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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 | Center work  AMI work  Guided practice whole group |
| 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.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.4B Use vocabulary to describe clearly **ideas**, feelings, and experiences  ELA K.9C Retell or act out the order of important events in story | Teacher observation | 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 |
| 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 |  |
| Phonics | 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.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 |  |
| Writing | ELA K.2A Connect experiences and ideas with those of others through speaking and listening  ELA K.2B Compare language and oral traditions (family stories) that reflect customs, regions, and cultures  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.14B Write each letter of the alphabet, both capital and lowercase (letter formation ongoing) 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.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 9 | Monday | Tuesday | Wednesday | Thursday | Friday  **Early Out** |

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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** | 8:00-8:30  Mrs. Beauchamp  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** | 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 | **TAG Planned Experience No. 1**  **Miss Spiders Tea Party**  *Focus Trait: Idea Development*  Written with many rhyming words. I’ll leave out a word and you dill in the missing rhyming word. Remember rhyming words sound alike at the end.  Remind students that writers first think about what it is they want to write about and why they want to write.    Are they writing for entertainment or for information?  Before writers begin to write they must have an idea. It’s important that the writer’s idea be unique, focused, and clear or their story may be difficult or boring to read.  Discuss with students the uniqueness of this books story. | **Miss Spiders Tea Party**  *Focus Trait: Organization*  Beg, mid, end: show how we organize our thoughts and how to sequence a story  How does Miss Spider’s Tea Party begin?  Who joins her in the middle?  Remember the number in each insect group increases as the plot unfolds.  How does the story end?  Students will illustrate beg, mid, end on flip book. | **Miss Spiders Tea Party**  *Focus Trait: Voice*  Voice is difficult to teach students. Explain that as a writer your writing should have tone or mood and should be written so that it is easy to tell whose point of view the story is being told.  A writer’s word choice (tomorrow’s topic) often helps determine voice.   * What would you say if Miss Spider asked you to tea? * Would you use a strong voice, a soft voice, a scared voice, a happy voice, or an excited voice? * Think about what you would say to Miss Spider when she asks: * \_\_\_\_\_\_\_ can you come to tea with me? * Share with a partner and then whole group.   Review that a speaking voice can become a student’s writing voice. | **Miss Spiders Tea Party**  *Focus Trait: Word Choice*   * There are lots of rhyming pairs in Miss Spider’s Tea Party. Each of you has a word chosen from the story. I will read you word to you. You will illustrate your own word. (prepare a set of rhyming words on note cards) * When you have finished your illustration, bring it to the carpet. We will read and find your rhyming partner and glue the sets into our book, Miss Spider’s Time to Rhyme book!   *Focus trait: conventions*  When she speaks I see these marks “ “. Lets use them to frame your spoken ideas about this story. I will quote you by writing your idea on a chart. “I like moths,” said Katie. | **TAG Planned Experience No. 2**  **Royal Letters**  If time permits, have students create letter crowns to wear for the rest of the day. Each child will have their own letter and will have to be referred to by “Princess or Prince J (or whatever their letter is)” instead of by their name.  This activity is to help with letter recognition. |
| 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  Reteach Lessons from last week due to scheduling of pictures/ half-day planning, hand washing presentation, eye/hearing screening, etc. | **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.”* | **Review Ordinal Numbers**  Put paper cookies labeled 1st thru 10th in a plastic jar. Have 10 students pull a cookie from the jar and stand at the front of the carpet.  Lead students in the chant “Who stole the (first) cookie from the cookie jar?”  Students “(Child’s name) stole the (first) cookie from the cookie jar!” Have the child holding the cookie labeled “first” step forward and stand in the correct ordinal position.  Repeat. |
| 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/Early Out |
| 12:55-1:30  Story/Rest | Story/Rest | Story/Rest | Story/Rest | Story/Rest | **Early Out** |
| 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. | **Early Out** |
| 2:00-2:30  ARI/AMI | Lion Time | Small groups  \*Letter/Sound Recognition group: Emily, Kasey, Daniel, Emelia  Letter Swat (focus letter Mm)  \*Name Writing group:  Ethan, Kasey, Amariah, Breanna,  Rainbow writing  Rest of class:  Rhyming practice  Beginning/Ending sound matches | Small groups  \*Letter/Sound Recognition group: Emily, Kasey, Daniel, Emelia  Letter Swat (focus letter Mm)  \*Name Writing group:  Ethan, Kasey, Amariah, Breanna,  Rainbow writing  Rest of class:  Rhyming practice  Beginning/Ending sound matches | Small groups  \*Letter/Sound Recognition group: Emily, Kasey, Daniel, Emelia  Letter Swat (focus letter Mm)  \*Name Writing group:  Ethan, Kasey, Amariah, Breanna,  Rainbow writing  Rest of class:  Rhyming practice  Beginning/Ending sound matches | **Early Out** |

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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. | Sight Word writing Practice  Letter M practice | Five Batty Bats-students will read poem, match ordinal numbers, and illustrate poem | ABC pocket chart  Letter Train—students will choose a letter and find it in a magazine/cut/glue it, then stamp it, and finally write it. |
| 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-Students will extend and create patterns using colors, shapes, numbers, positions, etc. | Looking at leaves/fall things under microscope and magnifying glasses and recording observations  Solids/Liquids/Gases Book from The Mailbox | Torn paper pumpkin |
|  | Computer Center | Word Center |  |
|  | Starfall  PBS  Noggin | Syllable work  Beginning/Ending Sound matching |  |
| Things to get/make:  \*Bat Poem on sentence strips  \*Bat Poem to illustrate  \*pattern strips  \*Letter M writing practice |  |  |  |

**Five Batty Bats**

**Five batty bats**  **were hanging ‘neath the moon.**

**"Quiet!" said the first.**  **"The witch is coming soon."**

**"She’s green," said the second,**  **"With a purple pointy nose."**

**"Black boots," said the third,**  **"Cover up her ugly toes."**

**"Her broom," said the fourth,**  **"Can scratch you - that I know!"**

**"I’m scared," said the fifth.**  **"I think we’d better go."**

**Five batty bats**  **escaped into the night.**

**"Dear me," said the witch.**  **"That’s a scary sight!"**