water floats or sinks in oil depending on its state of matter.  **Procedure and Results:**  **1.** Create concentrated color by setting a marker into a cup of water for a few minutes. Pour that colored water into an ice cube tray. Freeze until solid.   **2.** Ask students whether they think water is heavier or lighter than oil. Ask them to predict whether water will float to the top or sink to the bottom of a cup of oil. What will happen to water that is frozen solid versus thawed into a liquid? Ask the children to illustrate their predictions. 3**.** Nearly fill a clear cup with cooking oil. Place the colored ice cube into the cup. It will float to the surface. Ask students who predicted that to show their drawings. **4.** Watch what happens as the ice cube melts. Observe the colored water sink to the bottom of the cup. Ask students who predicted that to show their drawings. **5.** Discuss observations and what caused this to happen. When water freezes its molecules expand into rigid ice crystals that take up more space than when they were in a more compact form of matter (liquid). When they are less dense, they float above the heavier oil. As they melt and the molecules become more dense, they are heavier than the oil and sink.  Fact: Ice Cubes (solid) float because their molecules expand into rigid ice crystals which take up more space than when they were in a more compact form of matter (liquid). | Read “ Amazing Water.” Discuss with students the different forms of water and how water changes its state of matter. Students should be familiar with this due to yesterday’s science experiment.  Show them the science activity card “Ways we use water.” Discuss with students and record their answers on chart paper the ways in which we use water. | Half Day Sub  For TPRI  Fall book to read and discuss  Continue with rhyming focus | Discuss with students reasons for reading and writing. Some people read/write for entertainment, some for information. Discuss with students the difference between fiction and non-fiction.  Tell students you are going to read a book that is non-fiction and that this book will give us information.  Read “Why Do Leaves Change Color.”  Encourage students to recall and discuss the facts of why leaves change colors. Write their responses on chart paper. Discuss any hard to learn vocabulary, such as pigments, with students in kid friendly language. | Read “Mouse’s First Fall.”  As you read have students complete the phrases based on the rhyming pattern in the book.  Have students point out the colors, which are primary, which are secondary, etc. |
| 9:15-9:30  Snack | Snack | Snack | Snack | Snack | Snack |
| 9:30-10:30  Learning Centers  And Guided Reading/  Snack | TPRI  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. | TPRI  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. | TPRI  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. | TPRI  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. | TPRI  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 | **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.” | **Describing Positions of Objects**  Place an object in a specified position such as above, below, on, behind, beside, over, under, next to, in front of, or between another object/set of objects.  *Example:*  *Prompt the students to place a pencil on a desk.*  *Example:*  *Prompt the students to place their hands above their head.*  *Example:*  *Prompt the students to place a crayon under their chairs.* | Describe one object in relation to another by using vocabulary such as over, under, above, and below.  *Example:*  *The teacher will place a pencil under a piece of paper that is on top of a desk. Ask the students to describe the position of the pencil.*  *Possible Answer: “The pencil is under the paper.” “The pencil is on the desk.”*  *Example:*  *Have the students draw a picture of the position of the pencil in relationship to the desk and then use words to describe the location.*  *Note: A word wall or chart of positional words can be created to help the students with positional words.* | **Describing Positions of Objects**  Give students a set of objects. Prompt the students to use language such as before, after, or in between to describe the position of an object.  *Possible set of objec*ts  Star/Heart/Sun/Banana  *Possible Answers: “The heart is after the star.” “The sun is between the banana and the heart.” “The star is before the heart.”* | **Describing a Sequence of Events**  Give students a sequence of events (orally or pictorially). Prompt the students to describe the position of a specific event as coming before or after another one of the events in the sequence.  *Possible sequence of events - Oral Description:*  *This morning, I combed my hair, ate breakfast, and then brushed my teeth.*  *Ask the students, “What did I do after I ate breakfast?”*  *Answer: Brushed your teeth.*  *Ask the students, “What did I do before I ate breakfast?”*  *Answer: Combed your hair.*  *Possible Sequence of events - Pictorial Representation:*  *This is what I did this morning.*  *Draw a picture of sequence of events*    *Ask the students, “What did I do after I combed my hair?”*  *Answer: Ate breakfast*  *Ask the students, “What did I do before I brushed my teeth?”*  *Answer: Ate breakfast* |
| 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  Every day math  Phonics games | BR Break prior to lunch  Every day math  Phonics games | BR Break prior to lunch  Every day math  Phonics games | BR Break prior to lunch  Every day math  Phonics games | BR Break prior to lunch  Every day math  Phonics games |
| 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 group skill work in tubs  TPRI  ABC Arc-letter/sound recognition  Name writing  Rhyming  Enrichment-  Sight word swat  Constructing silly sentences  Math journals | Small group skill work in tubs  TPRI  ABC Arc-letter/sound recognition  Name writing  Rhyming  Enrichment-  Sight word swat  Constructing silly sentences  Math journals | Small group skill work in tubs  TPRI  ABC Arc-letter/sound recognition  Name writing  Rhyming  Enrichment-  Sight word swat  Constructing silly sentences  Math journals | Small group skill work in tubs  TPRI  ABC Arc-letter/sound recognition  Name writing  Rhyming  Enrichment-  Sight word swat  Constructing silly sentences  Math journals | Small group skill work in tubs  TPRI  ABC Arc-letter/sound recognition  Name writing  Rhyming  Enrichment-  Sight word swat  Constructing silly sentences  Math journals |

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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. | Students will complete a bowl of letters by writing what letter comes next in a string of letters  Write Around the Room | Down, down, down  Red, Yellow, orange, and brown  Down, down down- author unknown  The students will match colored leaves to the color words in the poem as well as counting words  Students will illustrate the above poem and circle the color words in with a matching color crayon | ABC pocket chart  Beginning sounds fall cut outs  Beginning sounds sorting tubs |
| 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. | Students use shape books to illustrate and write about the position of apples/objects.  Laughing leaves/shapes/cut/glue  Creating groups with leave manipulatives | Observing our science experiment/melting ice/properties of water  Water travel- students will put a drop of water onto a laminated paper and will explore how get the water to follow a maze or a design. | Color hidden pictures by color sight words  Leaf Rubbings art  Primary/secondary color art |
|  | Computer Center | Word Center |  |
|  | Starfall  PBS  Noggin | Color words and Name words |  |
| Things to get/make: |  |  |  |