

Staggered Start: August 10 - 11 (2 Day Staggered Start)/ Routines		
Whole Group Reading/ Benchmarks Covered: <hr/> Foundations and Routine Classroom Routines, procedures How to listen to a read aloud Model your thinking during the read alouds (connecting, visualizing, predicting, inferring, summarizing, asking questions)	Science/Social Studies: <hr/> Social Studies Skills: Locating places in your school and community. SS.K.G.2.1- Locate and describe places in the school and community.	Vocabulary: <hr/> Academic: ELA. K.V.1.1 Using grade-level academic vocabulary appropriately in speaking and writing.
	Response to Literature/Writing Mini-Lesson/Grammar: <hr/> Name Writing	Story: ELA.K.V.1.2 Ask and answer questions about unfamiliar words in grade-level content. ELA.K.V.1.3 Identify and sort common words into basic categories, relating vocabulary to background knowledge.
Small Group: <hr/>		
ELA.K.F.1.1 Demonstrate knowledge of the basic concepts of print. ELA.K.F.1.2 Demonstrate phonological awareness. ELA.K.F.1.3 Use knowledge of grade-level appropriate phonics and word-analysis skills to decode words accurately. ELA.F.K.1.4 Recognise and read with automaticity grade-level high frequency words.	Consumables: Leveled Readers:	Benchmark Phonics Readers: The ABC Train; A to Z Animals Saxon Phonics Decodable Readers:

Week 1: August 14 - 18/ Routines

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:
<p style="text-align: center;">Unit: Foundational Skills Theme: Foundations and Routines Essential Question: How can I get ready for school?</p> <p>Reading: Week 1 Build awareness of information on cover of a book, identify title, author & illustrator, identify front/back cover of a book, retell a story. Goal: I can identify the parts of a book. I can identify the author and illustrator.</p> <p>Big Book: Katy's First Day of School. Additional trade books: Miss Bindergarten Gets Ready for Kindergarten by Joseph Slate, Look Out Kindergarten, Here I Come by Nancy Calsen, Countdown to Kindergarten by Alison McGhee, Froggy Goes to School by Jonathan London ELA.K.R.1: Prose/poetry: characters, setting, events, author, illustrator, rhyme. ELA.K.F.1: Concepts of print.</p> <p>Foundations and Routine Classroom Routines/Procedures - transition, conversations, partner talk, and whole Group and Small Group Listening Habits</p>	<p>Social Studies: Citizenship/ Class Rules and Expectations SS.K.C.1.1- Define and give examples of rules and laws, and why they are important. SS.K.C.1.2- Explain the purpose and necessity of rules and laws at home, school and community. SS.K.C.2.1- Demonstrate the characteristics of being a good citizen</p> <p>Science: What is Science? SC.K.N.1.5 Recognize that learning can come from careful observation.</p> <hr/> <p>Response to Literature/Writing Mini-Lesson/Grammar:</p> <p>Name Writing, Drawing people, Labeling, Staying on Topic, Using Realistic Colors</p> <p>K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information about a topic. K.C.1.5 With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing. K.C.2.1 Present information orally using complete sentences.</p>	<p style="text-align: center;">Academic: Author, illustrator, front, back, title, cover, fiction, retell, topic, details, characters, setting, Events ELA. K.V.1.1</p> <hr/> <p style="text-align: center;">Story:</p> <p>ELA.K.V.1.2 ELA.K.V.1.3</p> <hr/> <p style="text-align: center;">Saxon:</p> <p>Lessons 1-4 (L)</p> <p>Beef it up Skills: *l,o,g,h,t (one letter a day, review previous letters each day) K.F.1.1 K.F.1.2 K.F.1.3</p> <p>Sight Words : the, I K.F.1.4</p>
Small Group:		
<p>Learning Goals: Set small group expectations - smooth transition, log into the computers , work with partners Name Writing Phonological Awareness Skills for the 1st 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Onset & Rhyme Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4</p>	<p>Consumables:</p> <p>Leveled Readers:</p>	<p>Benchmark Phonics Readers: The ABC Train; A to Z Animals</p> <p>Saxon Phonics Decodable Readers:</p> <p>Printable books for each letter can be found at: https://www.readinga-z.com/books/alphabet-books/</p>



Week 2: August 21 - 25/ Routines

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:
<p style="text-align: center;">Unit: Foundational Skills Theme: Foundations and Routines Essential Question:How can I get ready for school?</p> <p>Reading Week 2 Continue establishing routines. Goal: I can identify the parts of a book. I can identify the author and the illustrator.</p> <p>Book: Review & Routines: Kays First Day of School “Mary Had a Little Lamb” Additional trade books: Chrysanthemum by Kevin Henkes, Chicka Chicka Boom Boom by Bill Martin, The Kissing Hand by Audrey Penn, If You Take a Mouse to School by Laura Numeroff, Kindergarten Rocks by Katie Davies</p> <p>ELA.K.R. 1: Prose/poetry: characters, setting, events, author, illustrator, rhyme ELA.K.F.1: Concepts in print ELA.K.R.3: Reading Across Genres: figurative language, paraphrasing and summarizing, comparative reading</p>	<p>Social Studies: Citizenship/ Class Rules and Expectations SS.K.C.1.1- Define and give examples of rules and laws, and why they are important. SS.K.C.1.2- Explain the purpose and necessity of rules and laws at home, school and community. SS.K.C.2.1- Demonstrate the characteristics of being a good citizen.</p> <p>Science: What is Science? SC.K.N.1.5 Recognize that learning can come from careful observation.</p>	<p style="text-align: center;">Academic: Author, illustrator, front, back, title, cover, fiction, retell, topic, details, characters, setting, Events ELA. K.V.1.1</p>
	<p style="text-align: center;">Response to Literature/Writing Mini-Lesson/Grammar:</p> <p>Name Writing, Drawing people, Labeling, Staying on Topic, Using Realistic Colors</p> <p>K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information about a topic. K.C.1.5 With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing. K.C.2.1 Present information orally using complete sentences.</p>	<p style="text-align: center;">Story: ELA.K.V.1.2 ELA.K.V.1.3</p> <p style="text-align: center;">Saxon:</p> <p>Lesson 5-8 (O)</p> <p>Beef it up Skills: *p,a,n,m,i (one letter a day, review previous letters each day) K.F.1.1 K.F.1.2 K.F.1.3</p> <p>Sight Words: a, and K.F.1.4</p>
Small Group:		
<p>Learning Goals: Set small group expectations - smooth transition, log into the computers , work with partners Name Writing Phonological Awareness Skills for the 1st 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Onset & Rhyme Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4</p>	<p>Consumables:</p> <p>Leveled Readers:</p>	<p>Saxon Phonics Decodable Readers:</p> <p>Benchmark Phonics Readers: On the Farm</p>



Week 3: August 28 - September 1/ Routines

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:
<p style="text-align: center;">Unit: Foundational Skills Theme: Foundations and Routines Essential Question:How can I get ready for school?</p> <p>Reading Week 3 Continue establishing routines. Book: Review & Routines: Welcome to our School Goal: I can identify the author and illustrator. I can identify the parts of a book.</p> <p>Additional trade books: The Night Before Kindergarten by Natasha Weng, Franklin Goes to School adapted by Bob Ardiel, The Berenstain Bears Go to School by Stan and Jan Berenstain, The Very Hungry Caterpillar by Eric Carle, It's Time for School, Stinky Face by Lisa McCourt, Bark, George by Jules Feiffer, Lilly's Purple Plastic Purse by Kevin Henkes, Sheila Rae, the Brave by Kevin Henkes, A Splendid Friend, Indeed by Suzanne Bloom,</p> <p>ELA.K.R. 2: Informational Text: titles, headings, illustrations, topic/details, opinions v facts ELA.K.F.1: Concepts in print</p>	<p>Social Studies: Citizenship/ Class Rules and Expectations SS.K.C.1.1- Define and give examples of rules and laws, and why they are important. SS.K.C.1.2- Explain the purpose and necessity of rules and laws at home, school and community. SS.K.C.2.1- Demonstrate the characteristics of being a good citizen</p> <p>Science: Science Tools & Science Safety SC.K.N.1.5 Recognize that learning can come from careful observation.</p>	<p style="text-align: center;">Academic: Author, illustrator, front, back, title, cover, fiction, retell, topic, details, characters, setting, Events ELA. K.V.1.1</p> <p style="text-align: center;">Story: ELA.K.V.1.2 ELA.K.V.1.3</p>
	<p style="text-align: center;">Response to Literature/Writing Mini-Lesson/Grammar:</p> <p>Name Writing, Drawing people, Labeling, Staying on Topic, Using Realistic Colors</p> <p>K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information about a topic. K.C.1.5 With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing. K.C.2.1 Present information orally using complete sentences.</p>	<p style="text-align: center;">Saxon:</p> <p>Lessons 9 - 12 (G)</p> <p>Beef it up Skills: *s,f,r,k,b (one letter a day, review previous letters each day) K.F.1.1 K.F.1.2 K.F.1.3</p> <p>Sight Words: like, see K.F.1.4</p>
Small Group:		
<p><u>Learning Goals:</u> Set small group expectations - smooth transition, log into the computers , work with partners Name Writing <u>Phonological Awareness Skills for the 1st 9 weeks</u> Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Onset & Rhyme <u>Phonics</u> Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4</p>	<p><u>Consumables:</u></p> <p><u>Leveled Readers:</u></p>	<p><u>Benchmark Phonics Readers:</u></p>



Week 4: September 5 - 8 (Mon.-No School)/ Apples

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:									
<p style="text-align: center;">Unit 1- Life Science Theme: Plants and Animals Have Needs Essential Question: Why do living things have needs?</p> <p>Reading: Week 1 Comprehension Standards: Identify the topic of and multiple details in a text Goal: I can name the topic and details.</p> <p>Foundational Standards: print conveys meaning and pictures support meaning Vocabulary Standards: ask and answer questions about unfamiliar words</p> <p><i>Strategies:Make predictions; Identify descriptive words in a text</i></p> <p>Mentor Title(s): <i>Lessons From Mama Bear; Grow, Pumpkin, Grow!</i> Additional trade books: Actual Size by Steve Jenkins, The Carrot Seed by Ruth Krauss, From Seed to Plant by Gail Gibbons, Ice Bears: In the Steps of the Polar Bear by Nicola Davies, Up in the Garden and Down in the Dirt by Kate Messner, What Do You Do With a Tail Like This? By Steve Jenkins & Robin Page, Brown Bear, Brown Bear by Eric Carle, Chicka Chicka Boom Boom by Bill Martin</p> <p>Standards: ELA.K.R.2.1 Use titles, headings, & illustrations to predict & confirm the topic of texts. ELA.K.R.3.2b Retell a text orally to enhance comprehension: use topic & details  ELA.K.R.2.2 Identify the topic of multiple details in a text.  ELA.K.V.1.2 Ask and answer questions about unfamiliar words in grade level content.</p>	<p>Science: Plants and Animals have Needs SC.K.L.14.2-Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life. SC.K.L.14.3-Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.</p> <p>Resources: What Animals Need (Shared Readings and Poetry), Lessons from Mama Bear (Mentor Read Alouds), Grow, Pumpkin Grow (Mentor Read Alouds), Plants and Animals Have Needs (Consumable), Plants Grow (Reader's Theater)</p> <hr/> <p>Response to Literature/Writing Mini-Lesson/Grammar:</p> <p>Draw, Write and Share Messages</p> <p>Model: Thinking of a topic, Drawing a picture. Guided Practice: After you model, Have students copy your modeled drawing. Grammar Skill: Introduce, use and identify Nouns TE P.27</p> <p>ELA.K.C.1.1 Print many upper-and lowercase letters. ELA.K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.</p>	<p style="text-align: center;">Academic:</p> <p>Critical Thinking: Ask questions, create mental images, unfamiliar words, topic and multiple details, predict/confirm, text features: labels and captions, background knowledge</p> <p>Literary Terms: rhyme, poem, descriptive words ELA. K.V.1.1</p> <hr/> <p style="text-align: center;">Story:</p> <p>Background knowledge words: Need, grow, survive</p> <p><i>Refer to Vocabulary Development of each unit for tiered vocabulary p. 8</i> ELA.K.V.1.2; ELA.K.V.1.3</p> <hr/> <p style="text-align: center;">Saxon:</p> <p>Lessons 13 - 16 (H)</p> <p>Beef it up Skills: *u,z,c,e,y (one letter a day, review previous letters each day) K.F.1.1 K.F.1.2 K.F.1.3</p> <p>Sight Words: to, you, one K.F.1.4</p>									
Small Group:											
<p>Learning Goals: Set small group expectations - smooth transition, log into the computers , work with partners Name Writing Phonological Awareness Skills for the 1st 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Onset & Rhyme Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4</p>	<p>Consumables: Unit 1 reading and writing magazine: Plants and Animals Have Needs</p> <p>Leveled Readers:</p> <table border="0" style="width: 100%;"> <tr> <td>Big Animals-A</td><td>Where Do They Live-A</td><td>Tasty Fruit-B</td></tr> <tr> <td>Who Is In The Tree-B</td><td>How Dragonflies Change- C</td><td>Where Do Plants Grow-C</td></tr> <tr> <td>Frog and the Forest- D</td><td>Red the Horse-D</td><td>The Parts of a Plant-E</td></tr> </table>	Big Animals-A	Where Do They Live-A	Tasty Fruit-B	Who Is In The Tree-B	How Dragonflies Change- C	Where Do Plants Grow-C	Frog and the Forest- D	Red the Horse-D	The Parts of a Plant-E	<p>Benchmark Phonics Readers:</p>
Big Animals-A	Where Do They Live-A	Tasty Fruit-B									
Who Is In The Tree-B	How Dragonflies Change- C	Where Do Plants Grow-C									
Frog and the Forest- D	Red the Horse-D	The Parts of a Plant-E									




Week 5: September 11 – 15/ Apples

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:									
<p style="text-align: center;">Unit 1- Life Science Theme: Plants and Animals Have Needs Essential Question: Why do living things have needs?</p> <p>Reading: Week 2 Comprehension Standards: Identify the topic of and multiple details in a text Goal: I can name the topic and details.</p> <p>Foundational Standards: print conveys meaning and pictures support meaning Vocabulary Standards: ask and answer questions about unfamiliar words</p> <p><i>Strategies:Make predictions; Identify descriptive words in a text</i></p> <p>Extended Title(s): <i>What Do Plants Need? (Big Book)</i> Additional trade books: Actual Size by Steve Jenkins, The Carrot Seed by Ruth Krauss, From Seed to Plant by Gail Gibbons, Ice Bears: In the Steps of the Polar Bear by Nicola Davies, Up in the Garden and Down in the Dirt by Kate Messner, What Do You Do With a Tail Like This? By Steve Jenkins & Robin Page,Brown Bear, Brown Bear by Eric Carle, Chicka Chicka Boom Boom by Bill Martin</p> <p>ELA.K.R.2.1 Use titles, headings, & illustrations to predict & confirm the topic of texts.</p> <p> ELA.K.R.2.2 Identify the topic of multiple details in a text.</p> <p> ELA.K.V.1.2 Ask and answer questions about unfamiliar words in grade level content.</p>	<p>Science: Plants and Animals have Needs SC.K.L.14.2-Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life. SC.K.L.14.3-Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.</p> <p>Resources: What Animals Need (Shared Readings and Poetry), Plants and Animals Have Needs (Consumable), Plants Grow (Reader's Theater), What Do Plants Need? (Big Book)</p> <p>Response to Literature/Writing Mini-Lesson/Grammar:</p> <p>Draw, Write, and Share Messages</p> <p>Model: Brainstorm Ideas to Draw and Label. Model Drawing Picture/Labeling Picture. Guided Practice: Choose a brainstormed idea and share orally. Then Draw/Label brainstormed ideas. Grammar: Introduce, Identify, and use Action Verb TE P.75</p> <p>ELA.K.C.1.1 Print many upper-and lowercase letters. ELA.K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information about a topic. ELA.K.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, & spelling appropriate to grade level.</p>	<p style="text-align: center;">Academic:</p> <p>Critical Thinking: Ask questions, create mental images, unfamiliar words, topic and multiple details, predict/confirm, text features: labels and captions, background knowledge</p> <p>Literary Terms: rhyme, poem, descriptive words ELA. K.V.1.1</p> <p style="text-align: center;">Story:</p> <p>Background knowledge words: Need, grow, survive</p> <p><i>Refer to Vocabulary Development of each unit for tiered vocabulary p. 8</i> ELA.K.V.1.2; ELA.K.V.1.3</p> <p style="text-align: center;">Saxon:</p> <p>Lessons 17 - 20 (T)</p> <p>Beef it up Skills: *d,v,j,x,w (one letter a day, review previous letters each day) K.F.1.1 K.F.1.2 K.F.1.3</p> <p>Sight Words: two, go, eat K.F.1.4</p>									
Small Group:											
<p>Learning Goals: Set small group expectations - smooth transition, log into the computers , work with partners Phonological Awareness Skills for the 1st 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Onset & Rhyme Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4</p>	<p>Consumables: Unit 1 reading and writing magazine: Plants and Animals Have Needs</p> <p>Leveled Readers:</p> <table border="0"> <tr> <td>Big Animals-A</td><td>Where Do They Live-A</td><td>Tasty Fruit-B</td></tr> <tr> <td>Who Is In The Tree-B</td><td>How Dragonflies Change- C</td><td>Where Do Plants Grow-C</td></tr> <tr> <td>Frog and the Forest- D</td><td>Red the Horse-D</td><td>The Parts of a Plant-E</td></tr> </table>	Big Animals-A	Where Do They Live-A	Tasty Fruit-B	Who Is In The Tree-B	How Dragonflies Change- C	Where Do Plants Grow-C	Frog and the Forest- D	Red the Horse-D	The Parts of a Plant-E	<p>Benchmark Phonics Readers:</p>
Big Animals-A	Where Do They Live-A	Tasty Fruit-B									
Who Is In The Tree-B	How Dragonflies Change- C	Where Do Plants Grow-C									
Frog and the Forest- D	Red the Horse-D	The Parts of a Plant-E									




Week 6: September 18 - 22 (Wed.-Half day/teacher planning)/ Plants

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:									
<p style="text-align: center;">Unit 1- Life Science Theme: Plants and Animals Have Needs Essential Question: Why do living things have needs?</p> <p>Reading: Week 3 Comprehension Standards: Identify the topic of and multiple details in a text Goal: I can name the topic and details.</p> <p>Foundational Standards: print conveys meaning and pictures support meaning Vocabulary Standards: ask and answer questions about unfamiliar words</p> <p><i>Strategies:Make predictions; Identify descriptive words in a text</i></p> <p>Extended Title(s): <i>What Do Animals Need? (Big Book)</i> Additional trade books: Actual Size by Steve Jenkins, The Carrot Seed by Ruth Krauss, From Seed to Plant by Gail Gibbons, Ice Bears: In the Steps of the Polar Bear by Nicola Davies, Up in the Garden and Down in the Dirt by Kate Messner, What Do You Do With a Tail Like This? By Steve Jenkins & Robin Page, Brown Bear, Brown Bear by Eric Carle, Chicka Chicka Boom Boom by Bill Martin</p> <p>ELA.K.R.2.1 Use titles, headings, & illustrations to predict & confirm the topic of texts.</p> <p> ELA.K.R.2.2 Identify the topic of multiple details in a text.</p> <p> ELA.K.V.1.2 Ask and answer questions about unfamiliar words in grade level content.</p>	<p>Science: Plants and Animals have Needs SC.K.L.14.2-Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life. SC.K.L.14.3-Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.</p> <p>Resources: What Animals Need (Shared Readings and Poetry), Plants and Animals Have Needs (Consumable), Plants Grow (Reader's Theater), What Do Animals Need? (Big Book), Parent and Baby Animals (Sha</p> <hr/> <p>Response to Literature/Writing Mini-Lesson/Grammar:</p> <p>Draw, Write and Share Messages</p> <p>Model: Brainstorming how to draw a picture and sentence Guided Practice: Brainstorming and orally sharing ideas. Draw and write a sentence. Grammar: Use Nouns and Action Verbs</p> <p>ELA.K.C.1.1 Print many upper-and lowercase letters. ELA.K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information about a topic. ELA.K.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, & spelling appropriate to grade level.</p>	<p style="text-align: center;">Academic:</p> <p>Critical Thinking: Ask questions, create mental images, unfamiliar words, topic and multiple details, predict/confirm, text features: labels and captions, background knowledge</p> <p>Literary Terms: rhyme, poem, descriptive words ELA. K.V.1.1</p> <hr/> <p style="text-align: center;">Story:</p> <p>Background knowledge words: Need, grow, survive</p> <p><i>Refer to Vocabulary Development of each unit for tiered vocabulary p. 8</i> ELA.K.V.1.2; ELA.K.V.1.3</p> <hr/> <p style="text-align: center;">Saxon:</p> <p>Lessons 21-23 (P)</p> <p>Beef it up skills: * q (one letter a day review previous letters each day) *vowel sounds, K.F.1.1 K.F.1.2 K.F.1.3</p> <p>Sight Words: it, up, can K.F.1.4</p>									
Small Group:											
<p>Learning Goals: Phonological Awareness Skills for the 1st 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Onset & Rhyme Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4</p>	<p>Consumables: Unit 1 reading and writing magazine: Plants and Animals Have Needs</p> <p>Leveled Readers:</p> <table border="0"> <tr> <td>Big Animals-A</td><td>Where Do They Live-A</td><td>Tasty Fruit-B</td></tr> <tr> <td>Who Is In The Tree-B</td><td>How Dragonflies Change- C</td><td>Where Do Plants Grow-C</td></tr> <tr> <td>Frog and the Forest- D</td><td>Red the Horse-D</td><td>The Parts of a Plant-E</td></tr> </table>	Big Animals-A	Where Do They Live-A	Tasty Fruit-B	Who Is In The Tree-B	How Dragonflies Change- C	Where Do Plants Grow-C	Frog and the Forest- D	Red the Horse-D	The Parts of a Plant-E	<p>Benchmark Phonics Readers:</p>
Big Animals-A	Where Do They Live-A	Tasty Fruit-B									
Who Is In The Tree-B	How Dragonflies Change- C	Where Do Plants Grow-C									
Frog and the Forest- D	Red the Horse-D	The Parts of a Plant-E									

Week 7: September 25 - 29/ Farm

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:									
<p style="text-align: center;">Unit 2: Character Matters Theme: Every story has characters Essential Question: How are characters different?</p> <p>Reading: Week 1</p> <p>Comprehension Standards: Describe Main Characters in a Story; Retell: using main characters, setting, important events; Identify descriptive words in a text Goal: I can identify and describe the character, setting, and the important events.</p> <p>Vocabulary Standards:</p> <p>Strategies: Make inferences; Compare & contrast characters</p> <p>Mentor Title(s): <i>The Tortoise and the Hare; The Little Helper</i> Additional trade books: Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst, The Hello, Goodbye Window by Norton Juster, Hooway for Wodney Wat by Helen Lester, Lilly's Purple Plastic Purse by Kevin Henkes, The Wednesday Surprise by Eve Bunting, Where the Wild Things Are by Maurice Sendak, Hop on Pop by Dr. Seuss, Red is Best by Kathy Stenson</p> <p>ELA.K.R.3.1 Identifying and explaining descriptive words in texts.</p> <p> ELA.K.R.1.1 Describe the main character(s), setting & important events in a story.</p> <p> ELA.K.R.3.2a Use main character(s), setting, & important events for a story.</p> <p> ELA.K.V.1.2 Ask and answer questions about unfamiliar words in grade level content.</p>	<p>Social Studies: Good Citizenship and Conflict, Positional Words SS.K.C.2.2 Demonstrates that conflicts among friends can be resolved in ways that are consistent with being a good citizen. SS.K.C.2.3 Describe fair ways for groups to make decisions. SS.K.G.1.1 Describe the relative location of people, places, and things by using positional words. SS.K.A.2.4 Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility. (Johnny Appleseed) Resources: Tortoise and Hare Run a Race (Reader's Theater), Meet the Three Bears (Reader's Theater)</p> <p>Science: SC.K.N.1.3 Keep records as appropriate --such as pictorial records--of investigations conducted. SC.K.N.1.4 Observe and create a visual representation of an object which includes its major features. SC.K.N.1.5 Recognize that learning can come from careful observation.</p> <hr/> <p>Response to Literature/Writing Mini-Lesson/Grammar:</p> <p>Draw & Write Narrative Texts Model: 3 Step Writing Strategy, model drawing pictures and writing sentences based on a book (pg.184) Guided Practice: Follow 3 step strategy Grammar: Regular plural nouns (pg. 185) Introduce, Identify, Inform</p> <p>ELA.K.C.1.1 Print many upper-and lowercase letters. ELA.K.C.1.4 Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order. ELA.K.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, & spelling appropriate to grade level. ELA.K.C.2.1 Present information orally using complete sentences.</p>	<p style="text-align: center;">Academic:</p> <p>Critical Thinking: distinguish importance, create mental images, draw inferences/infer, compare/contrast, unfamiliar words Literary Terms: author/illustrator, main character, setting, events, descriptive words, rhyme ELA. K.V.1.1</p> <hr/> <p style="text-align: center;">Story:</p> <p>Background knowledge words: perspective, underestimate, appreciate</p> <p><i>Refer to Vocabulary Development of each unit for tiered vocabulary p. 166</i> ELA.K.V.1.2; ELA.K.V.1.3</p> <hr/> <p style="text-align: center;">Saxon:</p> <p>Lessons 25-28 (A) Assess lesson 28</p> <p>Beef it up skills: *Alphabet Review *vowel sounds, K.F.1.1 K.F.1.2 K.F.1.3</p> <p>Sight Words: am, is, at K.F.1.4</p>									
Small Group:											
<p>Learning Goals: Phonological Awareness Skills for the 1st 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Onset & Rhyme Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4</p>	<p>Consumables: Unit 2 Reading and Writing Magazine- Every Story Has Characters</p> <p>Leveled Readers:</p> <table border="0" style="width: 100%;"> <tr> <td>Dad Can-A</td><td>My New Dog-A</td><td>I See-B</td></tr> <tr> <td>I Play-B</td><td>I Can-C</td><td>Yago Helps a Lot-C</td></tr> <tr> <td>Cows of Many Colors-D</td><td>Flora the Iguana Can Fly- D</td><td>Who Lives in This Cave-E</td></tr> </table>	Dad Can-A	My New Dog-A	I See-B	I Play-B	I Can-C	Yago Helps a Lot-C	Cows of Many Colors-D	Flora the Iguana Can Fly- D	Who Lives in This Cave-E	<p>Benchmark Phonics Readers:</p> <p>Saxon Decodable Reader: Hot, Hot, Hot (Lesson 27)</p>
Dad Can-A	My New Dog-A	I See-B									
I Play-B	I Can-C	Yago Helps a Lot-C									
Cows of Many Colors-D	Flora the Iguana Can Fly- D	Who Lives in This Cave-E									

Week 8: October 2 - 6/ Farm

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:									
<p style="text-align: center;">Unit 2: Character Matters Theme: Every story has characters Essential Question: How are characters different?</p> <p>Reading: Week 2 Comprehension Standards: Describe Main Characters in a Story; Retell: using main characters, setting, important events; Identify descriptive words in a text Goal: I can identify and describe the character, setting, and the important events.</p> <p>Vocabulary Standards:</p> <p>Strategies: Make inferences; Compare & contrast characters</p> <p>Extended Title(s): Horrible Bear (read aloud book) Additional trade books: The Hello, Goodbye Window by Norton Juster, Hooway for Wodney Wat by Helen Lester, Lilly's Purple Plastic Purse by Kevin Henkes, The Wednesday Surprise by Eve Bunting, Where the Wild Things Are by Maurice Sendak, Hop on Pop by Dr. Seuss, Red is Best by Kathy Stenson</p> <p>ELA.K.R.1.3 Explain the roles of author & illustrator of a story.</p> <p> ELA.K.R.1.1 Describe the main character(s), setting & important events in a story.</p> <p> ELA.K.R.3.2a Use main character(s), setting, & important events for a story.</p> <p> ELA.K.V.1.2 Ask and answer questions about unfamiliar words in grade level content.</p>	<p>Social Studies: Good Citizenship and Conflict, Positional Words SS.K.C.2.2 Demonstrates that conflicts among friends can be resolved in ways that are consistent with being a good citizen. SS.K.C.2.3 Describe fair ways for groups to make decisions. SS.K.G.1.1 Describe the relative location of people, places, and things by using positional words. Resources: Tortoise and Hare Run a Race (Reader's Theater), Meet the Three Bears (Reader's Theater), Horrible Bear (Big Book)</p> <p>Science: Five Senses SC.K.L.14.1 Recognize the five senses and related body parts. SC.K.N.1.2 Make observations of the natural world and know that they are descriptors collected using the five senses. SC.K.N.1.3 Keep records as appropriate --such as pictorial records--of investigations conducted. SC.K.N.1.4 Observe and create a visual representation of an object which includes its major features. SC.K.N.1.5 Recognize that learning can come from careful observation. Resources: Small Group Books: Tools for Seeing, What I Hear</p> <p style="text-align: center;">Response to Literature/Writing Mini-Lesson/Grammar:</p> <p>Draw & Write Narrative Texts Model: 3 Step Writing Strategy, model drawing pictures and writing sentences based on a book (pg.184) Guided Practice: Follow 3 step strategy Grammar: Introduce, identify, and use question words pg. 233</p> <p>ELA.K.C.1.1 Print many upper-and lowercase letters. ELA.K.C.1.4 Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order. ELA.K.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, & spelling appropriate to grade level. ELA.K.C.2.1 Present information orally using complete sentences.</p>	<p style="text-align: center;">Academic:</p> <p>Critical Thinking: distinguish importance, create mental images, draw inferences/infer, compare/contrast, unfamiliar words Literary Terms: author/illustrator, main character, setting, events, descriptive words, rhyme ELA. K.V.1.1</p> <p style="text-align: center;">Story:</p> <p>Background knowledge words: perspective, underestimate, appreciate</p> <p><i>Refer to Vocabulary Development of each unit for tiered vocabulary p. 166</i> ELA.K.V.1.2; ELA.K.V.1.3</p> <p style="text-align: center;">Saxon:</p> <p>Lessons 29- 32 (N) Reading List 1</p> <p>Beef it up skills: *Alphabet Review *vowel sounds K.F.1.1 K.F.1.2 K.F.1.3</p> <p>Sight Words: on, we, end K.F.1.4</p>									
Small Group:											
<p>Learning Goals: Phonological Awareness Skills for the 1st 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Onset & Rhyme Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4</p>	<p>Consumables: Unit 2 Reading and Writing Magazine- Every Story Has Characters</p> <p>Leveled Readers:</p> <table border="0"> <tr> <td>Dad Can-A</td><td>My New Dog-A</td><td>I See-B</td></tr> <tr> <td>I Play-B</td><td>I Can-C</td><td>Yago Helps a Lot-C</td></tr> <tr> <td>Cows of Many Colors-D</td><td>Flora the Iguana Can Fly- D</td><td>Who Lives in This Cave-E</td></tr> </table>	Dad Can-A	My New Dog-A	I See-B	I Play-B	I Can-C	Yago Helps a Lot-C	Cows of Many Colors-D	Flora the Iguana Can Fly- D	Who Lives in This Cave-E	<p>Benchmark Phonics Readers:</p> <p>Saxon Fluency Reader: **From Lesson 31** An Ant- B An Ant Nap- O An Ant Got on Top- A</p>
Dad Can-A	My New Dog-A	I See-B									
I Play-B	I Can-C	Yago Helps a Lot-C									
Cows of Many Colors-D	Flora the Iguana Can Fly- D	Who Lives in This Cave-E									

Week 9: October 9 - 13/ Nursery Rhymes

Whole Group Reading/ Benchmarks Covered:

Unit 2: Character Matters
Theme: Every story has characters
Essential Question: How are characters different?

Reading: Week 3

Comprehension Standards: Describe Main Characters in a Story; Retell: using main characters, setting, important events; Identify descriptive words in a text

Goal: I can identify and describe the character, setting, and identify the important events.

Vocabulary Standards:

Strategies: Make inferences; Compare & contrast characters, use context clues to figure out unknown words,

Extended Title(s): *Dog Days of School (This is a little read aloud book.)*

Additional trade books: Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst, The Hello, Goodbye Window by Norton Juster, Hooway for Wodney Wat by Helen Lester, Lilly's Purple Plastic Purse by Kevin Henkes, The Wednesday Surprise by Eve Bunting, Where the Wild Things Are by Maurice Sendak, Hop on Pop by Dr. Seuss, Red is Best by Kathy Stenson



ELA.K.R.1.1 Describe the main character(s), setting & important events in a story.



ELA.K.R.1.3 Explain the roles of author & illustrator of a story.



ELA.K.V.1.2 Ask and answer questions about unfamiliar words in grade level content.

Science/Social Studies:

Social Studies: Good Citizenship and Conflict and Positional Words

SS.K.C.2.2 Demonstrates that conflicts among friends can be resolved in ways that are consistent with being a good citizen.

SS.K.C.2.3 Describe fair ways for groups to make decisions.

SS.K.G.1.1 Describe the relative location of people, places, and things by using positional words.

Resources: Tortoise and Hare Run a Race (Reader's Theater), Meet the Three Bears (Reader's Theater)

Science:

SC.K.N.1.3 Keep records as appropriate --such as pictorial records--of investigations conducted.

SC.K.N.1.4 Observe and create a visual representation of an object which includes its major features.

SC.K.N.1.5 Recognize that learning can come from careful observation.

Vocabulary:

Academic:

Critical Thinking: distinguish importance, create mental images, draw inferences/infer, compare/contrast, unfamiliar words

Literary Terms: author/illustrator, main character, setting, events, descriptive words, rhyme

ELA. K.V.1.1

Story:

Background knowledge words: perspective, underestimate, appreciate

Refer to Vocabulary Development of each unit for tiered vocabulary p. 166

ELA.K.V.1.2; ELA.K.V.1.3

Response to Literature/Writing Mini-Lesson/Grammar:

Draw & Write Narrative Texts

Model: 3 Step Writing Strategy, model drawing pictures and writing sentences based on a book (pg.184)

Guided Practice: Follow 3 step strategy

Grammar: Use question words. Form and use regular plural nouns. Pg. 281, 289, 299

ELA.K.C.1.1 Print many upper-and lowercase letters.

ELA.K.C.1.4 Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.

ELA.K.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, & spelling appropriate to grade level.

ELA.K.C.2.1 Present information orally using complete sentences.

Saxon:

Lessons 33-36 (M)
Reading List 2

Beef it up skills:

*Sight Word Prep: Digraph sh

*CVC words and blending

K.F.1.1

K.F.1.2

K.F.1.3

Sight Words: REVIEW/Test

K.F.1.4

Small Group:

Learning Goals:

Phonological Awareness Skills for the 1st 9 weeks

Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Onset & Rhyme

Phonics

Differentiated Reading Instruction Based on Phonics Screener

ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.K.F.1.4

Consumables: Unit 2 Reading and Writing Magazine- Every Story Has Characters

Leveled Readers:

Dad Can-A

My New Dog-A

I See-B

I Play-B

I Can-C

Yago Helps a Lot-C

Cows of Many Colors-D

Flora the Iguana Can Fly- D




Who Lives in This Cave-E

Benchmark Phonics Readers:



Saxon Decodable Reader:

Hop on the Mop (Lesson 35)




Week 10: October 16 - 20 (Mon.-Teacher Planning Day)/ Community Helpers

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:												
<p style="text-align: center;">Unit 3: Government and Citizenship Theme: Rules at Home and School Essential Question: Why do we have rules?</p> <p>Reading: Week 1 Comprehension Standards: Retell: use topic and details; Describe: Main characters in a story. Rhymes in a poem. Goal: I can retell the topic and details in a story. I can describe the main character. I can identify rhymes in a poem..</p> <p>Foundational Standards: Recognize that text conveys meaning and illustrations support the meaning Vocabulary Standards: Sort Words into categories</p> <p>Strategies: make connections, summarize, synthesize (page 40 of teacher edition has a good example), rhyming in poems,</p> <p>Mentor Title(s): <i>Let's Play by the Rules; A New Pet</i> Additional trade books: Can I Bring Woolly to the Library, Ms. Reeder, Click, Clack, Moo: Cows That Type by Doreen Cronin, Don't Let the Pigeon Drive the Bus! By Mo Willems, Farmer Duck by Martin Waddell, Ragweed's Farm Dog Handbook by Anne Vittur Kennedy, Shooting Stars Soccer Team by YeoengAh, The Bald Eagle by Pearl Norman, A Picture Book Benjamin Franklin by Davis A Adler</p> <p>ELA.K.R.1.3 Explain the roles of author & illustrator of a story. ELA.K.R.2.2 Identify the topic and multiple details in a text. ELA.K.R.3.2a Retell a text orally to enhance comprehension, use main character(s), setting, and important events. ELA. K. R. 1.4 Identify rhymes in a poem.</p> <p> ELA.K.V.1.3 Identify and sort common words into basic categories, relating vocabulary to background knowledge.</p> <p> ELA.K.R.3.2 B Retell a text orally to enhance comprehension/ Use topic and details for inform</p> <p> ELA.K.R.1.1 Describe the main character(s), setting, and important events. ational text.</p>	<p>Social Studies: Rules at Home and School SS.K.C.1.1- Define and give examples of rules and laws, and why they are important. SS.K.C.1.2- Explain the purpose and necessity of rules and laws at home, school and community. SS.K.C.2.1- Demonstrate the characteristics of being a good citizen Resources: Table Manners (Shared Readings and Poetry), Let's Play By the Rules (Mentor Read Aloud), Rules at Home and School (consumable)</p> <p>Science: Five Senses SC.K.L.14.1 Recognize the five senses and related body parts. SC.K.N.1.2 Make observations of the natural world and know that they are descriptors collected using the five senses. SC.K.N.1.3 Keep records as appropriate --such as pictorial records--of investigations conducted. SC.K.N.1.4 Observe and create a visual representation of an object which includes its major features. SC.K.N.1.5 Recognize that learning can come from careful observation. Resources: Small Group Books: Tools for Seeing, What I Hear</p> <p>Response to Literature/Writing Mini-Lesson/Grammar:</p> <p>Draw and Write Informational/Expository Texts Model: 3 Step Writing Strategy, model drawing pictures and writing sentences based on a book (pg.184) Guided Practice: Follow 3 step strategy Grammar: Introduce and use complete sentences with capitalization. pg.27</p> <p>ELAK.C.1.1 Print many upper- and lowercase letters. ELA.K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information about a topic. ELA.K.C.1 Follow rules of standard English grammar, punctuation, capitalization, & spelling</p>	<p style="text-align: center;">Academic:</p> <p>Critical Thinking: create mental images, draw inferences, infer, make connections, retell topic and multiple details, text features, compare/contrast</p> <p>Literary Terms: rhyme, characters, setting, poem ELA. K.V.1.1</p> <p style="text-align: center;">Story:</p> <p>Background knowledge words: get along, respect, responsible</p> <p><i>Refer to Vocabulary Development of each unit for tiered vocabulary p. 8</i> ELA.K.V.1.2; ELA.K.V.1.3</p> <p style="text-align: center;">Saxon:</p> <p>Lessons 39-40 (I) Reading List 3</p> <p>Beef it up skills: *Sight Word Prep: Digraph th *CVC Words *Short vowel sounds K.F.1.1 K.F.1.2 K.F.1.3</p> <p>Sight Words: She, he, my K.F.1.4</p>												
Small Group:														
<p>Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onset & Rhyme, Phoneme Segmentation, Blending Phonemes Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4</p>	<p>Consumables: Unit 3 Reading and Writing Magazine: Rules at Home and School Leveled Readers:</p> <table border="0"> <tr> <td>I Go Downtown-A</td><td>A School Day-A</td><td>Who Is in My House-B</td></tr> <tr> <td>What Is on the Table-B</td><td>They Like to Help-C</td><td>The Little Dogs and Mom-C</td></tr> <tr> <td>What Symbols Do You See-D</td><td>At School-D</td><td>One Scary Bike Ride-E</td></tr> <tr> <td>Florida Park Rules- D</td><td></td><td></td></tr> </table>	I Go Downtown-A	A School Day-A	Who Is in My House-B	What Is on the Table-B	They Like to Help-C	The Little Dogs and Mom-C	What Symbols Do You See-D	At School-D	One Scary Bike Ride-E	Florida Park Rules- D			<p>Saxon Fluency Readers: **From lesson 39** Lill- B The Hill- O Lill,Matt, Tim- A</p>
I Go Downtown-A	A School Day-A	Who Is in My House-B												
What Is on the Table-B	They Like to Help-C	The Little Dogs and Mom-C												
What Symbols Do You See-D	At School-D	One Scary Bike Ride-E												
Florida Park Rules- D														




Week 11: October 23 - 27/ Community Helpers

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:												
<p style="text-align: center;">Unit 3: Government and Citizenship Theme: Rules at Home and School Essential Question: Why do we have rules?</p> <p>Reading: Week 2 Comprehension Standards: Retell: use topic and details; Describe: Main characters in a story. Rhymes in a poem. Goal: I can retell the topic and details in a story. I can describe the main character. I can identify rhymes in a poem..</p> <p>Foundational Standards: Recognize that text conveys meaning and illustrations support the meaning Vocabulary Standards: Sort Words into categories</p> <p>Strategies: make connections, summarize, synthesize (page 40 of teacher edition has a good example), rhyming in poems</p> <p>Extended Title(s): <i>What Are Some Rules at School? (Big Book)</i> Additional trade books: Can I Bring Woolly to the Library, Ms. Reeder, Click, Clack, Moo: Cows That Type by Doreen Cronin, Don't Let the Pigeon Drive the Bus! By Mo Willems, Farmer Duck by Martin Waddell, Ragweed's Farm Dog Handbook by Anne Vittur Kennedy, Shooting Stars Soccer Team by YeoengAh, The Bald Eagle by Pearl Norman, A Picture Book Benjamin Franklin by Davis A Adler</p> <p>ELA.K.R.2.1 Use titles, headings, & illustrations to confirm the topic of texts ELA.K.R.2.2 Identify the topic and multiple details in a text. ELA. K. R. 1.4 Identify rhymes in a poem.</p> <p> ELA.K.V.1.3 Identify and sort common words into basic categories, relating vocabulary to background knowledge.</p> <p> ELA.K.R.3.2 B Retell a text orally to enhance comprehension/ Use topic and details for informational text.</p>	<p>Social Studies: Rules at Home and School SS.K.C.1.1- Define and give examples of rules and laws, and why they are important. SS.K.C.1.2- Explain the purpose and necessity of rules and laws at home, school and community. SS.K.C.2.1- Demonstrate the characteristics of being a good citizen Resources: Rules at Home and School (consumable), Rules at Home and School (Shared Readings and Poetry), Table Manners (Shared Readings and Poetry), What Are Some Rules at School (Big Book)</p> <p>Science: SC.K.L.14.2-Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life. SC.K.L.14.3-Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. SC.K.N.1.3 Keep records as appropriate --such as pictorial records--of investigations conducted. SC.K.N.1.4 Observe and create a visual representation of an object which includes its major features. SC.K.N.1.5 Recognize that learning can come from careful observation.</p> <p style="text-align: center;">Response to Literature/Writing Mini-Lesson/Grammar:</p> <p>Draw and Write Informational/Expository Text Model: 3 Step Writing Strategy, model drawing pictures and writing sentences based on a book (pg.184) Guided Practice: Follow 3 step strategy Grammar: Introduce, identify and use punctuation. Pg. 75</p> <p>ELAK.C.1.1 Print many upper- and lowercase letters. ELA.K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information about a topic. ELA.K.C.1 Follow rules of standard English grammar, punctuation, capitalization, & spelling</p>	<p style="text-align: center;">Academic: Critical Thinking: create mental images, draw inferences, infer, make connections, retell topic and multiple details, text features, compare/contrast, table of contents</p> <p>Literary Terms: rhyme, characters, setting, poem ELA. K.V.1.1</p> <p style="text-align: center;">Story: Background knowledge words: get along, respect, responsible</p> <p><i>Refer to Vocabulary Development of each unit for tiered vocabulary p. 8</i> ELA.K.V.1.2; ELA.K.V.1.3</p> <p style="text-align: center;">Saxon:</p> <p>Lessons 43-44 (S) Reading List 4</p> <p>Beef it up skills: *Sight Word Prep: Combination AY, ER Diphthong OU *CvC Words *Blends K.F.1.1 K.F.1.2 K.F.1.3</p> <p>Sight Words: me, they, of K.F.1.4</p>												
Small Group:														
<p>Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onset & Rhyme, Phoneme Segmentation, Blending Phonemes Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4</p>	<p>Consumables: Unit 3 Reading and Writing Magazine: Rules at Home and School</p> <p>Leveled Readers:</p> <table border="0"> <tr> <td>I Go Downtown-A</td><td>A School Day-A</td><td>Who Is in My House-B</td></tr> <tr> <td>What Is on the Table-B</td><td>They Like to Help-C</td><td>The Little Dogs and Mom-C</td></tr> <tr> <td>What Symbols Do You See-D</td><td>At School-D</td><td>One Scary Bike Ride-E</td></tr> <tr> <td>Florida Park Rules- D</td><td></td><td></td></tr> </table>	I Go Downtown-A	A School Day-A	Who Is in My House-B	What Is on the Table-B	They Like to Help-C	The Little Dogs and Mom-C	What Symbols Do You See-D	At School-D	One Scary Bike Ride-E	Florida Park Rules- D			<p>Benchmark Phonics Readers:</p> <p>Saxon Decodable Reader: Stan's Pig (Lesson 43)</p>
I Go Downtown-A	A School Day-A	Who Is in My House-B												
What Is on the Table-B	They Like to Help-C	The Little Dogs and Mom-C												
What Symbols Do You See-D	At School-D	One Scary Bike Ride-E												
Florida Park Rules- D														




Week 12: October 30 - November 3/ Holiday (Halloween)

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:												
<p style="text-align: center;">Unit 3: Government and Citizenship Theme: Rules at Home and School Essential Question: Why do we have rules?</p> <p>Reading: Week 3 Comprehension Standards: Retell: use topic and details; Describe: Main characters in a story. Rhymes in a poem. Compare and Contrast character's experience in stories. Goal: I can retell the topic and details in a story. I can describe the main character. I can identify rhymes in a poem. I can compare/contrast a character's experience.</p> <p>Foundational Standards: Recognize that text conveys meaning and illustrations support the meaning Vocabulary Standards: Sort Words into categories</p> <p>Strategies: make connections, summarize, synthesize (page 40 of teacher edition has a good example), rhyming in poems</p> <p>Extended Title(s): <i>Rules Are Cool (This is a little read aloud book.)</i> Additional trade books: <i>Can I Bring Woolly to the Library, Ms. Reeder, Click, Clack, Moo: Cows That Type by Doreen Cronin, Don't Let the Pigeon Drive the Bus! By Mo Willems, Farmer Duck by Martin Waddell, Ragweed's Farm Dog Handbook by Anne Vittur Kennedy, Shooting Stars Soccer Team by YeoengAh, The Bald Eagle by Pearl Norman, A Picture Book Benjamin Franklin by Davis A Adler</i></p> <p>ELA. K. R. 1.4 Identify rhymes in a poem. ELA.K.R.3.3 Compare/contrast characters, experiences in stories</p> <p> ELA.K.R.1.1 Describe the main character(s), setting, and important events.</p> <p> ELA.K.V.1.3 Identify and sort common words into basic categories, relating vocabulary to background knowledge.</p> <p> ELA.K.R.3.2 B Retell a text orally to enhance comprehension/ Use topic and details for informational text.</p>	<p>Social Studies: Rules at Home and School SS.K.C.1.1- Define and give examples of rules and laws, and why they are important. SS.K.C.1.2- Explain the purpose and necessity of rules and laws at home, school and community. SS.K.C.2.1- Demonstrate the characteristics of being a good citizen Resources: Rules at Home and School (consumable), Stop, Look, and Listen (Shared Readings and Poetry), Rules are Cool (Big Book)</p> <p>Science: SC.K.L.14.2-Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life. SC.K.L.14.3-Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. SC.K.N.1.3 Keep records as appropriate --such as pictorial records--of investigations conducted. SC.K.N.1.4 Observe and create a visual representation of an object which includes its major features. SC.K.N.1.5 Recognize that learning can come from careful observation.</p> <p style="text-align: center;">Response to Literature/Writing Mini-Lesson/Grammar:</p> <p>Draw and Write Informational/Expository Text Model: 3 Step Writing Strategy, model drawing pictures and writing sentences based on a book (pg.184) Guided Practice: Follow 3 step strategy Grammar: Complete sentences with capitalization and punctuation. Pg. 123</p> <p>ELAK.C.1.1 Print many upper- and lowercase letters. ELA.K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information about a topic. ELA.K.C.1 Follow rules of standard English grammar, punctuation, capitalization, & spelling</p>	<p style="text-align: center;">Academic:</p> <p>Critical Thinking: create mental images, draw inferences, infer, make connections, retell topic and multiple details, text features, compare/contrast</p> <p>Literary Terms: rhyme, characters, setting, poem ELA. K.V.1.1</p> <p style="text-align: center;">Story:</p> <p>Background knowledge words: get along, respect, responsible</p> <p><i>Refer to Vocabulary Development of each unit for tiered vocabulary p. 8</i> ELA.K.V.1.2; ELA.K.V.1.3</p> <p style="text-align: center;">Saxon:</p> <p>Lesson 45-48 (F) Reading List 5</p> <p>Beef it up skills: *Sight Word Prep: Combination or *Blends K.F.1.1 K.F.1.2 K.F.1.3</p> <p>Sight Words: play, our, her K.F.1.4</p>												
Small Group:														
<p>Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onset & Rhyme, Phoneme Segmentation, Blending Phonemes Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.K.F.1.4</p>	<p>Consumables: Unit 3 Reading and Writing Magazine: Rules at Home and School</p> <p>Leveled Readers:</p> <table border="0"> <tr> <td>I Go Downtown-A</td><td>A School Day-A</td><td>Who Is in My House-B</td></tr> <tr> <td>What Is on the Table-B</td><td>They Like to Help-C</td><td>The Little Dogs and Mom-C</td></tr> <tr> <td>What Symbols Do You See-D</td><td>At School-D</td><td>One Scary Bike Ride-E</td></tr> <tr> <td>Florida Park Rules- D</td><td></td><td></td></tr> </table>	I Go Downtown-A	A School Day-A	Who Is in My House-B	What Is on the Table-B	They Like to Help-C	The Little Dogs and Mom-C	What Symbols Do You See-D	At School-D	One Scary Bike Ride-E	Florida Park Rules- D			<p>Benchmark Phonics Readers:</p> <p>Saxon Fluency Reader: **From Lesson 47** Sam's Fast Fan-B Tim's Lost Fan-O A Lot of Fans-A</p>
I Go Downtown-A	A School Day-A	Who Is in My House-B												
What Is on the Table-B	They Like to Help-C	The Little Dogs and Mom-C												
What Symbols Do You See-D	At School-D	One Scary Bike Ride-E												
Florida Park Rules- D														




Week 13: November 6 - 10 (Fri.-No School)/ Fall

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:									
<p style="text-align: center;">Unit 4: Perspectives in Literature Theme: Writers Tell Many Stories Essential Question: Why do people tell stories?</p> <p>Reading; Week 1 Comprehension Standards: Describe the main characters, setting, and important events Goal: I can describe the main characters, setting, and important events.</p> <p>Foundational Standards: Recognize that text conveys meaning and illustrations support the meaning Vocabulary Standards: Ask and Answer Questions about unfamiliar words. Relate background knowledge to unfamiliar words. Strategies: Activate prior knowledge, ask and answer questions, , create mental images,</p> <p>Mentor Title(s): <i>Who Did It?; The Spider and the Deer</i> Additional trade books: Bats at the Library by Brian Lies, Chester by Melanie Watt, No, David! By David Shannon, Rosie Revere, Engineer by Beaty Andrea, Tigress by Nick Dowson, When Sophie Gets Angry-- by Molly Bang, Corduroy by Don Freeman, Rumble in the Jungle by Giles Andreae</p> <p> ELA R.1.1 Describe the main characters, setting & events.</p> <p> ELA.K.V.1.2 Ask and answer questions about unfamiliar words in grade level content.</p> <p> ELA.K.V.1.3 Identify and sort common words into basic categories, relating vocabulary to background knowledge.</p>	<p>Social Studies: Making a timeline (Optional - Timeline of the First Thanksgiving) SS.K.A.1.1-Develop an understanding of how to use and create a timeline.</p> <p>Science: Shape of Materials can be Changed SC.K.P.9.1 Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling. SC.K.N.1.3 Keep records as appropriate-such as pictorial records-of investigations conducted. Resources: The Three Little Pigs and the Wolf (Reader's Theater), Stone Soup (Reader's Theater)</p> <p>Response to Literature/Writing Mini-Lesson/Grammar:</p> <p>Draw & Write Opinion Texts Model: 3 Step Writing Strategy, model drawing pictures and writing sentences based on a book (pg.184) Guided Practice: Follow 3 step strategy Grammar: Subject & Verb agreement Pg. 185</p> <p>K.C.1.3 Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason</p>	<p style="text-align: center;">Academic:</p> <p>Critical Thinking: ask questions, create mental images, draw inferences, infer, unfamiliar words, background knowledge, compare/contrast, fact/opinion</p> <p>Literary Terms: rhyme, author, illustrator, character, setting ELA. K.V.1.1</p> <p>Background knowledge words: family, character, experiences</p> <p><i>Refer to Vocabulary Development page of each unit for tiered vocabulary</i> ELA.K.V.1.2;ELA.K.V.1.3</p> <p style="text-align: center;">Saxon:</p> <p>Lessons 49 - 52- (R) Reading List 6</p> <p>Beef it up skills: *Sight Word Prep: Digraph wh *Blends *Digraph th (voiced and unvoiced) K.F.1.1 K.F.1.2 K.F.1.3</p> <p>Sight Words: all, for, was K.F.1.4</p>									
Small Group:											
<p>Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onset & Rhyme, Phoneme Segmentation, Blending Phonemes</p> <p>Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4</p>	<p>Consumables: Unit 4 Reading and Writing Magazine: Writers Tell Many Stories</p> <p>Leveled Readers:</p> <table border="0"> <tr> <td>Who Comes Along-A</td><td>Who Do You See-A</td><td>Where Are the Animals-B</td></tr> <tr> <td>I Am Having Fun-B</td><td>A Good Trip-C</td><td>May I Go Fly-C</td></tr> <tr> <td>Dog Reads-D</td><td>Bravo Jim-D</td><td>Miso Meows-E</td></tr> </table>	Who Comes Along-A	Who Do You See-A	Where Are the Animals-B	I Am Having Fun-B	A Good Trip-C	May I Go Fly-C	Dog Reads-D	Bravo Jim-D	Miso Meows-E	<p>Benchmark Phonics Readers:</p> <p>Saxon Decodable Reader: Frog Ran (Lesson 51)</p>
Who Comes Along-A	Who Do You See-A	Where Are the Animals-B									
I Am Having Fun-B	A Good Trip-C	May I Go Fly-C									
Dog Reads-D	Bravo Jim-D	Miso Meows-E									



Week 14: November 13 - 21 (2 days before Thanksgiving)/ Turkeys & Thanksgiving

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:									
<p style="text-align: center;">Unit 4: Perspectives in Literature Theme: Writers Tell Many Stories Essential Question: Why do people tell stories?</p> <p>Reading; Week 2 Comprehension Standards: Describe the main characters, setting, and important events. Compare and Contrast character's experience in stories.</p> <p>Goal: I can describe the main characters, setting, and important events. I can compare and contrast character's experiences in stories.</p> <p>Foundational Standards: Recognize that text conveys meaning and illustrations support the meaning Vocabulary Standards: Ask and Answer Questions about unfamiliar words. Relate background knowledge to unfamiliar words. Strategies: Activate prior knowledge, ask and answer questions, , create mental images,</p> <p>Extended Title(s): <i>Knuffle Bunny (This is a little book read aloud.)</i> Additional trade books: Bats at the Library by Brian Lies, Chester by Melanie Watt, No, David! By David Shannon, Rosie Revere, Engineer by Beaty Andrea, Tigress by Nick Dowson, When Sophie Gets Angry-- by Molly Bang, Corduroy by Don Freeman, Rumble in the Jungle by Giles Andreae</p> <p>K.R.1.3 Explain the roles of author & illustrator K.R.3.2a Retell a text orally to enhance comprehension: use main character(s), setting, & important events K.R.3.3 Compare/Contrast characters experiences in stories</p> <p> K.V.1.2 Ask and answer questions about unfamiliar words in grade level content.</p> <p> K.V.1.3 Identify and sort common words into basic categories, relating vocabulary to background knowledge.</p> <p> K.R.1.1 Describe the main character(s), setting, & important events</p>	<p>Social Studies: Making a timeline SS.K.A.1.1-Develop an understanding of how to use and create a timeline.</p> <p>Science: Shape of Materials can be Changed SC.K.P.9.1 Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling. SC.K.N.1.3 Keep records as appropriate-such as pictorial records-of investigations conducted. Resources: The Three Little Pigs and the Wolf (Reader's Theater), Stone Soup (Reader's Theater)</p> <p>Response to Literature/Writing Mini-Lesson/Grammar:</p> <p>Draw & Write Opinion Texts Model: 3 Step Writing Strategy, model drawing pictures and writing sentences based on a book (pg.184) Guided Practice: Follow 3 step strategy Grammar: Use subject/ verb agreement. /use complete sentences with punctuation. Pg. 233</p> <p>K.C.1.3 Using a combination of drawing, dictating, and/or writing express opinions about a topic or text with at least one supporting reason</p>	<p style="text-align: center;">Academic: Critical Thinking: ask questions, create mental images, draw inferences, infer, unfamiliar words, background knowledge, compare/contrast, fact/opinion</p> <p>Literary Terms: rhyme, author, illustrator, character, setting ELA. K.V.1.1</p> <p>Background knowledge words: family, character, experiences</p> <p><i>Refer to Vocabulary Development page of each unit for tiered vocabulary</i> ELA.K.V.1.2;ELA.K.V.1.3</p> <p style="text-align: center;">Saxon:</p> <p>Lesson 53-56 (K) Reading List 7</p> <p>Beef it up skills: *Sight Word Prep: Diphthong ow *Digraph sh K.F.1.1 K.F.1.2 K.F.1.3</p> <p>Sight Words: who, what, where K.F.1.4</p>									
Small Group:											
<p>Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onset & Rhyme, Phoneme Segmentation, Blending Phonemes Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4</p>	<p>Consumables: Unit 4 Reading and Writing Magazine: Writers Tell Many Stories</p> <p>Leveled Readers:</p> <table border="0"> <tr> <td>Who Comes Along-A</td><td>Who Do You See-A</td><td>Where Are the Animals-B</td></tr> <tr> <td>I Am Having Fun-B</td><td>A Good Trip-C</td><td>May I Go Fly-C</td></tr> <tr> <td>Dog Reads-D</td><td>Bravo Jim-D</td><td>Miso Meows-E</td></tr> </table>	Who Comes Along-A	Who Do You See-A	Where Are the Animals-B	I Am Having Fun-B	A Good Trip-C	May I Go Fly-C	Dog Reads-D	Bravo Jim-D	Miso Meows-E	<p>Benchmark Phonics Readers:</p> <p>Saxon Fluency Readers: **From Lesson 55** Is it Milk?-B The Milk Spills-O Pink Milk-A</p>
Who Comes Along-A	Who Do You See-A	Where Are the Animals-B									
I Am Having Fun-B	A Good Trip-C	May I Go Fly-C									
Dog Reads-D	Bravo Jim-D	Miso Meows-E									

Week 15: November 27 - December 1/ Technology (with Science)

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:									
<p style="text-align: center;">Unit 4: Perspectives in Literature Theme: Writers Tell Many Stories Essential Question: Why do people tell stories?</p> <p>Reading; Week 3 Comprehension Standards: Describe the main characters, setting, and important events Goal: I can describe the main characters, setting, and important events.</p> <p>Foundational Standards: Recognize that text conveys meaning and illustrations support the meaning Vocabulary Standards: Ask and Answer Questions about unfamiliar words. Relate background knowledge to unfamiliar words. Strategies: activate prior knowledge, ask and answer questions , create mental images</p> <p>Extended Title(s): <i>Wolf Cub's Song (This is a little read aloud book.)</i> Additional trade books: Bats at the Library by Brian Lies, Chester by Melanie Watt, No, David! By David Shannon, Rosie Revere, Engineer by Beaty Andrea, Tigress by Nick Dowson, When Sophie Gets Angry-- by Molly Bang, Corduroy by Don Freeman, Rumble in the Jungle by Giles Andreae</p> <p>K.R.3.3 Compare/contrast characters experiences in stories K.R.3.1 Identify/explain descriptive words in a text(s)</p> <p> K.R.1.1 Describe the main character(s), setting, and important events.  K.V.1.2 Ask and answer questions about unfamiliar words in grade level content.  K.V.1.3 Identify and sort common words into basic categories, relating vocabulary to background knowledge.</p>	<p>Social Studies: Making a timeline SS.K.A.1.1-Develop an understanding of how to use and create a timeline.</p> <p>Science: Shape of Materials can be Changed SC.K.P.9.1 Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling. SC.K.N.1.3 Keep records as appropriate-such as pictorial records-of investigations conducted.</p> <p>Resources: The Three Little Pigs and the Wolf (Reader's Theater), Stone Soup (Reader's Theater)</p> <hr/> <p>Response to Literature/Writing Mini-Lesson/Grammar:</p> <p>Draw and Write Opinion Texts Model: 3 Step Writing Strategy, model drawing pictures and writing sentences based on a book Guided Practice: Follow 3 step strategy Grammar: Use subject/ verb agreement in simple sentences with punctuation. Pg. 281</p> <p>K.C.1.3 Using a combination of drawing, dictating, and/or writing express opinions about a topic or text with at least one supporting reason</p>	<p style="text-align: center;">Academic: Critical Thinking: ask questions, create mental images, draw inferences, infer, unfamiliar words, background knowledge, compare/contrast, fact/opinion</p> <p>Literary Terms: rhyme, author, illustrator, character, setting ELA. K.V.1.1</p> <hr/> <p style="text-align: center;">Story: Background knowledge words: family, character, experiences</p> <p><i>Refer to Vocabulary Development page of each unit for tiered vocabulary</i> ELA.K.V.1.2; ELA.K.V.1.3</p> <hr/> <p style="text-align: center;">Saxon:</p> <p>Lessons 57 - 60 (B) Reading List 8</p> <p>Beef it up skills: *Sight Word Prep: NONE *Digraph ch K.F.1.1 K.F.1.2 K.F.1.3</p> <p>Sight Words: down, from, how K.F.1.4</p>									
Small Group:											
<p>Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onset & Rhyme, Phoneme Segmentation, Blending Phonemes</p> <p>Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4</p>	<p>Consumables: Unit 4 Reading and Writing Magazine: Writers Tell Many Stories</p> <p>Leveled Readers:</p> <table border="0"> <tr> <td>Who Comes Along-A</td><td>Who Do You See-A</td><td>Where Are the Animals-B</td></tr> <tr> <td>I Am Having Fun-B</td><td>A Good Trip-C</td><td>May I Go Fly-C</td></tr> <tr> <td>Dog Reads-D</td><td>Bravo Jim-D</td><td>Miso Meows-E</td></tr> </table>	Who Comes Along-A	Who Do You See-A	Where Are the Animals-B	I Am Having Fun-B	A Good Trip-C	May I Go Fly-C	Dog Reads-D	Bravo Jim-D	Miso Meows-E	<p>Benchmark Phonics Readers:</p> <p>Saxon Decodable Reader: The Big Trip (Lesson 59)</p>
Who Comes Along-A	Who Do You See-A	Where Are the Animals-B									
I Am Having Fun-B	A Good Trip-C	May I Go Fly-C									
Dog Reads-D	Bravo Jim-D	Miso Meows-E									

Week 16: December 4 - 8/ Christmas

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:									
<p style="text-align: center;">Unit 5: Technology and Society Theme: Technology at home and school Essential Question: Why do we use technology?</p> <p>Reading: Week 1 Comprehension Standards: Retell: Use topics and details; Describe: character, setting, important events. Goal: I can retell using topic and details. I can describe characters, setting, and important events.</p> <p>Foundational Standard: Recognize that text conveys meaning and illustrations support the meaning Vocabulary Standard: Ask and Answer Questions about unfamiliar words. Relate background knowledge to unfamiliar words. Strategies: activate prior knowledge, draw inferences,</p> <p>Mentor Title(s): <i>Up, Up, and Away!</i>; 1, 2, 3, Blast Off! Additional Trade Books: Ben Franklin's Big Splash: The Mostly True Story of His First Invention: Barb Rosenstock, -The Little House: Virginia Lee Burton, Manfish: A Story of Jacques Cousteau: Jennifer Berne, Plane Song: Diane Siebert, Shortcut: Donald Crews, Snowflake Bentley: Jacqueline Briggs Martin, Mission to Space: John Herrington, The Clock-A Mother Goose Poem: Unknown</p> <p>K.R.3.2b Retell a text orally to enhance comprehension: use topic & details. K.R.1.3 Explain the roles of author & illustrator.</p> <p> K.V.1.2 Ask and answer questions about unfamiliar words in grade level content.</p> <p> K.R.2.2 Identify the topic and multiple details</p>	<p>Science: Day & Night SC.K.E.5.4-Observe that sometimes the moon can be seen at night and sometimes during the day. SC.K.E.5.5-Observe that things can be big and things can be small as seen from Earth. SC.K.E.5.6-Observe that some objects are far away and some are nearby as seen from Earth.</p> <p>Resources: Looking at the Sky (Readers Theater)</p> <hr/> <p>Response to Literature/Writing Mini-Lesson/Grammar:</p> <p>Process Writing: Informational/Expository Texts Model: Writing Process anchor chart pg. 34 Brainstorm, revise, edit, publish Guided Practice: Brainstorm and share with a partner. Draft your expository text. Edit. Publish. Grammar: Capitalize the pronoun I pg. 35</p> <p>K.C.1.4 Using a combination of drawing, dictating and/or writing, provide factual information about a topic.</p>	<p style="text-align: center;">Academic: Critical Thinking: ask questions, draw inferences/infer, retell topic & details, categorize vocabulary, photos & captions, identify topic/multiple details</p> <p>Literary Terms: rhyme, connections, descriptive words, characters, setting, important events ELA. K.V.1.1</p> <hr/> <p style="text-align: center;">Story: Background knowledge words: celebration, holiday, remember, honor</p> <p><i>Refer to Vocabulary Development page of each unit for tiered vocabulary</i> ELA.K.V.1.2; ELA.K.V.1.3</p> <hr/> <p style="text-align: center;">Saxon:</p> <p>Lessons 61-64 (U) Reading List 9</p> <p>Beef it up skills: *Sight Word Prep: Digraph wh, Diphthong ou *Digraph ee & oo K.F.1.1 K.F.1.2 K.F.1.3</p> <p>Sight Words: no, has, well, friend K.F.1.4</p>									
Small Group:											
<p>Learning Goals: Phonological Awareness Skills Number of Words in a Sentence; Produce Words with Specific Sounds; Compound Words; Position of Sounds in Words (Beginning, middle, end) Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4</p>	<p>Consumables: Unit 5 Reading and Writing Magazine: Technology at Home and School</p> <p>Leveled Readers:</p> <table border="0"> <tr> <td>Tools for Seeing-A</td><td>What I Hear-A</td><td>My Story-B</td></tr> <tr> <td>Bess and Jess-B</td><td>Science Tools-C</td><td>Teachers Are Important-C</td></tr> <tr> <td>All Abouts Maps-D</td><td>Junk Is My Art-E</td><td>We Can Move Things-D</td></tr> </table>	Tools for Seeing-A	What I Hear-A	My Story-B	Bess and Jess-B	Science Tools-C	Teachers Are Important-C	All Abouts Maps-D	Junk Is My Art-E	We Can Move Things-D	<p>Benchmark Phonics Readers:</p> <p>Saxon Fluency Readers: **From Lesson 63** Bugs Run-B Bugs on the Run-O A Bug Hunt-A</p>
Tools for Seeing-A	What I Hear-A	My Story-B									
Bess and Jess-B	Science Tools-C	Teachers Are Important-C									
All Abouts Maps-D	Junk Is My Art-E	We Can Move Things-D									

Week 17: December 11 - 15/ Christmas

Whole Group Reading/ Benchmarks Covered:

Unit 5: Technology and Society

Theme: Technology at home and school

Essential Question: Why do we use technology?

Reading: Week 2

Comprehension Standards: Retell: Use topics and details; Describe: character, setting, important events. Text features (photos and captions)

Goal: I can retell using topic and details. I can describe characters, setting, and important events.

Foundational Standard: Recognize that text conveys meaning and illustrations support the meaning

Vocabulary Standard: Ask and Answer Questions about unfamiliar words. Relate background knowledge to unfamiliar words.

Strategies: activate prior knowledge, draw inferences,

Extended Title(s): *Technology at Home & School (Big Book)*

Additional Trade Books: Ben Franklin's Big Splash: The Mostly True Story of His First Invention: Barb Rosenstock, -The Little House: Virginia Lee Burton, Manfish: A Story of Jacques Cousteau: Jennifer Berne, Plane Song: Diane Siebert, Shortcut: Donald Crews, Snowflake Bentley: Jacqueline Briggs Martin, Mission to Space: John Herrington, The Clock-A Mother Goose Poem: Unknown

K.R.2.1 Use titles, headings, and illustrations to confirm the topic of texts.

K.R.3.2b Retell a text orally to enhance comprehension: use topic & details.



K.V.1.2 Ask and answer questions about unfamiliar words in grade level content.



K.R.2.2 Identify the topic and multiple details.

Science/Social Studies:

Science: Day and Night

SC.K.E.5.4-Observe that sometimes the moon can be seen at night and sometimes during the day.

SC.K.E.5.5-Observe that things can be big and things can be small as seen from Earth.

SC.K.E.5.6-Observe that some objects are far away and some are nearby as seen from Earth.

Resources: Looking at the Sky (Readers Theater)

Vocabulary:

Academic:

Critical Thinking: ask questions, draw inferences/infer, retell topic & details, categorize vocabulary, photos & captions, identify topic/multiple details

Literary Terms: rhyme, connections, descriptive words, characters, setting, important events
ELA. K.V.1.1

Story:

Background knowledge words: celebration, holiday, remember, honor

Refer to Vocabulary Development page of each unit for tiered vocabulary
ELA.K.V.1.2;ELA.K.V.1.3

Response to Literature/Writing Mini-Lesson/Grammar:

Process Writing: Informational/Expository Texts

Model: Refer to expository anchor chart pg. 74. Model each step.

Guided Practice: Follow steps for writing an expository text.

Grammar: Capitalize proper nouns pg. 75

K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information about a topic

Saxon:

Lessons 65-68 (2)

Reading List 10

Beef it up skills:

*Digraph ck and oo

K.F.1.1

K.F.1.2

K.F.1.3

Sight Words: when, out, four, why
K.F.1.4

Small Group:

Learning Goals:

Phonological Awareness Skills for the 2nd-3rd 9 weeks

Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onset & Rhyme, Phoneme Segmentation, Blending Phonemes

Phonics

Differentiated Reading Instruction Based on Phonics Screener

ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4

Consumables: Unit 5 Reading and Writing Magazine: Technology at Home and School

Leveled Readers:

Tools for Seeing-A

Bess and Jess-B

All Abouts Maps-D

What I Hear-A

Science Tools-C

Junk Is My Art-E

My Story-B

Teachers Are Important-C



We Can Move Things-D

Benchmark Phonics Readers:



Saxon Decodable Reader:

Zip (Lesson 67)

Week 18: December 18 - 21 (No School Friday)/ Gingerbread

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:									
<p style="text-align: center;">Unit 5: Technology and Society Theme: Technology at home and school Essential Question: Why do we use technology?</p> <p>Reading: Week 3 Comprehension Standards: Retell: Use topics and details; Describe: character, setting, important events. Compare and Contrast characters' experiences in a story. Goal: I can retell using topic and details. I can describe characters, setting, and important events.</p> <p>Foundational Standard: Recognize that text conveys meaning and illustrations support the meaning Vocabulary Standard: Ask and Answer Questions about unfamiliar words. Relate background knowledge to unfamiliar words. Sort words into categories Strategies: activate prior knowledge, draw inferences,</p> <p>Extended Title(s): <i>The No-Tech Day of Play (This is a little read aloud book.)</i> Additional Trade Books: Ben Franklin's Big Splash: The Mostly True Story of His First Invention: Barb Rosenstock, -The Little House: Virginia Lee Burton, Manfish: A Story of Jacques Cousteau: Jennifer Berne, Plane Song: Diane Siebert, Shortcut: Donald Crews, Snowflake Bentley: Jacqueline Briggs Martin, Mission to Space: John Herrington, The Clock-A Mother Goose Poem: Unknown</p> <p>K.R.1.3 Explain the roles of author and illustrator. K.R.3.3 Compare/Contrast characters & experiences in stories.</p> <p> K.V.1.2 Ask and answer questions about unfamiliar words in grade level content.</p> <p> K.R.1.1 Describe the main character(s), setting, and important events, explain the roles of author & illustrator.</p>	<p>Science: Day and Night SC.K.E.5.4-Observe that sometimes the moon can be seen at night and sometimes during the day. SC.K.E.5.5-Observe that things can be big and things can be small as seen from Earth. SC.K.E.5.6-Observe that some objects are far away and some are nearby as seen from Earth. Resources: Looking at the Sky (Readers Theater)</p> <p>Response to Literature/Writing Mini-Lesson/Grammar:</p> <p>Process Writing: Informational/Expository Texts Model: Refer to expository anchor chart pg. 74. Model each step. Guided Practice: Follow steps for writing an expository text. Grammar: Capitalize pronoun I and proper nouns pg. 123</p> <p>K.C.1.5 With guidance & support from adults, improve drawing & writing, as needed, by planning, revising, and editing. K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.</p>	<p style="text-align: center;">Academic: Critical Thinking: ask questions, draw inferences/infer, retell topic & details, categorize vocabulary, photos & captions, identify topic/multiple details</p> <p>Literary Terms: rhyme, connections, descriptive words, characters, setting, important events ELA. K.V.1.1</p> <p style="text-align: center;">Story: Background knowledge words: celebration, holiday, remember, honor</p> <p><i>Refer to Vocabulary Development page of each unit for tiered vocabulary</i> ELA.K.V.1.2; ELA.K.V.1.3</p> <p style="text-align: center;">Saxon:</p> <p>Lesson 69-72 (C) Reading List 11</p> <p>Beef it up skills: *Sight Word Prep: Digraph oo, th *combination qu and wh K.F.1.1 K.F.1.2 K.F.1.3</p> <p>Sight Words: Review/Test K.F.1.4</p>									
Small Group:											
<p>Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onset & Rhyme, Phoneme Segmentation, Blending Phonemes Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4</p>	<p>Consumables: Unit 5 Reading and Writing Magazine: Technology at Home and School</p> <p>Leveled Readers:</p> <table border="0"> <tr> <td>Tools for Seeing-A</td><td>What I Hear-A</td><td>My Story-B</td></tr> <tr> <td>Bess and Jess-B</td><td>Science Tools-C</td><td>Teachers Are Important-C</td></tr> <tr> <td>All Abouts Maps-D</td><td>Junk Is My Art-E</td><td>We Can Move Things-D</td></tr> </table>	Tools for Seeing-A	What I Hear-A	My Story-B	Bess and Jess-B	Science Tools-C	Teachers Are Important-C	All Abouts Maps-D	Junk Is My Art-E	We Can Move Things-D	<p>Saxon Fluency Readers: **From Lesson 71** Is It a Cat?_B Cat Masks-O Big Cats-A</p>
Tools for Seeing-A	What I Hear-A	My Story-B									
Bess and Jess-B	Science Tools-C	Teachers Are Important-C									
All Abouts Maps-D	Junk Is My Art-E	We Can Move Things-D									

Week 19: January 8 - 12 (Mon. - Teacher Planning)/ Jan Brett author study

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:												
<p style="text-align: center;">Unit 6: Themes across cultures Theme: Stories have messages Essential Question: How do we know what is right?</p> <p>Reading: Week 1 Comprehension Standards: Describe main characters, setting and important events. Retell: using the main characters, setting and important events. Identify and explain descriptive words in text, compare and Contrast characters' experience in a story. Goals: I can describe the main character, setting, and retell the important events in a story. I can compare and contrast a character's experience in a story.</p> <p>Vocabulary Standards: Ask and Answer questions about unfamiliar words Strategies: <i>Identify descriptive words in a text, activate prior knowledge, make connections (p. 182 of teacher edition has a good anchor chart), summarize and synthesize</i></p> <p>Mentor Title(s): <i>A House for Max; All Together Now!</i> Additional Trade Books: All Are Welcome: Alexandra Penfold, The Lotus Seed: Sherry Garland, Noisy Nora: Rosemary Wells, The Peace Book: Todd Parr, The Sandwich Swap: Kelly Dipucchio, Spaghetti In A Hot Dog Bun: Having The Courage To Be Who You Are: Maria Dismody, A Mother for Choco: Keiko Kasza, Swimmy: Leo Lionni</p> <p>K.R.3.2a Retell a text orally enhancing comprehension use of the main character(s), setting and important events. K.R. 3.1 identify and explain descriptive words in text</p> <p> K.V.1.2 Ask and answer questions about unfamiliar words in grade level content.</p> <p> K.R.1.1 Describe the main character(s), setting, and important events.</p>	<p>Science: Sorting by Observable Properties, and Vibration SC.K.P.8.1- Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture. SC.K.P.10.1-Observe those things that make sound vibrate. Resources: Decodable Reader: "Red Hens". Small group reading: "Arctic Animals."</p> <p>Response to Literature/Writing Mini-Lesson/Grammar:</p> <p>Process Writing: Opinion Texts Model: Writing Process anchor chart pg. 184. Guided Practice: Follow steps of the writing process for opinion writing. Grammar: Form and use simple verb tenses pg. 185</p> <p>K.C.1.3 Using a combination of drawing, and/or writing, express opinions about a topic or text with at least one supporting reason K.C.1.5 With guidance & support from adults, improve drawing & writing, as needed by planning, revising, and editing</p>	<p style="text-align: center;">Academic:</p> <p>Critical Thinking: ask questions, create mental images, make connections, retell using topic/details, support opinions, compare/contrast, message, folktale</p> <p>Literary Terms: rhyme, character, setting, important events, descriptive words, imagery ELA. K.V.1.1</p> <p style="text-align: center;">Story :</p> <p>Background Knowledge Words: lesson, message, work together, accomplish</p> <p><i>Refer to Vocabulary Development of each unit for tiered vocabulary p. 166 ELA.K.V.1.2;ELA.K.V.1.3</i></p> <p style="text-align: center;">Saxon:</p> <p>Lesson 73-76 (E) Reading List 12</p> <p>Beef it up skills: *Sight Word Prep: Digraph oo *Review Digraphs K.F.1.1 K.F.1.2 K.F.1.3</p> <p>Sight Words: with, big, good, into K.F.1.4</p>												
Small Group:														
<p>Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onset & Rhyme, Phoneme Segmentation, Blending Phonemes</p> <p>Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4</p>	<p>Consumables: Unit 6 Reading and Writing Magazine: Stories Have Messages</p> <p>Leveled Readers:</p> <table border="0"> <tr> <td>Today!-A</td> <td>We Play Ball-A</td> <td>Arctic Animals-B</td> </tr> <tr> <td>Things We Like To Do-B</td> <td>It is Hot!-C</td> <td>Jonah Is a Leader-C</td> </tr> <tr> <td>Rainy Day Adventure-D</td> <td>Bear's Adventure-D</td> <td></td> </tr> <tr> <td>The Day the Rooster Slept Late-E</td> <td></td> <td></td> </tr> </table>	Today!-A	We Play Ball-A	Arctic Animals-B	Things We Like To Do-B	It is Hot!-C	Jonah Is a Leader-C	Rainy Day Adventure-D	Bear's Adventure-D		The Day the Rooster Slept Late-E			<p>Benchmark Phonics Readers:</p> <p>Saxon Decodable Reader: Ben Is Ten! (Lesson 74)</p>
Today!-A	We Play Ball-A	Arctic Animals-B												
Things We Like To Do-B	It is Hot!-C	Jonah Is a Leader-C												
Rainy Day Adventure-D	Bear's Adventure-D													
The Day the Rooster Slept Late-E														

Week 20: January 15 - 19 (no school Monday)/ Kevin Henkes (author study)

Whole Group Reading/ Benchmarks Covered:

Unit 6: Themes across cultures

Theme: Stories have messages

Essential Question: How do we know what is right?

Reading: Week 2

Comprehension Standards: Describe main characters, setting and important events.

Retell: using the main characters, setting and important events. Identify and explain descriptive words in text, compare and Contrast characters' experience in a story.

Goals: I can describe the main character, setting, and retell the important events in a story. I can compare and contrast a character's experience in a story.

Foundational Standard: Recognize that text conveys meaning and illustrations support the meaning (page 256 in TE has a good anchor chart)

Vocabulary Standards: Ask and Answer questions about unfamiliar words

Strategies: make connections, build knowledge- stories have a message

Extended Title(s): *The Legend of the Coqui (This is a little read aloud book)*

Additional Trade Books: All Are Welcome: Alexandra Penfold, The Lotus Seed: Sherry Garland, Noisy Nora: Rosemary Wells, The Peace Book: Todd Parr, The Sandwich Swap: Kelly Dipucchio, Spaghetti In A Hot Dog Bun: Having The Courage To Be Who You Are: Maria Dismody, A Mother for Choco: Keiko Kasza, Swimmy: Leo Lionni

K.R.3.2a Retell a text orally to enhance comprehension: use main character(s), setting, and important events



K.V.1.2 Ask and answer questions about unfamiliar words in grade level content.



K.R.1.1 Describe the main character(s), setting & important events

Science/Social Studies:

Science: Sorting by Observable Properties, and Vibration

SC.K.P.8.1- Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.

SC.K.P.10.1-Observe those things that make sound vibrate.

Resources: Meg likes Bugs (Decodable Reader), The Legend of Coqui (Extended Read 1)

Response to Literature/Writing Mini-Lesson/Grammar:

Process Writing: Opinion

Model: Writing opinion text anchor chart pg. 232.

Guided Practice: Model writing opinion text using chart.

Grammar: Use question words pg. 233

K.C.1.3 Using a combination of dictating, and/or writing, express opinions about a topic or text with at least one supporting reason

K.C.1.5 With guidance & support from adults, improve drawing & writing, as needed by planning, revising, and editing.

Vocabulary:

Academic:

Critical Thinking: ask questions, create mental images, make connections, retell using topic/details, support opinions, compare/contrast, message

Literary Terms: rhyme, character, setting, important events, descriptive words, imagery
ELA. K.V.1.1

Story :

Background Knowledge Words: lesson, message, work together, accomplish

Refer to Vocabulary Development of each unit for tiered vocabulary p. 166
ELA.K.V.1.2; ELA.K.V.1.3

Saxon:

Lessons 77-80 (Y)
Reading List 13

Beef it up skills:

*Sight Word Prep: Combination ar, ir
*Open Vowel Rule (he, she, we, so, no)
K.F.1.1
K.F.1.2
K.F.1.3

Sight Words: jump, your, said, too
K.F.1.4

Small Group:

Learning Goals:

Phonological Awareness Skills for the 2nd-3rd 9 weeks

Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onset & Rhyme, Phoneme Segmentation, Blending Phonemes

Phonics

Differentiated Reading Instruction Based on Phonics Screener

Letter Identification and Letter Sounds

CVC Word Reading

Spelling CVC Words

ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4

Consumables: Unit 6 Reading and Writing Magazine: Stories Have Messages

Leveled Readers:

Today!-A

We Play Ball-A

Arctic Animals-B

Things We Like To Do-B

It is Hot!-C

Jonah Is a Leader-C

Rainy Day Adventure-D

Bear's Adventure-D

The Day the Rooster Slept Late-E

Benchmark Phonics Readers:

Saxon Fluency Readers:

From lesson 79

Yes to Pups!-B

Can You Yip?-O

Sit, Yum-Tum!-A

Week 21: January 22 - 26/ Mo willems (author study)

Whole Group Reading/ Benchmarks Covered:

Unit 6: Themes across cultures

Theme: Stories have messages

Essential Question: How do we know what is right?

Reading: Week 3

Comprehension Standards: Describe main characters, setting and important events.

Retell: using the main characters, setting and important events. Identify and explain descriptive words in text, compare and Contrast characters' experience in a story.

Goals: I can describe the main character, setting, and retell the important events in a story. I can compare and contrast a character's experience in a story.

Foundational Standard: Recognize that text conveys meaning and illustrations support the meaning (page 256 in TE has a good anchor chart)

Vocabulary Standards: Ask and Answer questions about unfamiliar words

Strategies: summarize and synthesize

Extended Title(s): *The Boy Who Fed His People* (This is a little read aloud book)

Additional Trade Books: All Are Welcome: Alexandra Penfold, The Lotus Seed: Sherry Garland, Noisy Nora: Rosemary Wells, The Peace Book: Todd Parr, The Sandwich Swap: Kelly Dipucchio, Spaghetti In A Hot Dog Bun: Having The Courage To Be Who You Are: Maria Dismody, A Mother for Choco: Keiko Kasza, Swimmy: Leo Lionni

K.R.3.2a Retell a text orally to enhance comprehension: use main character(s), setting, and important events

K.R.3.3 Compare/contrast characters & experiences in stories



K.V.1.2 Ask and answer questions about unfamiliar words in grade level content.



K.R.1.1 Describe the main character(s), setting & important events

Science/Social Studies:

Science: Sorting by Observable Properties, and Vibration

SC.K.P.8.1- Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.

SC.K.P.10.1-Observe that things that make sound vibrate.

Resources: Meg likes Bugs (Decodable Reader), The Legend of Coqui (Extended Read 1)

Response to Literature/Writing Mini-Lesson/Grammar:

Process Writing: Opinion Texts

Model: Writing opinion text anchor chart pg. 232.

Guided Practice: Model writing opinion text using chart.

Grammar: Form and use simple verb tenses and question words pg. 281

K.C.1.3 Using a combination of dictating, and/or writing, express opinions about a topic or text with at least one supporting reason

K.C.1.5 With guidance & support from adults, improve drawing & writing, as needed by planning, revising, and editing

K.C.2.1 Present information orally using complete sentences

Vocabulary:

Academic:

Critical Thinking: ask questions, create mental images, make connections, retell using topic/details, support opinions, compare/contrast

Literary Terms: rhyme, character, setting, important events, descriptive words, imagery
ELA. K.V.1.1

Story :

Background Knowledge Words: lesson, message, work together, accomplish

Refer to Vocabulary Development of each unit for tiered vocabulary p. 166
ELA.K.V.1.2; ELA.K.V.1.3

Saxon:

Lesson 81-84 (D)
Reading List 14

Beef it up skills:

*Sight Word Prep: Digraph oo

*sneaky e

K.F.1.1

K.F.1.2

K.F.1.3

Sight Words: have, are, do, girl
K.F.1.4

Small Group:

Learning Goals:

Phonological Awareness Skills for the 2nd-3rd 9 weeks

Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onset & Rhyme, Phoneme Segmentation, Blending Phonemes

Phonics

Differentiated Reading Instruction Based on Phonics Screener

ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4

Consumables: Unit 6 Reading and Writing Magazine: Stories Have Messages

Leveled Readers:

Today!-A

Things We Like To Do-B

Rainy Day Adventure-D

We Play Ball-A

It is Hot!-C

Bear's Adventure-D

Arctic Animals-B

Jonah Is a Leader-C




The Day the Rooster Slept Late-E

Benchmark Phonics Readers:

Saxon Decodable Reader:

I Did It! (Lesson 83)

Week 22: January 29 - February 2/ People we celebrate (inventors, presidents, black history)

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:												
<p style="text-align: center;">Unit 7: History, Culture, and Geography Theme: Holidays and Celebrations Essential Question: Why do people celebrate people and events?</p> <p>Reading: Week 1 Comprehension Standards: Identify the topic of and multiple details in a text, retell using topic and details, describe similarities between two events Goals: I can identify the topic and details in a text. I can retell a story.</p> <p>Foundational Standard: print conveys meaning and pictures support meaning Vocabulary: ask and answer questions about unfamiliar words</p> <p>Strategies: activate prior knowledge, make connections, draw inferences</p> <p>Mentor Title(s): <i>The Mother of Thanksgiving; Let's Celebrate Thomas Edison</i> Additional Trade Books: Apple Pie 4th of July by Janet S. Wong, Bringing in the New Year by Grace Lin, F is for Flag by Wendy Cheyette Lewison, George Washington's Teeth by Deborah Chandra, Martin's Big Words: The Life of Dr. Martin Luther King, Jr. by Doreen Rappaport, Tuesday Tucks Me In: The Loyal Bond Between a Soldier and His Service Dog by Luis Carlos Montalvan.</p> <p>ELA.R.2.1: Use titles, headings, and illustrations to confirm topics of a text. ELA.R.1.4: Identify rhyme in a poem</p> <p> ELA.K.V.1.2: ask and answer questions about unfamiliar words in text.</p> <p> ELA.R.2.2: Identify the topic and multiple details.</p> <p> ELA.R.3.1: Identify and explain descriptive words in texts.</p>	<p>Social Studies: SS.K.A.2.1-Compare children and families of today with those in the past. SS.K.A.2.2-Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage. SS.K.A.2.3-Compare our nation's holidays with holidays of other cultures.(SS. K.A.2.5-US Symbols) SS.K.A.2.4-Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility. Resources: The Mother of Thanksgiving (Mentor Read Aloud), Presidents Day (Small group reading) Social Studies: Primary Source SS.K.A.1.2-Develop an awareness of a primary source.</p> <p>Response to Literature/Writing Mini-Lesson/Grammar:</p> <p>Process Writing: Narratives Model: The writing process pg. 26 Guided Practice: Brainstorm, draft, revise, publish Grammar: Introduce and use possessive nouns pg. 27</p> <p>ELA.K.C.1.2: Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.</p>	<p style="text-align: center;">Academic: Critical Thinking: ask question,create mental images, unfamiliar words, topic and multiple details, make connections, feature of a book, fact/opinion</p> <p>Literary Terms: rhyme ELA. K.V.1.1</p> <p style="text-align: center;">Story: Background Knowledge Words: celebration, holiday, remember, honor</p> <p><i>Refer to Vocabulary Development of each unit for tiered vocabulary p. 8</i> ELA.K.V.1.2;ELA.K.V.1.3</p> <p style="text-align: center;">Saxon:</p> <p>Lessons 85-88 (V) Reading List 15</p> <p>Beef it up skills: *Sight Word Prep: Digraph ow, ay *sneaky e K.F.1.1 K.F.1.2 K.F.1.3</p> <p>Sight Words: look, come, here, love K.F.1.4</p>												
Small Group:														
<p>Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onset & Rhyme, Phoneme Segmentation, Blending Phonemes</p> <p>Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4</p>	<p>Consumables: Unit 7 Reading and Writing Magazine: Holidays and Celebrations</p> <p>Leveled Readers:</p> <table border="0"> <tr> <td>Dad's Birthday-A</td><td>The Party-B</td><td>A Party at the Zoo-B</td></tr> <tr> <td>What I Like to Do-B</td><td>Make a Plan of the Library-C</td><td>Its Sunday-D</td></tr> <tr> <td>A Mariachi Band-C</td><td>The Best Thanksgiving Ever-D</td><td>Florida Foods-B</td></tr> <tr> <td>President's Day-E</td><td>A Look at Florida-C</td><td></td></tr> </table>	Dad's Birthday-A	The Party-B	A Party at the Zoo-B	What I Like to Do-B	Make a Plan of the Library-C	Its Sunday-D	A Mariachi Band-C	The Best Thanksgiving Ever-D	Florida Foods-B	President's Day-E	A Look at Florida-C		<p>Benchmark Phonics Readers:</p> <p>Saxon Fluency Readers: **From Lesson 87** Vans-B Dan's Van-O Camp Van-A</p> <p style="text-align: right;">The</p>
Dad's Birthday-A	The Party-B	A Party at the Zoo-B												
What I Like to Do-B	Make a Plan of the Library-C	Its Sunday-D												
A Mariachi Band-C	The Best Thanksgiving Ever-D	Florida Foods-B												
President's Day-E	A Look at Florida-C													

Week 23: February 5 - 9/ People we celebrate (dentists, inventors, presidents, black history)

Assessment:

Phonics Weekly Quiz (weekly):
Week 23

Benchmark (test): - -

Sight Words (test): - -

Writing/grammar (writing): Graded
narrative writing

Whole Group Reading/ Benchmarks Covered:

Unit 7: History, Culture, and Geography

Theme: Holidays and Celebrations

Essential Question: Why do people celebrate people and events?

Reading: Week 2

comprehension Standards: Identify the topic of and multiple details in a text, retell using topic and details, describe similarities between two events

Goals: I can identify the topic and details in a text. I can retell a story.

Foundational Standard: print conveys meaning and pictures support meaning

Vocabulary: ask and answer questions about unfamiliar words

Strategies: activate prior knowledge, make connections, draw inferences

Extended Title(s): *People We Celebrate (Big Book)*

Additional Trade Books: Apple Pie 4th of July by Janet S. Wong, Bringing in the New Year by Grace Lin, F is for Flag by Wendy Cheyette Lewison, George Washington's Teeth by Deborah Chandra, Martin's Big Words: The Life of Dr. Martin Luther King, Jr. by Doreen Rappaport, Tuesday Tucks Me In: The Loyal Bond Between a Soldier and His Service Dog by Luis Carlos Montalvan.

ELA R. 1.3: Explain the role of the author and illustrator.

ELA.R. 1.4: Identify rhyme in a poem.

ELA.R.3.1: Identify/explain descriptive words in a text.



ELA.V.1.2 Ask and answer questions about unfamiliar words in grade-level content.



ELA.R.2.2: Identify the topic and multiple details.

Science/Social Studies:

Social Studies:

SS.K.A.2.1-Compare children and families of today with those in the past.

SS.K.A.2.2-Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.

SS.K.A.2.3-Compare our nation's holidays with holidays of other cultures. (SS. K.A.2.5-US Symbols)

SS.K.A.2.4-Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.

Resources: P-E-A-C-E (Shared Reading) , People We Celebrate (Extended Read 1), Presidents' Day (Small Group Reading)

Social Studies: Primary Source

SS.K.A.1.2-Develop an awareness of a primary source.

Vocabulary:

Academic:

Critical Thinking: ask question, create mental images, unfamiliar words, topic and multiple details, make connections, feature of a book, fact/opinion

Literary Terms: rhyme
ELA. K.V.1.1

Story:

Background Knowledge Words: celebration, holiday, remember, honor

Refer to Vocabulary Development of each unit for tiered vocabulary p. 8
ELA.K.V.1.2; ELA.K.V.1.3

Response to Literature/Writing Mini-Lesson/Grammar:

Process Writing: Narratives

Model: Writing a narrative pg. 74

Guided Practice: Plan, draft, revise, publish

Grammar: Capitalize days and months pg. 83

ELA.K.C.1.2: Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.

Saxon:

Lessons 89-92 (J)
Reading List 16

Beef it up skills:

*Sight Word Prep: Digraph th, aw

*sneaky e

K.F.1.1

K.F.1.2

K.F.1.3

Sight Words: yellow, want, happy, away
K.F.1.4

Small Group:

Learning Goals:

Phonological Awareness Skills for the 2nd-3rd 9 weeks

Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onset & Rhyme, Phoneme Segmentation, Blending Phonemes

Phonics

Differentiated Reading Instruction Based on Phonics Screener

ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4

Consumables: Unit 7 Reading and Writing Magazine: Holidays and Celebrations

Leveled Readers:

Dad's Birthday-A

The Party-B

A Party at the Zoo-B

What I Like to Do-B

Make a Plan of the Library-C

Its Sunday-D

A Mariachi Band-C

The Best Thanksgiving Ever-D

Florida Foods-B

President's Day-E

A Look at Florida-C

Benchmark Phonics Readers:

Saxon Decodable Reader:

Pig's Jet (Lesson 90)

Week 24: February 12 - 16/ Valentine's and ABC parade

Whole Group Reading/ Benchmarks Covered:

Unit 7: History, Culture, and Geography

Theme: Holidays and Celebrations

Essential Question: Why do people celebrate people and events?

Reading: Week 3

comprehension Standards: Identify the topic of and multiple details in a text, retell using topic and details, describe similarities between two events

Goals: I can identify the topic and details in a text. I can retell a story.

Foundational Standard: print conveys meaning and pictures support meaning

Vocabulary: ask and answer questions about unfamiliar words

Strategies: activate prior knowledge, make connections, draw inferences

Extended Title(s): *These Are the Best Ways to Celebrate Holidays (Big Book)*

Additional Trade Books: Apple Pie 4th of July by Janet S. Wong, Bringing in the New Year by Grace Lin, F is for Flag by Wendy Cheyette Lewison, George Washington's Teeth by Deborah Chandra, Martin's Big Words: The Life of Dr. Martin Luther King, Jr. by Doreen Rappaport, Tuesday Tucks Me In: The Loyal Bond Between a Soldier and His Service Dog by Luis Carlos Montalvan.

ELA.R.1.3: Explain the roles of the author and illustrator.

ELA.R.3.1: Identify and explain descriptive words in a text.

ELA..1.1: Recognize/use academic vocabulary in speaking and writing.

ELA.R.1.1: Describe the main character, setting, and important events.



ELA.R.2.2: Identify the topic and multiple details. ELA.R.3.2: Retell a text orally to enhance comprehension using character, setting, and important events.



ELA.R.2.2: Identify the topic and multiple details. ELA.R.3.2: Retell a text orally to enhance comprehension using character, setting, and important events.

Science/Social Studies:

Social Studies:

SS.K.A.2.1-Compare children and families of today with those in the past.

SS.K.A.2.2-Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.

SS.K.A.2.3-Compare our nation's holidays with holidays of other cultures. (SS. K.A.2.5-US Symbols)

SS.K.A.2.4-Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.

Resources: Happy Birthday USA (Shared Readings and Poetry), In my Opinion...These are the Best Ways to Celebrate Holidays (Extended Read 2)

Social Studies: Primary Source

SS.K.A.1.2-Develop an awareness of a primary source.

Response to Literature/Writing Mini-Lesson/Grammar:

Process Writing: Narratives

Model: Writing a narrative pg. 74

Guided Practice: Plan, draft, revise, publish

Grammar: Use possessive nouns, capitalization, punctuation, and capitalize proper nouns pg. 123

ELA.K.C.1.2: Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.

Vocabulary:

Academic:

Critical Thinking: ask question, create mental images, unfamiliar words, topic and multiple details, make connections, feature of a book, fact/opinion

Literary Terms: rhyme
ELA. K.V.1.1

Story:

Background Knowledge Words: celebration, holiday, remember, honor

Refer to Vocabulary Development of each unit for tiered vocabulary p. 8
ELA.K.V.1.2; ELA.K.V.1.3

Saxon:

Lessons 93-96 (X)
Reading List 17

Beef it up skills:

*Sight Word Prep: Digraph ue, Combination er
*r-controlled vowels -ar

K.F.1.1

K.F.1.2

K.F.1.3

Sight Words: eight, saw, this, put
K.F.1.4

Small Group:

Learning Goals:

Phonological Awareness Skills for the 2nd-3rd 9 weeks

Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onset & Rhyme, Phoneme Segmentation, Blending Phonemes

Phonics

Differentiated Reading Instruction Based on Phonics Screener

ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4

Consumables: Unit 7 Reading and Writing Magazine: Holidays and Celebrations

Leveled Readers:

Dad's Birthday-A

What I Like to Do-B

A Mariachi Band-C

President's Day-E

The Party-B

Make a Plan of the Library-C

The Best Thanksgiving Ever-D

A Look at Florida-C

A Party at the Zoo-B

Its Sunday-D

Florida Foods-B

Benchmark Phonics Readers:




Saxon Fluency Readers:

A Box and Six Flags-B



Max and Fox Fix a Box-O

Can Fox Fix It?-A




Week 25: February 19 - 23 (Mon. No School)/ Weather

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:												
<p style="text-align: center;">Unit 8: Earth Science Theme: Weather and Seasons Essential Question: How do our lives change with the seasons?</p> <p>Reading: Week 1 Comprehension Standards: Identify the topic of and multiple details in a text; describe main characters, setting, and important events. Goals: I can identify the main topic and key details from the text. I can describe the story elements.</p> <p>Vocabulary standards: descriptive words in a text Strategies: Identify topic and details in a text; Describe main characters, setting, & events in a story; Identify descriptive words in a text</p> <p>Mentor Title(s): <i>The Coolest Vacation; The Great Blizzard</i> Additional Trade Books: The Cloud Book by Tomie dePaola, The Ghost-Eye Tree by Bill Martin, Oh Say Can You Say What's the Weather Today? By Tish Rabe, Rain Rain Rivers by Uri Shulevitz, The Snowy Day by Ezra Jack Keats, Storm in the Night by Mary Stolz.</p> <p>ELA.K.R.3.2: Retell a text orally to enhance comprehension.</p> <p> A. Use main characters, setting, and important events for a story.</p> <p>B. Use topic and details for informational text.</p> <p> ELA.R.3.1 Identify and explain descriptive words in a text.</p> <p> ELA.K.R.1.1: Describe the main characters, setting, and important events in a story.</p> <p>ELA.K.R.2.1: Use titles, headings, and illustrations to predict and confirm the topic of texts.</p> <p>ELA.K.R.2.2: Identify the topic and multiple details in text.</p>	<p>Science: Weather and Seasons SC.K.E.5.2-Recognize the repeating pattern of day and night. SC.K.E.5.3-Recognize that the Sun can only be seen in the daytime. SC.K.N.1.2-Make observations of the natural world and know that they are descriptors collected using the five senses. SC.K.N.1.5-Recognize that learning can come from careful observations.</p> <p>Resources: The Weather Song (Shared Reading), The Great Blizzard (Mentor Reading), What Can I See? (Small Group Reading), My friend the Sun (Small Group Reading), The Sun (Small Group Reading)</p> <p>Social Studies SS.K.A.3.2-Explain that calendars represent days of the week and months of the year. SS.K.G.3.3-Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environments..</p> <hr/> <p>Response to Literature/Writing Mini-Lesson/Grammar:</p> <p>Shared Research Report Model: Key Features of a Research Report pg. 184 Guided Practice: Brainstorm with a partner to plan and choose a topic, gather information, organize ideas, draft your report Grammar: Produce and expand complete sentences pg.185 ELA.K.C.1.4: Using a combination of drawing, dictating, and or writing, provide factual information about a topic. ELA.K.C.1.5: With guidance and support from adults, improve drawing and writing as needed by planning, revising, and editing. ELA.K.C.3.1: Follow rules of standard English grammar, punctuation, capitalization, and spelling.</p>	<p style="text-align: center;">Academic:</p> <p>Critical Thinking: ask question, create mental images, make inferences, infer, topic, multiple details, illustrations to text, retell using topic & details</p> <p>Literary Terms: rhyme, character(s), setting, important events, descriptive words ELA. K.V.1.1</p> <hr/> <p style="text-align: center;">Story :</p> <p>Background Knowledge Words: weather, season, temperature, change</p> <p><i>Refer to Vocabulary Development page of each unit for tiered vocabulary</i> ELA.K.V.1.2; ELA.K.V.1.3</p> <hr/> <p style="text-align: center;">Saxon:</p> <p>Lesson 97 - 100(W) Reading List 18</p> <p>Beef it up skills: *Sight Word Prep: Digraph ee *r- controlled or K.F.1.1 K.F.1.2 K.F.1.3</p> <p>Sight Words: over, in, blue, little K.F.1.4</p>												
Small Group:														
<p>Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onset & Rhyme, Phoneme Segmentation, Blending Phonemes</p> <p>Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4</p>	<p>Consumables: Unit 8 Reading and Writing Magazine: Weather and Seasons</p> <p>Leveled Readers</p> <table border="0"> <tr> <td>What Can I See?-A</td> <td>The Boat Trip-A</td> <td>My Friend the Sun-B</td> </tr> <tr> <td>The Sun-B</td> <td>Water-C</td> <td>My Weather Log-C</td> </tr> <tr> <td>The Puddle-D</td> <td>Let's Check the Weather-D</td> <td></td> </tr> <tr> <td>A World Without Water-E</td> <td></td> <td></td> </tr> </table>	What Can I See?-A	The Boat Trip-A	My Friend the Sun-B	The Sun-B	Water-C	My Weather Log-C	The Puddle-D	Let's Check the Weather-D		A World Without Water-E			<p>Benchmark Phonics Readers:</p> <p>Saxon Decodable Reader: Spin to Win (Lesson 99)</p>
What Can I See?-A	The Boat Trip-A	My Friend the Sun-B												
The Sun-B	Water-C	My Weather Log-C												
The Puddle-D	Let's Check the Weather-D													
A World Without Water-E														



Week 26: February 26 - March 1/ Seasons (butterflies, lifecycles, insects)

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:												
<p style="text-align: center;">Unit 8: Earth Science Theme: Weather and Seasons Essential Question: How do our lives change with the seasons?</p> <p>Reading: Week 2 Comprehension Standards: Identify the topic of and multiple details in a text; describe main characters, setting, and important events. Goals: I can identify the main topic and key details from the text. I can describe the story elements.</p> <p>Vocabulary standards: descriptive words in a text Strategies: Identify topic and details in a text; Describe main characters, setting, & events in a story; Identify descriptive words in a text</p> <p>Extended Title(s): <i>Weather and the Seasons (Big Book)</i> Additional Trade Books: The Cloud Book by Tomie dePaola, The Ghost-Eye Tree by Bill Martin, Oh Say Can You Say What's the Weather Today? By Tish Rabe, Rain Rain Rivers by Uri Shulevitz, The Snowy Day by Ezra Jack Keats, Storm in the Night by Mary Stolz.</p> <p>ELA.K.R.2.2: Identify the topic and multiple details in text. ELA.K.R.2.1: Use titles, headings, and illustrations to predict and confirm the topic of texts. ELA.K.V.1.1: Recognize/use academic vocabulary in speaking and writing.</p> <p> ELA.R.3.1 Identify and explain descriptive words in a text. ELA.K.R.3.2: Retell a text orally to enhance comprehension.</p> <p> A. Use main characters, setting, and important events for a story. B. Use topic and details for informational text.</p>	<p>Science: Weather and Seasons SC.K.E.5.2-Recognize the repeating pattern of day and night. SC.K.E.5.3-Recognize that the Sun can only be seen in the daytime. SC.K.N.1.2-Make observations of the natural world and know that they are descriptors collected using the five senses. SC.K.N.1.5-Recognize that learning can come from careful observations. Resources: Fall (Shared Reading), Spring is Coming (Shared Reading) , Snow City (Shared Reading) Weather and the Seasons (Extended Read 1), Water (Small Group Reading), My Weather Log(Small Group Reading), Let's Check the Weather (Small Group Reading) Social Studies SS.K.A.3.2-Explain that calendars represent days of the week and months of the year. SS.K.G.3.3-Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environments..</p> <p>Response to Literature/Writing Mini-Lesson/Grammar:</p> <p>Shared Research Report Model: Key Features of a Research Report pg. 184 Guided Practice: Continue working with a partner on draft and decide a title and conclusion with your partner, determine a visual for report Grammar: Days of the week, months of the year, capitalize letter I pg. 233</p> <p>ELA.K.C.1.4: Using a combination of drawing, dictating, and or writing, provide factual information about a topic. ELA.K.C.1.5: With guidance and support from adults, improve drawing and writing as needed by planning, revising, and editing. ELA.K.C.3.1: Follow rules of standard English grammar, punctuation, capitalization, and spelling.</p>	<p style="text-align: center;">Academic:</p> <p>Critical Thinking: ask question, create mental images, make inferences, infer, topic, multiple details, illustrations to text, retell using topic & details</p> <p>Literary Terms: rhyme, character(s), setting, important events, descriptive words ELA. K.V.1.1</p> <p style="text-align: center;">Story :</p> <p>Background Knowledge Words: weather, season, temperature, change</p> <p><i>Refer to Vocabulary Development page of each unit for tiered vocabulary</i> ELA.K.V.1.2; ELA.K.V.1.3</p> <p style="text-align: center;">Saxon:</p> <p>Lessons 101-104 (Q and combination qu) Reading List 19</p> <p>Beef it up skills: *Sight Word Prep: Digraph ck *r- controlled er, ir, ur K.F.1.1 K.F.1.2 K.F.1.3</p> <p>Sight Words: funny, help, three, find K.F.1.4</p>												
Small Group:														
<p>Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onset & Rhyme, Phoneme Segmentation, Blending Phonemes Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4</p>	<p>Consumables: Unit 8 Reading and Writing Magazine: Weather and Seasons</p> <p>Leveled Readers</p> <table border="0"> <tr> <td>What Can I See?-A</td><td>The Boat Trip-A</td><td>My Friend the Sun-B</td></tr> <tr> <td>The Sun-B</td><td>Water-C</td><td>My Weather Log-C</td></tr> <tr> <td>The Puddle-D</td><td>Let's Check the Weather-D</td><td></td></tr> <tr> <td>A World Without Water-E</td><td></td><td></td></tr> </table>	What Can I See?-A	The Boat Trip-A	My Friend the Sun-B	The Sun-B	Water-C	My Weather Log-C	The Puddle-D	Let's Check the Weather-D		A World Without Water-E			<p>Benchmark Phonics Readers:</p> <p>Saxon Fluency Readers: **From Lesson 103** Sal's Red Quilt-B The Not Big Quilt-O What a Soft Quilt-A</p>
What Can I See?-A	The Boat Trip-A	My Friend the Sun-B												
The Sun-B	Water-C	My Weather Log-C												
The Puddle-D	Let's Check the Weather-D													
A World Without Water-E														



Week 27: March 4 - 8/ Dr. Seuss

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:									
<p style="text-align: center;">Unit 8: Earth Science Theme: Weather and Seasons Essential Question: How do our lives change with the seasons?</p> <p>Reading: Week 3 Comprehension Standards: Identify the topic of and multiple details in a text; describe main characters, setting, and important events. Goals: I can identify the main topic and key details from the text. I can describe the story elements.</p> <p>Vocabulary standards: descriptive words in a text Strategies: Identify topic and details in a text; Describe main characters, setting, & events in a story; Identify descriptive words in a text</p> <p>Extended Title(s): <i>Two Wool Gloves (This is a little read aloud book.)</i> Additional Trade Books: The Cloud Book by Tomie dePaola, The Ghost-Eye Tree by Bill Martin, Oh Say Can You Say What's the Weather Today? By Tish Rabe, Rain Rain Rivers by Uri Shulevitz, The Snowy Day by Ezra Jack Keats, Storm in the Night by Mary Stolz.</p> <p>ELA.K.R.3.3 Compare and contrast characters' experiences in stories. ELA.K.V.1.2. Ask and answer questions about unfamiliar words in grade level content.</p> <p> ELA.R.3.1 Identify and explain descriptive words in a text. ELA.K.R.3.2: Retell a text orally to enhance comprehension.</p> <p> A. Use main characters, setting, and important events for a story. B. Use topic and details for informational text.</p> <p> ELA.K.R.1.1: Describe the main characters, setting, and important events in a story.</p>	<p>Science: Weather and Seasons SC.K.E.5.2-Recognize the repeating pattern of day and night. SC.K.E.5.3-Recognize that the Sun can only be seen in the daytime. SC.K.N.1.2-Make observations of the natural world and know that they are descriptors collected using the five senses. SC.K.N.1.5-Recognize that learning can come from careful observations.</p> <p>Resources: Rain, Rain, Stay Away (Shared Reading and Poetry), All Kinds of Weather (Readers Theater)</p> <p>Social Studies SS.K.A.3.2-Explain that calendars represent days of the week and months of the year. SS.K.G.3.3-Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environments..</p> <p style="text-align: center;">Response to Literature/Writing Mini-Lesson/Grammar:</p> <p>Shared Research Report Model: Key Features of a Research Report pg. 184 Guided Practice: Read aloud report and add linking words, edit research report with partner, create final draft, add details to visual, share report. Grammar: Produce and expand complete sentences. Capitalize days, months, and pronouns I pg. 281.</p> <p>ELA.K.C.1.4: Using a combination of drawing, dictating, and or writing, provide factual information about a topic. ELA.K.C.1.5: With guidance and support from adults, improve drawing and writing as needed by planning, revising, and editing. ELA.K.C.3.1: Follow rules of standard English grammar, punctuation, capitalization, and spelling.</p>	<p style="text-align: center;">Academic:</p> <p>Critical Thinking: ask question, create mental images, make inferences, infer, topic, multiple details, illustrations to text, retell using topic & details</p> <p>Literary Terms: rhyme, character(s), setting, important events, descriptive words ELA. K.V.1.1</p> <p style="text-align: center;">Story :</p> <p>Background Knowledge Words: weather, season, temperature, change</p> <p><i>Refer to Vocabulary Development page of each unit for tiered vocabulary</i> ELA.K.V.1.2; ELA.K.V.1.3</p> <p style="text-align: center;">Saxon:</p> <p>Lesson 105 - 108 Vowel Rule Reading List 20</p> <p>Beef it up skills: *Sight Word Prep: Digraph sh Vowel Teams- Long a (ea, eigh, ay, ai, ei) K.F.1.1 K.F.1.2 K.F.1.3</p> <p>Sight Words: ate, be, black, make K.F.1.4</p>									
Small Group:											
<p>Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onset & Rhyme, Phoneme Segmentation, Blending Phonemes</p> <p>Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4</p>	<p>Consumables: Unit 8 Reading and Writing Magazine: Weather and Seasons</p> <p>Leveled Readers</p> <table border="0"> <tr> <td>What Can I See?-A</td><td>The Boat Trip-A</td><td>My Friend the Sun-B</td></tr> <tr> <td>The Sun-B</td><td>Water-C</td><td>My Weather Log-C</td></tr> <tr> <td>The Puddle-D</td><td>Let's Check the Weather-D</td><td>A World Without Water-E</td></tr> </table>	What Can I See?-A	The Boat Trip-A	My Friend the Sun-B	The Sun-B	Water-C	My Weather Log-C	The Puddle-D	Let's Check the Weather-D	A World Without Water-E	<p>Benchmark Phonics Readers:</p> <p>Saxon Decodable Reader: My Pal Bo (Lesson 107)</p>
What Can I See?-A	The Boat Trip-A	My Friend the Sun-B									
The Sun-B	Water-C	My Weather Log-C									
The Puddle-D	Let's Check the Weather-D	A World Without Water-E									



Week 28: March 11 - 14 (Planning Day Thursday)/ Wants and Needs (March 15 - 22 SPRING BREAK)

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:
<p align="center">Unit 9: Economics Theme: Meeting our needs and wants Essential Question: Why do we make choices ?</p> <p>Reading: Week 1 Comprehension Standards: Describe main characters, setting, and important events. Identify topic of and multiple details in a text; Retell: Use Topic and Details Goal: I can identify and describe story elements. I can identify the main topic and details.</p> <p>Vocabulary standards: Identify and Sort Words into categories Strategies: Describe main characters, setting & important events; Identify topic and details in a text; Retell using topic & details; Identify & sort words into categories</p> <p>Extended Title(s): Mentor Title(s): <i>Firefighters at Work; A Gift for Mom</i> Additional Trade Books: All for a Dime by Will Hillenbrand, Erandi's Braids by Antonio H. Madrigal, Lemonade in Winter by Emily Jenkins, The Magic Fish by Freya Littledale, Those Shoes by Maribeth Boelts, Yard Sale by Eve Bunting</p> <p>ELA.K.R.1.3: Explain the roles of the author and illustrator of a story.</p> <p> ELA.K.V.1.3. Identify and sort common words into basic categories, relating vocabulary to background knowledge.</p> <p> ELA.K.R.1.1: Describe the main character, setting, and important events in a story.</p>	<p>Social Studies SS.K.E.1.1-Describe Different kinds of jobs that people do and the tools or equipment used. SS.K.E.1.2-Recognize that United States currency comes in different forms. SS.K.E.1.3-Recognize that people work to earn money to buy things they need or want. SS.K.E.1.4-Identify the difference between basic needs and wants. Resources: My Choices (Shared Readings and Poetry), Firefighters at Work (Mentor Read Aloud 1)</p>	<p align="center">Academic: Critical Thinking: ask question,create mental images, make inferences, infer, topic & multiple details, retell use topic/details, predict/confirm, illustrations, captions, categorization, compare/contrast</p> <p>Literary Terms: rhyme, main characters, setting and events ELA. K.V.1.1</p> <p align="center">Story: Background Knowledge Words: need, want, money, choice</p> <p><i>Refer to Vocabulary Development of each unit for tiered vocabulary p. 8</i> ELA.K.V.1.2;ELA.K.V.1.3</p>
	<p align="center">Response to Literature/Writing Mini-Lesson/Grammar:</p> <p>Process writing: Opinion texts. Model: Writing Process pg. 26 Guided Practice: Model the writing process for opinion writing Grammar: Produce and expand complete sentences pg. 27</p> <p>ELA.K.C.1.3: Using a combination of drawing, dictating, and or writing, express opinions about a topic or text with at least one supporting reason.</p>	<p align="center">Saxon:</p> <p>Lessons 109-112 (digraph ck) Reading List 21</p> <p>Beef it up skills: *Sight Word Prep: diphthong ow *vowel teams-long e (ee, ea, ei, ey, y) K.F.1.1 K.F.1.2 K.F.1.3</p> <p>Sight Words: Review/Test K.F.1.4</p>
Small Group:		
<p>Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onset & Rhyme, Phoneme Segmentation, Blending Phonemes, Initial Sound Substitution Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4</p>	<p>Consumables: Unit 9 Reading and Writing Magazine: Meeting Our Needs and Wants Leveled Readers: They Eat Well-A Healthy Habits-A Fun at The Playground-B Food on the Ranch-B Our Favorite Meal-C What Can They Do-C What Do You Like to Do-D A Busy Bear-D Clean Up!Our Earth Day Project-E</p>	<p>Benchmark Phonics Readers:</p> <p>Saxon Fluency Readers: **From Lesson 111** <i>Nick's Black Truck-B</i> <i>Trucks, Trucks, Trucks-O</i> <i>Zack's Big Black Truck-A</i></p>



Week 29: March 25 - 29/ Money

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:
<p style="text-align: center;">Unit 9: Economics Theme: Meeting our needs and wants Essential Question: Why do we make choices ?</p> <p>Reading: Week 2 Comprehension Standards: Describe main characters, setting, and important events. Identify topic of and multiple details in a text; Retell: Use Topic and Details Goal: I can identify and describe story elements. I can identify the main topic and details.</p> <p>Vocabulary standards: Identify and Sort Words into categories Strategies: Describe main characters, setting & important events; Identify topic and details in a text; Retell using topic & details; Identify & sort words into categories</p> <p>Extended Title(s): <i>Needs and Wants (Big Boo)</i> Additional Trade Books: All for a Dime by Will Hillenbrand, Erandi's Braids by Antonio H. Madrigal, Lemonade in Winter by Emily Jenkins, The Magic Fish by Freya Littledale, Those Shoes by Maribeth Boelts, Yard Sale by Eve Bunting</p> <p>ELA.K.R.2.2. Identify the topic of and multiples details. ELA.K.R.2.1: Use titles, headings, and illustrations to predict and confirm the topic of texts.</p> <p> ELA.K.R.1.1: Describe the main character, setting, and important events in a story.</p> <p> ELA.K.R.3.1 Identify and explain descriptive words in texts.</p>	<p>Social Studies SS.K.E.1.1-Describe Different kinds of jobs that people do and the tools or equipment used. SS.K.E.1.2-Recognize that United States currency comes in different forms. SS.K.E.1.3-Recognize that people work to earn money to buy things they need or want. SS.K.E.1.4-Identify the difference between basic needs and wants. Resources: Meeting Needs in Different Ways (Shared Readings and Poetry), At Work (Decodable Reader), Needs and Wants (Extended Read 1)</p> <hr/> <p>Response to Literature/Writing Mini-Lesson/Grammar:</p> <p>Process writing: Opinion texts. Model: Writing Opinion Texts pg. 74 Guided Practice: Model the writing process for opinion texts Grammar: Use question words pg. 75</p> <p>ELA.K.C.1.3: Using a combination of drawing, dictating, and or writing, express opinions about a topic or text with at least one supporting reason.</p>	<p style="text-align: center;">Academic: Critical Thinking: ask question, create mental images, make inferences, infer, topic & multiple details, retell use topic/details, predict/confirm, illustrations, captions, categorization, compare/contrast</p> <p>Literary Terms: rhyme, main characters, setting and events ELA. K.V.1.1</p> <hr/> <p style="text-align: center;">Story: Background Knowledge Words: need, want, money, choice</p> <p><i>Refer to Vocabulary Development of each unit for tiered vocabulary p. 8</i> ELA.K.V.1.2; ELA.K.V.1.3</p> <hr/> <p style="text-align: center;">Saxon:</p> <p>Lessons 113-116 (digraph sh) Reading List 22</p> <p>Beef it up skills: *Sight Word Prep: Diphthong ow, digraph ew *vowel teams-long i (igh, i, y, ie) K.F.1.1 K.F.1.2 K.F.1.3</p> <p>Sight Words: but, came, did, get, brown K.F.1.4</p>
Small Group:		
<p>Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onset & Rhyme, Phoneme Segmentation, Blending Phonemes, Initial Sound Substitution Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4</p>	<p>Consumables: Unit 9 Reading and Writing Magazine: Meeting Our Needs and Wants</p> <p>Leveled Readers: They Eat Well-A Healthy Habits-A Fun at The Playground-B Food on the Ranch-B Our Favorite Meal-C What Can They Do-C What Do You Like to Do-D A Busy Bear-D Clean Up! Our Earth Day Project-E</p>	<p>Benchmark Phonics Readers:</p> <p>Saxon Decodable Reader: Will She Tell? (Lesson 115)</p>



Week 30: April 1 - 5/ Spending and shopping (Grocery Store room transformation)

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:												
<p style="text-align: center;">Unit 9: Economics Theme: Meeting our needs and wants Essential Question: Why do we make choices ?</p> <p>Reading: Week 3 Comprehension Standards: Describe main characters, setting, and important events. Identify topic of and multiple details in a text; Retell: Use Topic and Details Goal: I can identify and describe story elements. I can identify the main topic and details.</p> <p>Vocabulary standards: Identify and Sort Words into categories Strategies: Describe main characters, setting & important events; Identify topic and details in a text; Retell using topic & details; Identify & sort words into categories</p> <p>Extended Title(s): <i>Jaylen's Juice Box (This is a little read aloud book.)</i> Additional Trade Books: All for a Dime by Will Hillenbrand, Erandi's Braids by Antonio H. Madrigal, Lemonade in Winter by Emily Jenkins, The Magic Fish by Freya Littledale, Those Shoes by Maribeth Boelts, Yard Sale by Eve Bunting</p> <p>ELA.K.R.3.3 Compare/contrast characters, experiences in stories.. ELA.K.R.1.3 Explain the roles of the author and illustrator. ELA.K.V.1.1 Recognizes/use academic vocabulary in speaking and writing.</p> <p> ELA.K.V.1.3 Identify and sort common words into basic categories, relating vocabulary to background knowledge.</p> <p> ELA.K.R.1.1: Describe the main characters, setting, and important events.</p>	<p>Social Studies SS.K.E.1.1-Describe Different kinds of jobs that people do and the tools or equipment used. SS.K.E.1.2-Recognize that United States currency comes in different forms. SS.K.E.1.3-Recognize that people work to earn money to buy things they need or want. SS.K.E.1.4-Identify the difference between basic needs and wants. Resources: What Do I Want? (Shared Reading 1), We have Coins (Readers Theater).</p>	<p style="text-align: center;">Academic: Critical Thinking: ask question,create mental images, make inferences, infer, topic & multiple details, retell use topic/details, predict/confirm, illustrations, captions, categorization, compare/contrast</p> <p>Literary Terms: rhyme, main characters, setting and events ELA. K.V.1.1</p> <p style="text-align: center;">Unit Vocabulary: Background Knowledge Words: need, want, money, choice</p> <p><i>Refer to Vocabulary Development of each unit for tiered vocabulary p. 8</i> ELA.K.V.1.2;ELA.K.V.1.3</p>												
	<p style="text-align: center;">Response to Literature/Writing Mini-Lesson/Grammar:</p> <p>Process writing: Opinion texts. Model: Writing Opinion Texts pg. 74 Guided Practice: Model the writing process for opinion texts Grammar: Produce and expand complete sentences. Understand and use question words. Pg. 123</p> <p>ELA.K.C.1.3: Using a combination of drawing, dictating, and or writing, express opinions about a topic or text with at least one supporting reason.</p>	<p style="text-align: center;">Saxon:</p> <p>Lesson 117-120 Digraph th Reading List 23</p> <p>Beef it up skills: *Sight Word Prep: Digraph ay, combination er *vowel teams long o (oa, oe, o,ow) K.F.1.1 K.F.1.2 K.F.1.3</p> <p>Sight Words: now, ran, please, new, must K.F.1.4</p>												
Small Group:														
<p>Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onset & Rhyme, Phoneme Segmentation, Blending Phonemes, Initial Sound Substitution</p> <p>Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4</p>	<p>Consumables: Unit 9 Reading and Writing Magazine: Meeting Our Needs and Wants</p> <p>Leveled Readers:</p> <table border="0"> <tr> <td>They Eat Well-A</td> <td>Healthy Habits-A</td> <td>Fun at The Playground-B</td> </tr> <tr> <td>Food on the Ranch-B</td> <td>Our Favorite Meal-C</td> <td>What Can They Do-C</td> </tr> <tr> <td>What Do You Like to Do-D</td> <td></td> <td>A Busy Bear-D</td> </tr> <tr> <td>Clean Up! Our Earth Day Project-E</td> <td></td> <td></td> </tr> </table>	They Eat Well-A	Healthy Habits-A	Fun at The Playground-B	Food on the Ranch-B	Our Favorite Meal-C	What Can They Do-C	What Do You Like to Do-D		A Busy Bear-D	Clean Up! Our Earth Day Project-E			<p>Benchmark Phonics Readers:</p> <p>Saxon Fluency Readers: **From Lesson 119** <i>Fun With the Pups - B</i> <i>The Bath - O</i> <i>They Love That Mud! - A</i></p>
They Eat Well-A	Healthy Habits-A	Fun at The Playground-B												
Food on the Ranch-B	Our Favorite Meal-C	What Can They Do-C												
What Do You Like to Do-D		A Busy Bear-D												
Clean Up! Our Earth Day Project-E														



Week 31: March 8 - 12/ Space

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:												
<p style="text-align: center;">Unit 10: Physical Science Theme: Forces and Motions Essential Question: What makes things move?</p> <p>Reading: Week 1 Comprehension Standards: Identify the topic and multiple details in a text; Retell: Use topic and multiple details Goals: I can identify the topic and details in a text. I can retell a story using multiple details.</p> <p>Vocabulary Standards: Identify and sort words into categories. Relate unfamiliar words to background knowledge. Strategies: Identify topic and details in a text; Retell using topic and details; Identify and sort words into categories</p> <p>Extended Title(s): <i>The True Story of Balto; Up in the Air</i> Additional Trade Books: Bicycle by Gail Gibbons, Curious George Roller Coaster by H. A. Rey, Good Sports: Poems about Running, Jumping, Throwing and More by Jack Prelutsky, One Duck Stuck: A Mucky Ducky Counting Book by Phyllis Root, The Turnip by Jan Brett, Whistle for Willie Ezra Jack Keats.</p> <p>ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade level content. ELA.K.R.1.4. Identify rhyme in a poem ELA.K.R.2.4 Explain the difference between opinions and facts. ELA.K.R.2.1 Use titles, headings, and illustrations to confirm the topic of texts.</p> <p> ELA.K.R.2.2 Identify the topic and multiple details.</p> <p> ELA.K.V.1.3 Identify and sort common words into basic categories, relating vocabulary to background knowledge.</p>	<p>Science: Force and Motion SC.K.P.12.1 Investigate that things move in different ways, such as fast, slow, etc... SC.K.P.13.1 Observe that a push or a pull can change the way an object is moving. SC.K.E.5.1 Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.</p> <p>Resources: Forces and Motion (consumable), The Elephant Goes (Shared Readings and Poetry), Stretching Fun (Shared Readings and Poetry), The Swing (Shared Readings and Poetry)It is Time to Tug (Decodable Reader), Up the Air (Mentor Read Aloud)</p> <hr/> <p>Response to Literature/Writing Mini-Lesson/Grammar:</p> <p>Poetry Process Writing Model: Use the mentor text (Down the Snowy Slope) to discuss how the author describes things using the 5 senses. Discuss how the last line closes the poem. Brainstorm ideas for the poem, make a web describing your topic using the 5 senses TE P. 192. Models writing a poem using one of the webs. Guided Practice: Have partners create idea webs for their poem. Draft poems. Partner talk and suggest changes to strengthen descriptions. Grammar: Capitalization of proper nouns P. 193 ELA.K.C.1.2 Using a combination of drawing, dictating, and or writing, create narratives with the events in chronological order. ELA.K.C.1.5 With guidance and support from adults, improve drawing and writing, as needed, by planning, revising and editing. ELA.K.R.3.1: identify/explain descriptive words in text.</p>	<p style="text-align: center;">Academic: Critical Thinking: ask question, infer, unfamiliar words, table of contents, glossaries, retell topic & details, categories</p> <p>Literary Terms: rhyme, visual imagery, descriptive words, poetry ELA. K.V.1.1</p> <hr/> <p style="text-align: center;">Story: Background Knowledge Words: force, motion, push, pull</p> <p><i>Refer to Vocabulary Development of each unit for tiered vocabulary p. 166</i> ELA.K.V.1.2;ELA.K.V.1.3</p> <hr/> <p style="text-align: center;">Saxon:</p> <p>Lesson 121 - 124 Digraph oo Reading List 24</p> <p>Beef it up skills: *Sight Word Prep: Digraph wh, th, oo *vowel teams long u (ue, ew, oo, ou) K.F.1.1 K.F.1.2 K.F.1.3</p> <p>Sight Words: so, pretty, ride, say, very K.F.1.4</p>												
Small Group:														
<p>Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onset & Rhyme, Phoneme Segmentation, Blending Phonemes, Initial Sound Substitution</p> <p>Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4</p>	<p>Consumables: Unit 10 Reading and Writing Magazine: Forces and Motion</p> <p>Leveled Readers:</p> <table border="0"> <tr> <td>Changing Colors-A</td><td>They Are Big-A</td><td>Science Outside-B</td></tr> <tr> <td>What is Heavier-B</td><td>Pony's Cart-C</td><td>Look at This-C</td></tr> <tr> <td>I Like Energy-D</td><td>A Hot Day-D</td><td></td></tr> <tr> <td>Push and Pull in the Garden-E</td><td></td><td></td></tr> </table>	Changing Colors-A	They Are Big-A	Science Outside-B	What is Heavier-B	Pony's Cart-C	Look at This-C	I Like Energy-D	A Hot Day-D		Push and Pull in the Garden-E			<p>Benchmark Phonics Readers:</p> <p>Saxon Decodable Reader: Look Who Can Cook (Lesson 124)</p>
Changing Colors-A	They Are Big-A	Science Outside-B												
What is Heavier-B	Pony's Cart-C	Look at This-C												
I Like Energy-D	A Hot Day-D													
Push and Pull in the Garden-E														

Week 32: April 15 - 19/ Space

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:									
<p style="text-align: center;">Unit 10: Physical Science Theme: Forces and Motions Essential Question: What makes things move?</p> <p>Reading: Week 2 Comprehension Standards: Retell: Use topic and details Goals: Strategies: Identify topic and details in a text; Retell using topic and details</p> <p>Extended Title(s): <i>Forces (big book)</i> Additional Trade Books: Bicycle by Gail Gibbons, Curious George Roller Coaster by H. A. Rey, Good Sports: Poems about Running, Jumping, Throwing and More by Jack Prelutsky, One Duck Stuck: A Mucky Ducky Counting Book by Phyllis Root, The Turnip by Jan Brett, Whistle for Willie Ezra Jack Keats.</p> <p>ELA.K.F.1.1d Identify parts of a book ELA.K.R.2.1 Use titles, headings, and illustrations to confirm the topic of texts.</p> <p> ELA.K.R.2.2 Identify the topic and multiple details.</p> <p> ELA.K.V.1.3 Identify and sort common words into basic categories, relating vocabulary to background knowledge.</p>	<p>Science: Force and Motion SC.K.P.12.1 Investigate that things move in different ways, such as fast, slow, etc... SC.K.P.13.1 Observe that a push or a pull can change the way an object is moving. SC.K.E.5.1 Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.</p> <p>Resources: Forces and Motion (consumable), Count and Move (Shared Readings and Poetry), Yoga for Kids (Shared Readings and Poetry), The Swing (Shared Readings and Poetry), Forces (Big Book)</p> <hr/> <p>Response to Literature/Writing Mini-Lesson/Grammar:</p> <p>Poetry Process Writing Model: Mentor Texts "Swings and Bikes" Anchor Chart writing an acrostic poem pg. 232. Discuss how the first letter in each line makes a word and sentences relate to the topic. Use just Swings Guided Practice: Read the mentor text "Bikes" discuss the poem line by line, share about how the lines relate to the topic. Students will rewrite one or two lines of the poem. Grammar: Review Possessives P. 233</p> <p>ELA.K.C.1.2 Using a combination of drawing, dictating, and or writing, creates narratives with the events in chronological order. ELA.K.C.1.5 With guidance and support from adults, improve drawing and writing, as needed, by planning, revising and editing. ELA.K.R.3.1: Identify/explain descriptive words in text.</p>	<p style="text-align: center;">Academic: Critical Thinking: ask question, infer, unfamiliar words, table of contents, glossaries, retell topic & details, categories</p> <p>Literary Terms: rhyme, visual imagery, descriptive words, poetry ELA. K.V.1.1</p> <hr/> <p style="text-align: center;">Story: Background Knowledge Words: force, motion, push, pull</p> <p><i>Refer to Vocabulary Development of each unit for tiered vocabulary p. 166</i> ELA.K.V.1.2; ELA.K.V.1.3</p> <hr/> <p style="text-align: center;">Saxon:</p> <p>Lesson 125-128 (v-e) Reading List 25</p> <p>Beef it up skills: *Sight Word Prep: Digraph ei, combination or *Diphthong oi, oy K.F.1.1 K.F.1.2 K.F.1.3</p> <p>Sight Words: white, will, that, there, soon K.F.1.4</p>									
Small Group:											
<p>Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onset & Rhyme, Phoneme Segmentation, Blending Phonemes, Initial Sound Substitution Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4</p>	<p>Consumables: Unit 10 Reading and Writing Magazine: Forces and Motion</p> <p>Leveled Readers:</p> <table border="0"> <tr> <td>Changing Colors-A</td><td>They Are Big-A</td><td>Science Outside-B</td></tr> <tr> <td>What is Heavier-B</td><td>Pony's Cart-C</td><td>Look at This-C</td></tr> <tr> <td>I Like Energy-D</td><td>A Hot Day-D</td><td>Push and Pull in the Garden-E</td></tr> </table>	Changing Colors-A	They Are Big-A	Science Outside-B	What is Heavier-B	Pony's Cart-C	Look at This-C	I Like Energy-D	A Hot Day-D	Push and Pull in the Garden-E	<p>Benchmark Phonics Readers:</p> <p>Saxon Fluency Readers: **From Lesson 128** A Good Time at the Zoo-B Here at the Zoo-O Who Made a Trade?- A</p>
Changing Colors-A	They Are Big-A	Science Outside-B									
What is Heavier-B	Pony's Cart-C	Look at This-C									
I Like Energy-D	A Hot Day-D	Push and Pull in the Garden-E									

Week 33: April 22 - 26 (24th is a ½ day)/ Planets (marble runs)

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:												
<p style="text-align: center;">Unit 10: Physical Science Theme: Forces and Motions Essential Question: What makes things move?</p> <p>Reading: Week 3 Comprehension Standards: Identify the topic and multiple details in a text Retell: Use topic and details Goals: Strategies: Identify topic and details in a text; Retell using topic and details</p> <p>Extended Title(s): <i>Motion (big book)</i> Additional Trade Books: Bicycle by Gail Gibbons, Curious George Roller Coaster by H. A. Rey, Good Sports: Poems about Running, Jumping, Throwing and More by Jack Prelutsky, One Duck Stuck: A Mucky Ducky Counting Book by Phyllis Root, The Turnip by Jan Brett, Whistle for Willie Ezra Jack Keats.</p> <p>ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade level content. ELA.K.F.1.1d Identify parts of a book ELA.K.R.2.1 Use titles, headings, and illustrations to confirm the topic of texts.</p> <p> ELA.K.R.2.2 Identify the topic and multiple details.</p> <p> ELA.K.V.1.3 Identify and sort common words into basic categories, relating vocabulary to background knowledge.</p>	<p>Science: Force and Motion SC.K.P.12.1 Investigate that things move in different ways, such as fast, slow, etc... SC.K.P.13.1 Observe that a push or a pull can change the way an object is moving. SC.K.E.5.1 Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.</p> <p>Resources: Forces and Motion (consumable), The Swing (Shared Readings and Poetry), Motion (Big Book), It Can Go Up (decodable reader), Let it Go! (Readers Theater)</p>	<p style="text-align: center;">Academic: Critical Thinking: ask question, infer, unfamiliar words, table of contents, glossaries, retell topic & details, categories</p> <p>Literary Terms: rhyme, visual imagery, descriptive words, poetry ELA. K.V.1.1</p> <p style="text-align: center;">Story: Background Knowledge Words: force, motion, push, pull</p> <p><i>Refer to Vocabulary Development of each unit for tiered vocabulary p. 166</i> ELA.K.V.1.2;ELA.K.V.1.3</p>												
	<p style="text-align: center;">Response to Literature/Writing Mini-Lesson/Grammar:</p> <p>Writing Review (See Teacher Manual) Grammar Review</p> <p>ELA.K.C.1.2 using a combination of drawing, dictating, and or writing, create narratives with the events in chronological order. ELA.K.C.1.5 with guidance and support from adults, improve drawing and writing, as needed, by planning, revising and editing. ELA.K.R.3.1: identify/explain descriptive words in text.</p>	<p style="text-align: center;">Saxon:</p> <p>Lesson 129-132 Digraph ch ee review Reading List 26</p> <p>Beef it up skills: *Sight Word Prep: combination er, diphthong ou *final stable syllables K.F.1.1 K.F.1.2 K.F.1.3</p> <p>Sight Words: red, not, or, their, yes K.F.1.4</p>												
Small Group:														
<p>Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onset & Rhyme, Phoneme Segmentation, Blending Phonemes, Initial Sound Substitution</p> <p>Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4</p>	<p>Consumables: Unit 10 Reading and Writing Magazine: Forces and Motion</p> <p>Leveled Readers:</p> <table border="0"> <tr> <td>Changing Colors-A</td><td>They Are Big-A</td><td>Science Outside-B</td></tr> <tr> <td>What is Heavier-B</td><td>Pony's Cart-C</td><td>Look at This-C</td></tr> <tr> <td>I Like Energy-D</td><td>A Hot Day-D</td><td></td></tr> <tr> <td>Push and Pull in the Garden-E</td><td></td><td></td></tr> </table>	Changing Colors-A	They Are Big-A	Science Outside-B	What is Heavier-B	Pony's Cart-C	Look at This-C	I Like Energy-D	A Hot Day-D		Push and Pull in the Garden-E			<p>Benchmark Phonics Readers:</p> <p>Saxon Fluency Readers: **From Lesson 128** A Good Time at the Zoo-B Here at the Zoo-O Who Made a Trade?- A</p>
Changing Colors-A	They Are Big-A	Science Outside-B												
What is Heavier-B	Pony's Cart-C	Look at This-C												
I Like Energy-D	A Hot Day-D													
Push and Pull in the Garden-E														

Week 34: April 29 - May 3/ Dinosaurs

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:
<p>Comprehension Standards: Goals: Strategies: <i>Identify topic and details in a text; Retell using topic and details</i></p> <p>Extended Title(s): National Geographic Dolphins (EPIC)</p> <p>ELA.K.R.2.2 Identify the topic and multiple details. ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade level content. ELA.K.F.1.1d Identify parts of a book ELA.K.R.2.1 Use titles, headings, and illustrations to confirm the topic of texts.</p>	<p>Science: Ocean Animals Social Studies: Land and Water/ Phone Number and Address SC.K.N.1.1 Collaborate with a partner to collect information. SC.K.L.14.3 observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. SS.K.G.3.1 Identify basic landforms. SS.K.G.3.2 Identify basic bodies of water SS.K.G.2.2 Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.</p>	<p>Academic: Critical Thinking: ask question, infer, unfamiliar words, table of contents, glossaries, retell topic & details, categories ELA. K.V.1.1</p>
	<p>Response to Literature/Writing Mini-Lesson/Grammar:</p> <p>Creating and Collaborating with Technology EX. Google slide(s), type and print with sentence and image</p> <p>ELA.K.C.5.1 Use multimedia elements to enhance oral or written tasks.</p>	<p>Story: Background Knowledge: land, water, maps, Florida, city, town, phone number ELA.K.V.1.2; ELA.K.V.1.3</p> <p>Saxon:</p> <p>Lesson 133-136 Combination ar, or, er Review combinations Reading List 27</p> <p>Beef it up skills: *final stable syllables K.F.1.1 K.F.1.2 K.F.1.3</p> <p>Sight Words: by, were, use, about, run K.F.1.4</p>
Small Group:		
<p>Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onset & Rhyme, Phoneme Segmentation, Blending Phonemes, Initial Sound Substitution Phonics Differentiated Reading Instruction Based on Phonics Screener Letter Identification and Letter Sounds CVC Word Reading Spelling CVC Words ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4</p>	<p>Consumables:</p> <p>Leveled Readers:</p>	<p>Benchmark Phonics Readers:</p> <p>Saxon Decodable Reader Three Rich Sheep (Lesson 131)</p>

Week 35: May 6 - 10/ Dinosaurs

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:
<p>Comprehension Standards: Goal: Strategies: <i>Identify topic and details in a text; Retell using topic and details</i></p> <p>Extended Title(s): <i>Ocean Animals by Emily Dawson (EPIC)</i></p> <p>ELA.K.R.2.2 Identify the topic and multiple details. ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade level content. ELA.K.F.1.1d Identify parts of a book ELA.K.R.2.1 Use titles, headings, and illustrations to confirm the topic of texts.</p>	<p>Science: Ocean Animals Social Studies: Land and Water/ Phone Number and Address SC.K.N.1.1 Collaborate with a partner to collect information. SC.K.L.14.3 observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. SS.K.G.3.1 Identify basic landforms. SS.K.G.3.2 Identify basic bodies of water SS.K.G.2.2 Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.</p>	<p>Academic: Critical Thinking: ask question, infer, unfamiliar words, table of contents, glossaries, retell topic & details, categories ELA. K.V.1.1</p>
	<p>Response to Literature/Writing Mini-Lesson/Grammar:</p> <p>Creating and Collaborating with Technology EX. Google slide(s), type and print with sentence and image</p> <p>ELA.K.C.5.1 Use multimedia elements to enhance oral or written tasks.</p>	<p>Story: Background Knowledge: land, water, maps, Florida, city, town, phone number ELA.K.V.1.2; ELA.K.V.1.3</p> <p>Saxon:</p> <p>Lesson 137-140 The VC/CV Rule Reading List 28</p> <p>Beef it up skills: *final stable syllables K.F.1.1 K.F.1.2 K.F.1.3</p>
Small Group:		
<p>Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onset & Rhyme, Phoneme Segmentation, Blending Phonemes, Initial Sound Substitution Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4</p>	<p>Consumables:</p> <p>Leveled Readers:</p>	<p>Benchmark Phonics Readers:</p> <p>Saxon Fluency Readers: **Lesson 135** At the Farm-B Farm Pets-O Time for Food-A</p>

Week 36: May 13 - 17/ Ocean

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:
<p>Comprehension Standards: Goal: Strategies: <i>Identify topic and details in a text; Retell using topic and details</i></p> <p>Extended Title(s): <i>Are You Ready for Summer? By Sheila Anderson (EPIC)</i></p> <p>ELA.K.R.2.2 Identify the topic and multiple details. ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade level content. ELA.K.F.1.1d Identify parts of a book ELA.K.R.2.1 Use titles, headings, and illustrations to confirm the topic of texts.</p>	<p>Science: Ocean Animals Social Studies: Land and Water/ Phone Number and Address SC.K.N.1.1 Collaborate with a partner to collect information. SC.K.L.14.3 observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. SS.K.G.3.1 Identify basic landforms. SS.K.G.3.2 Identify basic bodies of water SS.K.G.2.2 Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.</p>	<p>Academic: Critical Thinking: topic, details, text features, headings, illustrations ELA. K.V.1.1</p>
	<p>Response to Literature/Writing Mini-Lesson/Grammar:</p> <hr/> <p>Creating and Collaborating with Technology EX. Google slide(s), type and print with sentence and image</p> <p>ELA.K.C.5.1 Use multimedia elements to enhance oral or written tasks.</p>	<p>Story: Background Knowledge: land, water, maps, Florida, city, town, phone number ELA.K.V.1.2;ELA.K.V.1.3</p> <hr/> <p>Saxon:</p> <p>Lesson 137- 140 The rule vc'/cv</p> <p>Beef it up skills: *prefix (un, mis, re, pre) K.F.1.1 K.F.1.2 K.F.1.3</p>
Small Group:		
<p>Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onset & Rhyme, Phoneme Segmentation, Blending Phonemes, Initial Sound Substitution Phonics Differentiated Reading Instruction Based on Phonics Screener Letter Identification and Letter Sounds CVC Word Reading Spelling CVC Words ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4</p>	<p>Consumables:</p> <p>Leveled Readers:</p>	<p>Benchmark Phonics Readers:</p> <p>Saxon Decodable Reader: Eight is the Best Number (Lesson 139)</p>

Week 37: May 20 - 24/ Ocean		
Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Academic Vocabulary:
End of the Year Activities	Social Studies: Sequential order events from school year SS.K.A.3.1 Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in schools.	Academic: Critical Thinking: timeline, sequence of events ELA. K.V.1.1 Background Knowledge: order, change, events, timeline ELA.K.V.1.2;ELA.K.V.1.3
	Response to Literature/Writing Mini-Lesson/Grammar: Creating and Collaborating with Technology EX. Google slide(s), type and print with sentence and image ELA.K.C.5.1 Use multimedia elements to enhance oral or written tasks.	Saxon: Review Beef it up skills: *prefix (un, mis, re, pre) K.F.1.1 K.F.1.2 K.F.1.3
Small Group:		
Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onset & Rhyme, Phoneme Segmentation, Blending Phonemes, Initial Sound Substitution Phonics Differentiated Reading Instruction Based on Phonics Screener Letter Identification and Letter Sounds CVC Word Reading Spelling CVC Words ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4	Consumables: Leveled Readers:	Benchmark Phonics Readers: Saxon Fluency Readers: **From Lesson 140** Summer Fun-B The Big Fish-O- Summer at the Farm-A What Is My Pet (Lesson 140)

Social Studies Standards not covered by Benchmark:

SS.K.G.1.2-Explain that maps and globes help to locate different places and that globes are a model of the Earth.

SS.K.G.1.3-Identify Cardinal directions (north, south, east, west)

SS.K.G.1.4-Differentiate land and water features on simple maps and globes.