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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.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.6A Use patterns to predict what comes next, including cause-and-effect relationships.  K.13D Use tools such as real objects, manipulatives, and technology to solve problems.  K.5A Identify, extend, and create patterns of sounds, physical movement, and concrete objects.  K.15A Justify his or her thinking using objects, words, pictures, numbers, and technology. | Teacher observations  Student math consumable  Small Group | Enrichment-number patterns and surrounding patterns |
| 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.6D Identify and isolate the initial and final sound of a spoken word  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.7C Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read ELA K.5E Know the difference between capital and lowercase letters 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.4A Learn the vocabulary of school such as numbers, shapes, colors, directions, and **categories**  ELA K.12B Use pictures, **print**, and people to gather information and answer questions  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  Rhyming games  Small group-letter swat  Blending Practice  Center work |
| Social Studies  And  Science | SS K.2A Identify the contributions of historical figures such as Stephen F. Austin and George Washington who helped to shape our state and nation  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 | Teacher observation |  |
| Phonics | 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  ELA K.7B Understand that written words are composed of letters that represent sounds  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  Center work |
| Writing | ELA K.14A Write his/her own name and other important words ELA K.5F Recognize how readers use capitalization and punctuation to comprehend  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 |

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| Week 8  October 13-17 | 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  Oral Blending, Rhyming, beginning/ending sounds  Whole Group- Compare Beginning Sounds (TPRI 4.18)  Ask students to compare the words in the example pictures. If all words begin with the same sound, ask students to signal by holding their thumbs up to indicate “yes.” If one of the words does not match, ask students to signal with thumbs down to indicate “no.”  Sample words (w/ no pictures):  Dip, down  Hurt, fit  Lost, lip  Men, nice  Bed, vase  Tall, tail  Well, wall  Buy, pat  Mouth, limp  Song, sock | Song: Learning Letter Sounds  Word Wall Activities  Word wall cheers. Hand out pom-poms and have 5 students choose 5 words off the word wall. Show the words one at a time and ask students what the word is. Have students make up a sentence with that word in it. After several examples: Cheer for the word. | Song: Learning Letter Sounds  Oral Blending, Rhyming, beginning/ending sounds  Whole Group- Compare Ending Sounds (TPRI 4.24)  Ask students to compare the ending sounds in the sample word list. Ask them to give a thumbs up signal if the words end in the same sound. The should signal thumbs down if the words do not end in the same sound. Start by comparing two words. Progress to comparing three words once students are successful with two sounds.  Sample word pairs:  Ship, soap  Hat, pan  Itch, beach  Work, walk  Farm, barn  Pass, pace  Bug, take  Tub, ripe  Build, paid  Wash, reach | Song: Learning Letter Sounds  Word Wall Activities  Word wall cheers. Hand out pom-poms and have 5 students choose 5 words off the word wall. Show the words one at a time and ask students what the word is. Have students make up a sentence with that word in it. After several examples: Cheer for the word. | Song: Learning Letter Sounds  Oral Blending, Rhyming, beginning/ending sounds  Blending Phonemes (TPRI 4.27)  Have students sit in a circle on the floor and listen carefully as you say words in parts.  Then ask them, What word did I make?  Increase the difficulty of the words you say as students become more proficient with the task. This is an auditory activity.  Sample word list:  /d/ /o/ /g/ dog  /d/ /i/ /sh/ dish  /b/ /oy/ boy  /l/ /a/ /k/ lake  /b/ /a/ /k/ bake  /w/ /a/ /sh/ wash  /sh/ /o/ /p/ shop  /p/ /ar/ /t/ part  /p/ /aw/ paw  /b/ /all/ ball  /c/ /a/ /m/ /p/ camp |
| 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** | 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** | 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.  **Group D: Carmella, Daniel, Mia, Vivian** | 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 | Read, “Nature Spy.” Tell students that as the seasons change there are many things about nature that will be changing. Ask students what things they noticed about nature on their way to school. Write their responses on chart paper. Take students on a nature walk. Have students collect signs of fall to use in pattern making and fall collages. | 8:30-9:00  Mrs. Beuchamp  Explain the Monster Match and begin to build. | Finish, if needed, building the Monster for our class. Then begin to have the class discuss and help you write the description. | Finish writing monster description with class. | Post description of monster and receive partner classes description of monster |
| 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  Guided Reading Groups:  **Group 1**: Jack Byse  Carmella Neal, Caysie North, Madison Barajas  **Group 2**: Jonathan Harris, Vivian Charron, Emelia  Atkisson | Guided reading groups:  **Group 3**: Emily Larmore, Jasmine Santos, Ricky Williams, Amariah Gremillion  **Group 4**: Ethan Jutras, Breanna Jasper, Daniel Turner  **Group 5**: Jaylon Bell, Jaydon Coleman, Kasey Ray, Mia Anderson | **Group 1**: Jack Byse  Carmella Neal, Caysie North, Madison Barajas  **Group 2**: Jonathan Harris, Vivian Charron, Emelia  Atkisson | **Group 3**: Emily Larmore, Jasmine Santos, Ricky Williams, Amariah Gremillion  **Group 4**: Ethan Jutras, Breanna Jasper, Daniel Turner  **Group 5**: Jaylon Bell, Jaydon Coleman, Kasey Ray, Mia Anderson | Free Centers if work is completed |
| 10:30-11:05  Math Lesson | Using a Problem-Solving Model with Addition and Subtraction Problem Situations *Example:*  *Mr. Vela had 5 paperclips in his hand. He picked up 3 more paperclips. How many paperclips does Mr. Vela have in his hand?*  *Understanding the Problem:*  Ask students to restate what the problem is.  Ask, “What are we trying to find out?”  *Possible Answer: “We are trying to find out how many paperclips Mr. Vela 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 paperclips. We are joining sets.”*  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 paperclips 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 5 paperclips plus 3 paperclips is equal to 8 paperclips. It is reasonable to get 8 because 8 is a little more than 5.”* | **Introduce Math Vocabulary: Patterns**  Explain that when colors repeat, like on an American Flag, it is called a pattern. Explain that patterns can be of colors, objects, numbers, sounds, and motions.  **Read “The Button Box”**  **Identify Patterns**  Identify patterns of sounds.  *Example:*  *Model a sound pattern:*  *clap/snap/clap/snap/clap/snap*  *Ask the students, “How can you describe this pattern?”*  *Possible Answer: “The pattern goes clap/snap/clap/snap/clap/snap.”*    Identify patterns of physical movement.  *Example:*  *Model a movement pattern:*  *stand up/sit down/stand up/sit down/ stand up/sit down*  *Ask the students, “How can you describe this pattern?”*  *Possible Answer: “The pattern goes stand up/sit down/stand up/sit down/stand up/sit down.”*  Identify patterns of concrete objects.  *Example:*  *Model a pattern using a row of concrete objects, such as bear counters, pattern blocks, or color tiles.* | **Extend Patterns**  Extend patterns of sounds.  *Have the students extend/continue a sound pattern.*  *Example: stomp, clap, clap, stomp, clap, clap, stomp, clap, clap*  *Ask the students, “What sound will come next?”*  *Answer: stomp*  Extend patterns of physical movement.  *Have the students extend/continue a movement pattern.*  *Example: hop, wave, wave, hop, wave, wave, hop, wave, wave*  *Ask the students, “What movement will come next?”*  *Answer: hop*  Extend patterns of concrete objects.  *Have the students extend/continue a pattern of concrete objects.*  Using color tiles have students create a pattern, either ABB or AAB. Ask: “What part of the pattern repeats?” Answer: either AAB or ABB. | **Create Patterns**  Create patterns of sounds.  *Have the students create sounds that model patterns such as an ABABAB, ABBABB, or ABCABC pattern.*  *Example: snap, clap, stomp, snap, clap, stomp, snap, clap, stomp*  Create patterns of physical movement.  *Have the students create movements that model patterns such as an ABABAB, ABBABB, or ABCABC pattern.*  *Example: sit down, stand up, sit down, stand up, sit down, stand up*  Create patterns of concrete objects.  *Have the students use a variety of concrete objects to create patterns such as an ABABAB, ABBABB, or ABCABC pattern.* | **Predicting with Patterns**  Use patterns to predict what will come next.  *Students predict what will come next in a pattern.*    Use patterns to predict what comes next in cause and effect relationships.  *Example:*  *Discuss the effects of a rain shower.*  *Possible Answers: “There are puddles.” “There is mud.”*  *Ask the students, “What do you predict will happen the next time it rains?”*  *Possible Answers: “There will be puddles.” “There will be mud.”* |
| 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, Daniel, Emelia  Letter Swat  \*Name Writing group:  Ethan, Kasey, Amariah, Breanna,  Rainbow writing  Rest of class:  Rhyming practice  Beginning/Ending sound matches | Enrichment Groups  Jack, Caysie, Madison, and Carmella  Sum Swamp  “I have, who has” sight word game  Surrounding Patterns | Small groups  \*Letter/Sound Recognition group: Emily, Kasey, Daniel, Emelia  Letter Swat  \*Name Writing group:  Ethan, Kasey, Amariah, Breanna,  Rainbow writing  Rest of class:  Rhyming practice  Beginning/Ending sound matches | Enrichment Groups  Jack, Caysie, Madison, and Carmella  Sum Swamp  “I have, who has” sight word game  Surrounding Patterns | Small groups  \*Letter/Sound Recognition group: Emily, Kasey, Daniel, Emelia  Letter Swat  \*Name Writing group:  Ethan, Kasey, Amariah, Breanna,  Rainbow writing  Rest of class:  Rhyming practice  Beginning/Ending sound matches |

**“Scare” Crows But Not Me**

Scarecrow, Scarecrow,

How scary can you be?

You scared \_\_\_\_\_\_\_\_,

But you didn’t scare me!

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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. | Dry erase boards/sight word writing practice  Write Around the Room  Personal dictionary | Scare Crow Poem  Illustrate poem after reading | ABC pocket chart  Hand writing without tears letter making/record |
| 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. | Patterns – with geo boards and unifix cubes  Snap/Clap/Stomp patterns- students will replicate patterns with different manipulatives | Microscope – looking at fall items under the microscope | Fall leaf collage |
|  | Computer Center | Word Center |  |
|  | Starfall  PBS  Noggin | Picture/letter/word sort |  |
| Things to get/make:  \*get magazines  \*get picture/letter/word sort mats made | \*get scarecrow poem ready |  |  |

AMI/ARI Small Group Activities

**Find the Letter (TPRI 5.5 intervntions)**

Word Cards

1. Select or create word cards with one word written on each card. In each word, the letter to be taught should appear at least once.
2. Give each student a card
3. Ask a question like: Whose word has…..

A “t’’ for the first letter? (ten, two, three, they, to, then, truck, tractor, train, the, etc.)

A “t” for the last letter? (eight, at, went, fast, sailboat, jet, eat, etc.)

A “t” in the middle? (little, sitting, wanted, tractor, etc.)

Two “t”s? (sitting, little, tractor, etc.)

A “t” with a “h” after it? (three, they, something, then, the, etc.)

A “t” with a “r” after it? (truck, tractor, train, etc.)

**Begin Rhyming Big Book (whole class) (TPRI 4.8 Interventions)**

Gather construction paper and write one word at the top such as HAT. Students will draw pictures, cut pictures our of magazines that rhyme with the word at the top.