

October

Private Kindergarten: Minerva Sheets



DATES TO REMEMBER!

Oct. 8: Columbus Day / Professional Development Day
Oct. 22-26: Scholastic Book Fair
Oct. 26: Fall Festival



LANGUAGE ARTS

Antonyms
Synonyms
Action Verbs
Sensory Words
Recognizing Environmental Prints

PHONICS

Sounding out letters into words
CVC / CCVC patterns for beginners

READING

Story Structure
Sequence of Events
Traditional Tales
Take Home Level Readers

SIGHT WORDS

I and see to
the like a we

SOCIAL STUDIES

Christopher Columbus
Fire Prevention

MATH & SCIENCE

Addition & Subtraction
Seasons and Weather
Five Senses
Human Body: Muscles and Skeleton
Animals and Habitats



HANDWRITING

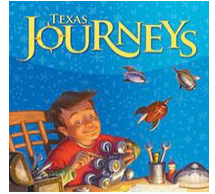
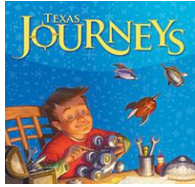
Daily Journals
Printing First and Last Names
Printing Letters Properly

REMINDERS

*Homework in BEE Binders *Practice Daily Five

YOU ARE AWESOME!





Texas Journeys Private Kindergarten Curriculum

Week 6

Teacher: Minerva Sheets

October 1 - 5, 2018

Your Skills for the Week

TEKS
(Texas Essential Knowledge and Skills)

<p>Phonemic Awareness Beginning Sounds Words in Oral Sentence</p>	<p>Letter Names Letter/s and Sound: Ss</p>	<p>Vocabulary Oral Vocabulary High-Frequency Words Strategies: Synonyms</p>	<p>Fluency Read with Expression. High-Frequency Words</p>	<p>Comprehension Skill: Sequence of Events Strategy: Question</p>	<p>Language Arts Grammar Writing</p>
<p>K.8A Retell a main event from a story read-aloud. RC-K.B Ask and respond to questions about text. RC-K.D Make inferences based on the cover, title, illustrations, and plot. K-2H Isolate initial sound in one syllable word. K-12A Identify different forms of media (e.g., advertisements, newspapers, radio programs) K-13A plan a first draft by generating ideas for writing through class discussion.</p>					

Essential Question: Why is the order in which things happen in a story important?

Whole Group

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Daily Language</p> <ul style="list-style-type: none"> • Opening Routines • Read Aloud Book • Oral Vocabulary • Phonemic Awareness 	<p>Opening Routines: We are going to learn about How Families Help each Other. (FLIP Chart p.28) Have children respond to the rhythm. (clapping, tapping etc.) Phonemic Awareness: Beginning sounds (Flip Chart p.29) Words in oral sentence: Count the words in a sentence. <i>My friend is fun; A bird sings; The grass is green; etc.</i> Read Aloud: The Little Red Hen Oral Vocabulary: busy, company, cooperate</p>	<p>Opening Routines: Tell about how you like to help the people in your family. (Write on the board and underline "like" and "the".) Phonemic Awareness: Beginning sounds: gas, gift (picture card) Words in oral sentence: Count the words in a sentence. <i>The rose is red; The plane takes off; I like to swim; etc.</i> Read Aloud: The Little Red Hen Oral Vocabulary: admired, delicious, delight, doubt, fable, sigh</p>	<p>Opening Routines: What are some ways your family works together? Phonemic Awareness: Beginning sounds: red, run (picture card) Words in oral sentence: Count the words in a sentence. <i>A boy talks; Let's hop; The clock ticks; etc.</i> Read Aloud: The Little Red Hen Oral Vocabulary: admired, delicious, delight, doubt, fable, sigh</p>	<p>Opening Routines: What are some games families can play together? Phonemic Awareness: Beginning sounds: desk, doll (picture card) Words in oral sentence: Count the words in a sentence. <i>The bus goes fast; it will rain; The bear is black; etc.</i> Read Aloud: The Little Red Hen Oral Vocabulary: admired, delicious, delight, doubt, fable, sigh</p>	<p>Opening Routines: What did you learn about how families help each other? Phonemic Awareness: Beginning sounds: mug, mud (picture cards) Words in oral sentence: Count the words in a sentence. <i>Take a seat; I have four books; The sun shines; etc.</i> Read Aloud: The Little Red Hen Oral Vocabulary: admired, delicious, delight, doubt, fable, sigh</p>
<p>Word Work</p> <ul style="list-style-type: none"> • Letter Names • High-Frequency Words 	<p>Letter: Ss Word Drill: Alliteration and Alphafriend card High-Frequency Words: "I", "like" (say, spell, read, use in sentences) (Talk It Over)</p>	<p>Letter: Ss Word Drill: Alliteration and Alphafriend card High-Frequency Words: "like" (say, spell, read, use in sentences) (word match)</p>	<p>Letter: Ss Word Drill: Alliteration and Alphafriend card High-Frequency Words: "the" (say, spell, read, use in sentences) (memory game)</p>	<p>Letter: Ss Word Drill: Alliteration and Alphafriend card High-Frequency Words: "and" (say, spell, read, use in sentences) (word jar)</p>	<p>Letter: Ss Word Drill: Alliteration and Alphafriend card High-Frequency Words: "I" (say, spell, read, use in sentences) (class choice)</p>

Whole Group
Language

<p>Skills and Strategies</p> <ul style="list-style-type: none"> • Reading • Fluency • Comprehension 	<p>Book/s: <i>The Little Red Hen</i> Fluency: Reading with expression. Comprehension: Asking questions and developing vocabulary Independent Reading: Daily Five</p>	<p>Introduce the Big Book: <i>Kite Flying</i> Fluency: Reading with expression. Comprehension: Sequence of events. Questions. Develop vocabulary. Independent Reading: Daily Five</p>	<p>Book/s: "Ss" Fluency: Retelling using complete sentences. Comprehension: Sequence of events. Independent Reading: Daily Five</p>	<p>Book/s: <i>I Like Ss</i> Fluency: Reading with expression. Vocabulary Strategies: Synonyms Read: <i>Kite Festival Today</i> (display pp. 2-3) give synonyms for "good". Finding Synonyms: Projectable 5.3 Independent Reading: Daily Five</p>	<p>Book/s: <i>Kite Flying; Kite Festival Today</i> Fluency: Read with expression. Comprehension: Read to connect and extend through media literacy Listening and Speaking: Share experience about a form of media. Independent Reading: "Sammy Seal" Daily Five</p>
<p>Enrichment Class</p> <ul style="list-style-type: none"> • Oral Vocabulary • Comprehension 	<p>My Family and Friends: Families Art, Computer, Creative Movement, Music, STEM, Spanish "Chef It Up"</p>	<p>My Family and Friends: Families Art, Computer, Creative Movement, Music, STEM, Spanish "Chef It Up"</p>	<p>My Family and Friends: Families Art, Computer, Creative Movement, Music, STEM, Spanish "Chef It Up"</p>	<p>My Family and Friends: Families Art, Computer, Creative Movement, Music, STEM, Spanish "Chef It Up"</p>	<p>My Family and Friends: Families Art, Computer, Creative Movement, Music, STEM, Spanish "Chef It Up"</p>
<p>Grammar Writing</p> <p>Writing Prompt <i>Draw and write about a time you helped someone in your family.</i></p>	<p>Grammar (TEKS K.5A) Use Actions Verbs in Present Tense (1)<i>Pantomime: eat; clap; jump; etc.</i> (2)<i>My Book of Verbs</i> Handwriting: (1)Copy and illustrate the verbs; (2)Journeys Practice Book Writing About Us (TEKS.K13A) <i>"Write a story about something you have done with friends at school this year."</i> Class Story: Telling Details Focus Trait: Ideas</p>	<p>Grammar (TEKS K.5A) Use Actions Verbs in Present Tense (1)<i>Pantomime: Verbs in the Big Book p.9-10</i> (2)<i>My Book of Verbs</i> Handwriting: (1)Copy and illustrate the verbs; (2)Journeys Practice Book Writing About Us (TEKS.K13B) (TEKS.K14A) "Tell who the story is about and where it happened?" (Projectables 5.1) Class Story: Telling Details Focus Trait: Ideas</p>	<p>Grammar (TEKS K.5A) Use Actions Verbs in Present Tense (1)<i>Pantomime: Red Hen's actions</i> (2) Projectables 5.2 Handwriting: (1)Copy and illustrate the verbs; (2)Journeys Practice Book Writing About Us (TEKS.K13C) (TEKS.K14A) "Work with a partner and add details to your story." Class Story: Telling Details Focus Trait: Ideas</p>	<p>Grammar (TEKS K.5A) Use Actions Verbs in Present Tense (1)<i>Pantomime: fly; hammer; run; etc.</i> (2)<i>Match the noun to its verb.</i> Handwriting: (1)Copy and illustrate the verbs; (2)Journeys Practice Book Writing About Us (TEKS.K5D) <i>"Add details to THE KITE."</i> (flip chart p.33) Class Story: Telling Details Focus Trait: Ideas</p>	<p>Grammar (TEKS K.5A) Use Actions Verbs in Present Tense (1)Identifying verbs in Flip Chart p. 34) (2)<i>My Book of Verbs</i> Handwriting: (1)Write verbs on the white board; (2)Journeys Practice Book Writing About Us (TEKS.K13A) <i>"Capitalize the first word in a sentence and put a period at the end."</i> Class Story: Telling Details Focus Trait: Ideas</p>
<p>MATH</p> <p>TEKS 2B: Mastery of numbers 1-20 TEKS 3A: model the action of joining to represent addition.</p>	<p>Counting to 1-20 Read and write 0-20 with and without picture or objects.</p>	<p>Counting to add with pegs and cubes.</p>	<p>Exploring addition and looking for patterns Writing numbers independently in figures and words.</p>	<p>Adding in vertical form.</p>	<p>Cumulative review. Addition Worksheet</p>
<p>SOCIAL STUDIES</p> <p>TEKS SSK.8AB-9AB: Government (Purpose of rules and authority figures in the home, school and community.) TEKS SSK.10ABCD: Citizenship National Identity (US & Texas flags, Pledge of Allegiance, Patriotic Celebrations) TEKS SSK.2A: Identify contributions of historical figures like Christopher Columbus.</p>	<p>Morning Meeting: Greetings; Citizenship; Rules; Calendar, Sharing, Reminders, LESSON: Historical Figure Christopher Columbus: Who is he? Closing Meeting: Review and Reflection ("End Of Day Questions")</p>	<p>Morning Meeting: Greetings; Citizenship; Rules; Calendar, Sharing, Reminders, LESSON: Historical Figure Christopher Columbus: His voyage and his mission. Closing Meeting: Review and Reflection ("End Of Day Questions")</p>	<p>Morning Meeting: Greetings; Citizenship; Rules; Calendar, Sharing, Reminders, LESSON: Historical Figure Christopher Columbus: His discovery. Closing Meeting: Review and Reflection ("End Of Day Questions")</p>	<p>Morning Meeting: Greetings; Citizenship; Rules; Calendar, Sharing, Reminders, LESSON: "Kite Festival Today" Making Connections (Talk about "newspaper article and captions") Make a kite. Closing Meeting: Review and Reflection ("End Of Day Questions")</p>	<p>Morning Meeting: Greetings; Citizenship; Rules; Calendar, Sharing, Reminders, LESSON: Historical Figure Christopher Columbus: Make a book; Arts and Crafts Closing Meeting: Review and Reflection ("End Of Day Questions")</p>



Suggestions for Small Groups (T381-T399); Suggestions for Intervention (S42-S51);  **Suggestions for English Learners (See pp E42-E51) (Phonics: Ss) (Books: At The Fair; The Costume; My Playhouse; The Elephant Costume) (Vocabulary Reader: Make a Kite) (Differentiate Vocab: Synonyms) (Differentiate Comprehension: Sequence of Events; Question Strategy)**