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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.14A Communicate mathematical ideas using objects, words, pictures, numbers, and technology.  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. | Teacher observations  Student math consumable  Small Group | **Reteach**- put two groups of counters on the table. Each should have a different color. Students should pair up counters from each group to see which has more than the other. Repeat with different size groups.  **Enrichment-**Have students draw 3 horizontal lines that are the same size on their paper so there is a top line, middle line and a bottom line. Make sure there is space between each line so that the student can draw objects on each line. Give the following oral directions: 1. Draw a circle on the bottom line. 2. Draw a square on the top line. 3. Draw a triangle on the middle line. 4. Draw a star next to the circle on the bottom line. 5. Put an X by the triangle on the middle line. 6. Draw an oval by the square on the top line. |
| Language Arts | ELA K.5B Know that print moves left-to-right across the page and top-to-bottom  ELA K.8A Discuss meanings of words and develop vocabulary through meaningful/concrete experiences  ELA K.10C Respond through talk, movement, music, art, etc. to a variety of stories and poems in ways that reflect understanding  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.7A Name and identify each letter of the alphabet  ELA K.1E Listen responsively to stories & other texts read aloud, including selections of classic & contemporary works  ELA K.5A Recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as Exit and Danger  ELA K.2A Connect experiences and ideas with those of others through speaking and listening  ELA K.5F Recognize how readers use capitalization and punctuation to comprehend  ELA K.10D Describe how illustrations contribute to the text  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 | Teacher observation | ARI work  Center work |
| Social Studies  And  Science | SS K.5B Identify the human characteristics of places such as types of houses and ways of earning a living  SS K.11B Identify differences among people  K.5A Describe properties of objects and characteristics of organisms  K.6A Sort organisms and objects into groups according to their parts and describe how the groups are formed  K.6D Identify parts that, when separated from the whole, may result in the part or the whole not working, such as cars without wheels and plants without roots  K.6E Manipulate parts of objects such as toys, vehicles, or construction sets that, when put together, can do things they cannot do by themselves | Teacher observation | Science foldables |
| Phonics | ELA K.6D Identify and isolate the initial and final sound of a spoken word  ELA K.7C Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read  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.6B Identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words | Student practice with Reading consumables  Kid Writing Journals  Teacher Observation | Kid Writing  Small group  Center work practice |
| Writing | ELA K.5E Know the difference between capital and lowercase letters ELA K.14A Write his/her own name and other important words  ELA K.14B Write each letter of the alphabet, both capital and lowercase (letter formation ongoing)  ELA K.15C Write to record ideas and reflections  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.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 | 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 7  October 6-10 | Monday | Tuesday | Wednesday | Thursday  ***Early Release***  ***Parent Conferences*** | 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  Practice oral blending and deleting initial and final sounds, rhyming | Song: Learning Letter Sounds  Word Wall Activities | Song: Learning Letter Sounds  Practice oral blending and deleting initial and final sounds, rhyming | Song: Learning Letter Sounds  Word wall activities | Song: Learning Letter Sounds  Practice oral blending and deleting initial and final sounds, rhyming |
| 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  (No Library due to Book Fair)  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 | Take students on a nature walk outside (weather permitting). Give each student a paper bag to take with them on their walk. Have students collect signs of fall (fallen leaves that are changing color, acorns, etc.) Tell students that they will use what they collect to create a fall collage. | 8:30-9:00  Mrs. Beauchamp  Read “Picture This: Autumn.” Discuss with students the signs of fall. Write down their responses on chart paper. Extend by asking whether or not responses are solids, liquids, or gases. | Remind students about the book “Why do Leaves Change Color.” Tell students that this process could also be described as a system. The parts of a system influence each other, so a system may not work if parts are missing or broken. Systems have parts that interact and work together  Show students a set of 4 gears that interlock. When you turn the knob the gears turn. If you remove one of the gears and turn the knob the gears will not turn. Encourage the students to discuss the cycle of leaves changing colors as a system and what may or may not happen if you remove one of the parts of the system, such as temperature, water, chlorophyll, etc. | Remind students of what a system is. Give several examples, such as a zipper, a car, life cycle of a plant and discuss what happens if you take a part of that system away. Will it work? Why, or why not?  Encourage students to come up with other systems and discuss how they work and what will happen if you take a part of that system away. | Before reading ask: Who in your community helps when there is a fire? Ask: What do firefighters do?  Tell students about firefighting in the past and present. See Time for kids Readers pg.13.  Ask: Do you think firefighters then could put out fires as quickly as they can now? How has technology changed the way people fight fires? (We now have fire hoses and fire hydrants that let firefighters put out fires faster.)  Read “To The Rescue.” After reading page 3, ask students: Have you ever rescued a person or animal? Share anecdotes. Have students study pages 2, 3, and 4 to find the words that tell us what firefighters do. Write these “Firefighter Action Words” on chart paper: put out, rescue, teach. Tell students that action words are called verbs. Have students think of any other verbs/action words that could be used to describe what firefighters do. After reading page 7, explain to students what “stop, drop, and roll” means. If your clothing catches on fire, you should stop where you are (running adds oxygen –a gas- to the fire, fueling it and making it bigger); drop to the ground; and then roll to smother the fire by cutting off it’s oxygen supply. |
| 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 | **Review 1st, 2nd, 3rd (ordinal numbers) and before and after, top, middle, bottom, etc.**  Teach the finger play, 5 Little Pumpkins to help students remember the term ordinal numbers.  List 3 events that happen during the school day on chart paper. Ask the class to tell you the events in order  **Counting to 60**  Practice orally counting by ones to 60.  Example:  Count 41, 42, 43, {clap}, 45 – Ask the students, “What number did I skip?”  Answer: 44  Example:  Count 47, 48, 49, 50 – Ask the students, “What number comes next?”  Answer: 51  Example:  Ask the students, “What number comes before 50?”  Answer: 49  Continue with other examples. | **Describing Relative Sizes of Sets**  **0-10**  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.  Continue with other examples.  5 minute check:  Show equal amounts of connecting cubes- Ask: do these groups contain the same number as each other? YES- Add another cube to one group. Ask: do the groups contain the same number as each other? NO  Ask: If one train has more cubes than the other, do the trains have the same number? NO | **Review Describing Relative Sizes of Sets 0-10**  Show two sets of connecting cubes and ask students to describe the sets. Students should be using vocabulary such as more than, less than, and equal to.  **Representing Sets 0- 10**  Use concrete objects such as counters to represent a quantity that is given in verbal or written form.  Example:  Prompt the students to display six counters.  Possible Answer:  # # # # # #  Example:  Show the students a card with the digit 8 recorded on it. Prompt the students to use counters to represent the number.  Possible Answer:  # # # # # # # #  Continue with other examples. | **Describing Sets 0- 10**  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: Seven counters  Symbolic Answer: 7 counters  Continue with other examples. | **Joining and Separating Sets 0-10**  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.*   |  |  | | --- | --- | | *Part* | *Part* | | *Whole* | |   *Example:*  *There were 6 cars in the parking lot. Four more cars drove into the parking lot. How many cars are in the parking lot?*  *To represent the cars in the parking lot,*  *model placing concrete objects, such as 6 square counters, in one “part” of the Part/Part/Whole mat and 4 square counters in the other “part” of the Part/Part/Whole mat.*     |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | | |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | | |  | |   *Since the question asks to find the total number of cars in the parking lot, move the “parts” to the “whole” section of the Part/Part/Whole mat.*   |  |  | | --- | --- | |  |  | | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  | | |   *Remind the students that there were 6 cars in the parking lot at the beginning and 4 more cars drove up. There are now a total of 10 cars in the parking lot.*  *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.*  *Possible Story Mat:*   |  | | --- | |  |   *Prompt the students to create a subtraction problem.*  *Possible Subtraction Problem:*  *“There were 9 flowers growing in Mrs. Williams’ front yard. Mrs. Williams picked 7 of the flowers and put them in a vase. How many flowers are left in Mrs. Williams’ front yard?”*  *Model placing 9 counters on a story mat.*   |  | | --- | |  |   *To represent the 7 flowers that Mrs. Williams picked and placed in a vase, the student takes 7 counters off the story mat.*   |  | | --- | |  |   *The student explains that the remaining counters represent the number of flowers that are left in the front yard.*    *Answer: 2 flowers* |
| 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  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. | Early Out | 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  Letter Swat game  \*Name Writing group:  Ethan, Kasey, Amariah, Breanna, Mia  The rest of class is working in free choice math tubs. | Small groups  Enrichment groups: Jack, Madison, Caysie, and Carmella. Have students pair up with sheets of paper- direct students to describe the school day by drawing what happens first/second/third etc. The students should label pictures first/second/third etc. Have students compare pictures with their others to see if they have the same images, events, or activities.  Next, have students draw a line of 10 cats. Tell them to make the third cat in line the biggest. Have students in pairs exchange pictures. Have the partner identify the sixth cat in line. Have the other partner identify the second cat in line, etc. | Small groups  \*Letter/Sound Recognition group: Emily, Kasey, Breanna, Daniel  ABC flash/texture cards  \*Name Writing group:  Ethan, Kasey, Amariah, Breanna, Mia  The rest of class is working in free choice math tubs. | Early Out | Small groups  \*Letter/Sound Recognition group: Emily, Kasey, Breanna, Daniel  Letter Swat game  \*Name Writing group:  Ethan, Kasey, Amariah, Breanna, Mia  The rest of class is working in free choice math tubs. |

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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. | Beginning “My Dictionary” Books  Write around the room | Closed | Matching Vowel Sounds in labeled buckets  Sorting letters by vowel or consanant  ABC pocket chart |
| 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. | Equal/less than/more than foldable-Students will make a foldable that is divided into 4 sections labeled EQUAL, MORE THAN, and LESS THAN. Students will draw pictures to represent the vocabulary.  Top/Middle/Bottom foldable- Students will fold paper sot that it is divided into 3 sections that are stacked. Have students place a different sticker on each section. Then have them label the top section, the middle section, and the bottom section. | Solid/Liquid/Gas foldable | Leaf Rubbings  Fall Collage |
|  | Computer Center | Word Center |  |
|  | Starfall  PBS  Noggin | Mystery Word Builders-Students will pull a ball and look inside to discover what the mystery word is. The student will then record the word in the appropriate vowel column. |  |
| Things to get/make:  \*Five Little Pumpkins-write on chart paper  \*Get math foldables ready  \*Make sentence strips with ordinal words | \*Make “My Dictionary” books |  |  |

Five Little Pumpkins

Five little pumpkins sitting on a gate,

The **first** one said, “Oh, it’s getting late.”

The **second** one said, “Owls are in the air!”

The **third** one said, “I don’t care.”

The **fourth** one said, “I’m ready for fun!”

The **fifth** one said, “Let’s run.”

WOOO went the wind and out went the light,

And five little pumpkins rolled from sight.