

Texas Journeys Private Kindergarten Curriculum

Week 16

Teacher: Minerva Sheets

December 2 - 6, 2019

Your Skills for the Week

<input checked="" type="checkbox"/> Phonemic Awareness Blend Phonemes Final Sound	<input checked="" type="checkbox"/> Phonics Letter/s and Sound: f Blending Words	<input checked="" type="checkbox"/> Vocabulary Oral Vocabulary High-Frequency Words Strategies: Classify and Categorize: Color Words	Fluency Reading Rate High-Frequency Words	<input checked="" type="checkbox"/> Comprehension Skill: Author's Purpose Strategy: Visualize	Language Arts Grammar Writing
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TEKS
(Texas Essential Knowledge and Skills)

K.4B Ask and respond to questions about texts read aloud. RC-K.C Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud). K.16A(iii) Descriptive words. TEKS K.3A Identify the common sounds that letters represent TEKS K.2G Blend spoken phonemes to form one-syllable words (e.g., /m/ .../a/ .../n/ says man). TEKS K.19A Ask questions about topics of class-wide interest. TEKS K.16C Use complete simple sentences.

Essential Question: Why do authors write informational texts?

Whole Group

Daily Language

- Opening Routines
- Read Aloud Book
- Oral Vocabulary
- Phonemic Awareness

	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Opening Routines: Talk about colors in the picture. (Flip Chart p.17). Read the poem. Respond to rhythm and rhyme.</p> <p><input checked="" type="checkbox"/> Phonemic Awareness: Blend Phonemes and Identify "final sound". /s/ /o/ /ck/ = sock /k/. Continue on Flip Chart p.18</p> <p>Words in oral sentence: (1)Count the words, syllables and letter of the week in a sentence. "Where is the boy that looks after the sheep". (2)Cut-Stretch-Combine. (3) Word Families.</p> <p>Read Aloud: A Zebra's World</p> <p>Oral Vocabulary: bloom, treasures, speckled, pasture</p>	<p>Opening Routines: What are some colors you have seen in pictures of gardens?</p> <p><input checked="" type="checkbox"/> Phonemic Awareness: Blend Phonemes and Identify "final sound". /w/ /i/ /sh/ = wish /sh/ (lap; fix; cot; bun; ten) Words with the same ending sounds (nap, sit, sip)</p> <p>Words in oral sentence: (1)Count the words, syllables and letter of the week in a sentence. "The Zebra searched for fresh green grass". (2)Cut-Stretch-Combine. (3) Word Families</p> <p>Read Aloud: A Zebra's World</p> <p>Oral Vocabulary: bloom, treasures, speckled, pasture</p>	<p>Opening Routines: What colors do we see outside outside?</p> <p><input checked="" type="checkbox"/> Phonemic Awareness: Blend Phonemes and Identify "final sound". /l/ /o/ /ck/ = lock /k/. (van; hug; pin; bat; fox; web; can; tag; red)</p> <p>Words in oral sentence: (1)Count the words, syllables and letter of the week in a sentence. "Fifi fish swims fast using her fins". (2)Cut-Stretch-Combine. (3) Word Families</p> <p>Read Aloud: A Zebra's World</p> <p>Oral Vocabulary: bloom, treasures, speckled, pasture</p>	<p>Opening Routines: What colors do you see on animals and nature?</p> <p><input checked="" type="checkbox"/> Phonemic Awareness: Blend Phonemes and Identify "final sound". /d/ /u/ /ck/ = duck /k/. (kid; hat; jug; shop)</p> <p>Words in oral sentence: (1)Count the words, syllables and letter of the week in a sentence. "What color is this flower? (2)Cut-Stretch-Combine. (3) Word Families</p> <p>Read Aloud: A Zebra's World</p> <p>Oral Vocabulary: bloom, treasures, speckled, pasture</p>	<p>Opening Routines: What is your favorite color in nature?</p> <p><input checked="" type="checkbox"/> Phonemic Awareness: Blend Phonemes and Identify "final sound". /j/ /o/ /b/ = job /b/. (pal; back; him; hog; fish)</p> <p>Words in oral sentence: (1)Count the words, syllables and letter of the week in a sentence. "Four fairies are flying around. (2)Cut-Stretch-Combine. (3) Word Families</p> <p>Read Aloud: A Zebra's World</p> <p>Oral Vocabulary: bloom, treasures, speckled, pasture</p>

	<p>Word Work</p> <ul style="list-style-type: none"> • <i>Letter Names</i> • <i>High-Frequency Words</i> 	<p>✔ Letter: Ff Word Drill: Alliteration and Alphafriend card (Fifi Fish song) clap at the /f/ sounds. <i>Find Fifi fish in the sea. Then Count all the fishies you see. Fifi and the fishies have some fun. Oh, what a family!</i> ✔ High-Frequency Words: "you", "what" (say, spell, read, use in sentences) Use HFW Card; Vocab in Context Card; Flip Chart p. 19.</p>	<p>✔ Letter: Ff Word Drill: Alliteration and Alphafriend card (Fifi Fish song). Beginning "f" sound (fat; fin; fur) Display Flip Chart p.20 (beginning "f" sound) ✔ High-Frequency Words: "you", "what" (say, spell, read, use in sentences) Use HFW Card; Vocab in Context Card; Word Match.</p>	<p>✔ Letter: Ff Word Drill: Alliteration and Sound/Spelling Card (Fifi Fish song) Ending "f" sound (leaf; beef; thief) Introduce "Decoding Strategy". ✔ High-Frequency Words: "you", "what" (say, spell, read, use in sentences) Use HFW Card; Vocab in Context Card; Word Train; Tic-Tac-Toe</p>	<p>✔ Letter: Ff Word Drill: Alliteration and Sound/Spelling Card (Fifi Fish song) Ending "f" sound (if; chief; reef) Introduce "Decoding Strategy". ✔ High-Frequency Words: "you", "what" (say, spell, read, use in sentences) Use HFW Card; Vocab in Context Card; Word Jar</p>	<p>✔ Letter: Ff Word Drill: Alliteration and Sound/Spelling Card (Fifi Fish song) beginning "f" sound (fifty; fast; funny) Introduce "Decoding Strategy". ✔ High-Frequency Words: "you", "what" (say, spell, read, use in sentences) Use HFW Card; Vocab in Context Card; Class Choice</p>
	<p>Skills and Strategies</p> <ul style="list-style-type: none"> • <i>Reading</i> • <i>Fluency</i> • <i>Comprehension</i> 	<p>Book/s: A Zebra's World Fluency: Reading Speed. Display p. 1 to model fluency. Comprehension: Asking and answering questions. (READING TIME ROUTINE) Academic Language: Define: <i>daily, herd, muscles, pattern, several, usually</i> Independent & Guided Reading: (Leveled/Decodable) (small group) Struggling Readers: The Pet Show On Level Readers: My Flower Garden Advanced Readers: Look in the Woods ELL Readers: Lots of Flowers Vocabulary Readers: Lots of Birds READING REVIEW @ 4:00 (1) Reading Stations: Daily Five. (2) Spelling</p>	<p>Introduce the Big Book: What Color is Nature? Fluency: Reading Speed. Retelling Cards and Flip Chart p. 21 (Display p. 3 of Big Book to model fluency) Comprehension: Compare and Contrast, Read Aloud p. 29; Asking and Answering Questions. (READING TIME ROUTINE) Academic Language: Define <i>everywhere, nature, salamander, surrounded</i> Independent & Guided Reading: (Leveled/Decodable) (small group) Struggling Readers: The Pet Show On Level Readers: My Flower Garden Advanced Readers: Look in the Woods ELL Readers: Lots of Flowers Vocabulary Readers: Lots of Birds READING REVIEW @ 4:00 (1) Reading Stations: Daily Five. (2) Spelling</p>	<p>Book/s: What Can You See? (Decodable Reader) Fluency: Reading Speed. Comprehension: Conclusions Author's Purpose (Why do you think the author keeps telling us about the different colors in nature?) (READING TIME ROUTINE) Academic Language: Define <i>author</i> Independent & Guided Reading: (Leveled/Decodable) (small group) Struggling Readers: The Pet Show On Level Readers: My Flower Garden Advanced Readers: Look in the Woods ELL Readers: Lots of Flowers Vocabulary Readers: Lots of Birds READING REVIEW @ 4:00 (1) Reading Stations: Daily Five. (2) Spelling</p>	<p>Book/s: Fat Cat. Fluency: Reading Speed. Vocabulary Strategies: Classify and Categorize: Color Words Making Connections: Poetry (Poems) Read and Compare: I Love Colors; Zebras; Many Colors; Baa Baa Black Sheep; What Do I Spy? (1) Write your favorite color, then think of objects that are that color. Academic Language: Define <i>sort</i> Independent & Guided Reading: (Leveled/Decodable) (small group) Struggling Readers: The Pet Show On Level Readers: My Flower Garden Advanced Readers: Look in the Woods ELL Readers: Lots of Flowers Vocabulary Readers: Lots of Birds READING REVIEW @ 4:00 (1) Reading Stations: Daily Five. (2) Spelling</p>	<p>Book/s: What Color is Nature?; Fat Cat; I Love Colors Fluency: Reading Speed. Read words with short "f". Comprehension: Read to Connect and extend through research. (Discuss what the book is all about; Imagine and describe a thing from nature.) Listening and Speaking: Flip through the big book and have children describe pictures using adjectives of color. Independent & Guided Reading: (Leveled/Decodable) (small group) Struggling Readers: The Pet Show On Level Readers: My Flower Garden Advanced Readers: Look in the Woods ELL Readers: Lots of Flowers Vocabulary Readers: Lots of Birds READING REVIEW @ 4:00 (1) Reading Stations: Daily Five. (2) Spelling</p>
<p>Enrichment Class</p> <ul style="list-style-type: none"> • <i>Oral Vocabulary</i> • <i>Comprehension</i> 		<p>I Make Choices Art, Computer, Creative Movement, Music, Technology & Engineering, Music, Technology & Engineering, Spanish, Mandarin "Chef It Up" Science: Nature</p>	<p>I Make Choices Art, Computer, Creative Movement, Music, Technology & Engineering, Spanish, Mandarin "Chef It Up" Science: Nature</p>	<p>I Make Choices Art, Computer, Creative Movement, Music, Technology & Engineering, Music, Technology & Engineering, Spanish, Mandarin "Chef It Up" Science: Nature</p>	<p>I Make Choices Art, Computer, Creative Movement, Music, Technology & Engineering, Spanish, Mandarin "Chef It Up" Science: Nature</p>	<p>I Make Choices Art, Computer, Creative Movement, Music, Technology & Engineering, Spanish, Mandarin "Chef It Up" Science: Nature</p>



Whole Group
Language



Grammar Writing

Writing Prompt
Draw and write about your favorite colors.

Grammar (TEKS K.16A ii) Complete Sentences: Capitalization and Punctuation. Identify parts of a complete sentence. *The dog sits; Elephants drink.* (1) Naming part is NOUN: Action part is VERB. (2) Display "Zebra's World", write "Zebras eat" and identify noun and verb. (3) Circle the noun and verb in "The zebra walks".
Handwriting: (1) Write and Draw: *After the zebra learns to walk, it begins to eat grass and drink from the water hole;* circle the noun and verbs. [Journal]; (2) Journeys Practice Book
Write to Describe (TEKS.K16A ii) Story sentences (Projectable 13.1)
Sentences: Details.
Focus Trait: Ideas

Grammar (TEKS K.16A ii) Complete Sentences: Capitalization and Punctuation. Identify parts of a complete sentence. (1) Display Big Book p. 3. Name the animal and ask what can it do? write answers on the board, identify noun and verb. (2) Complete sentence frame; The big lion _____. (Projectable 13.1)
Handwriting: (1) Re-write to correct the sentence and circle the noun and verbs: *the tall giraffe eats green leaves* [Journal]; (2) Journeys Practice Book
Write to Describe (TEKS.K16A ii) Look out the window, choose something from nature to write about.
Sentences: Details.
Focus Trait: Ideas

Grammar (TEKS K.16A ii) Complete Sentences: Capitalization and Punctuation. Identify parts of a complete sentence. (1) Write "The girl smiles". (Identify naming and action parts.) (2) Projectable 13.2 Have children correct the sentence "the sun shines"
Handwriting: (1) Re-write to correct the sentence, circle noun and verb, and Draw: *the snow falls; the cat sleeps* [Journal] (2) Journeys Practice Book
Write to Describe (TEKS.K16A i) Write and draw: "The worm crawls".
Sentences: Details.
Focus Trait: Ideas

Grammar (TEKS K.16A ii) Complete Sentences: Capitalization and Punctuation. Identify parts of a complete sentence. (1) Write " Our class reads". Identify noun and verb. (2) "Kindergarten Sentence Strip": Name 3 things that our class do every day. (Our class reads everyday).
Handwriting: (1) Write about the picture on Flip Chart p.22 [Journal] (2) Journeys Practice Book
Write to Describe (TEKS.K16A ii) Write a sentence about clouds.
Sentences: Details.
Focus Trait: Ideas

Grammar (TEKS K.16A ii) Complete Sentences: Capitalization and Punctuation. Identify parts of a complete sentence. (1) Flip Chart p. 23; follow cue. (2) Complete each sentence.
Handwriting: (1) Write and Draw: "The tall tree is full of bright orange, red, yellow and brown leaves". [Journal] (2) Journeys Practice Book
Write to Describe (TEKS.K16A ii) Write something about nature.
Sentences: Details.
Focus Trait: Ideas

SOCIAL STUDIES

TEKS.K5A: Identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather.
TEKS K8AB-9AB: Government (Purpose of rules and authority figures in the home, school and community.)
TEKS 10ABCD: Citizenship National Identity (US & Texas flags, Pledge of Allegiance)

Morning Meeting: Greetings; Citizenship; Rules; Calendar, Sharing, Reminders,
LESSON: Colors of Nature Activity: Paint/Draw the Sky and everything we see in it such the sun, clouds, rainbow, etc.
Closing Meeting: Review and Reflection ("End Of Day Questions")

Morning Meeting: Greetings; Citizenship; Rules; Calendar, Sharing, Reminders
LESSON: Colors of Nature Activity: Paint/Draw land and everything on it such trees, flowers, grass, etc.
Closing Meeting: Review and Reflection ("End Of Day Questions")

Morning Meeting: Greetings; Citizenship; Rules; Calendar, Sharing, Reminders,
LESSON: Colors of Nature Activity: Paint/draw Bodies of Water such oceans, seas, rivers, lakes, waterfalls, etc.
Closing Meeting: Review and Reflection ("End Of Day Questions")

Morning Meeting: Greetings; Citizenship; Rules; Calendar, Sharing, Reminders,
LESSON: Colors of Nature Activity: paint/draw people and animals.
Closing Meeting: Review and Reflection ("End Of Day Questions")

Morning Meeting: Greetings; Citizenship; Rules; Calendar, Sharing, Reminders,
LESSON: Colors of Nature Activity: Children will "Show and Tell" about their paintings. Cumulative review.
Closing Meeting: Review and Reflection ("End Of Day Questions")

MATH

TEKS.K1A: Apply mathematics to problems arising in everyday life, society, and the workplace.

Positional Words Infront and Behind Activity: Identify and compare positions of objects.

Positional Words Near and Far Activity: Identify and compare positions of objects.

Positional Words Before and After Activity: Identify and compare positions of objects.

Positional Words Beside and Between Activity: Identify and compare positions of objects.

Positional Words Left and Right Activity: Identify and compare positions of objects.

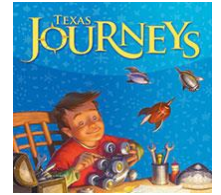
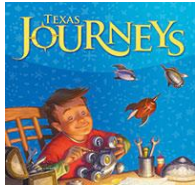
Suggestions for Small Groups (T221-T239); Suggestions for Intervention (S22-S31);



Suggestions for English

Learners (See pp E22-E31) (Phonics: f) (Books: The Pet Show; My Flower Garden; In the Desert; Lots of Flowers) (Vocabulary Reader: Lots of Birds) (Differentiate Vocabulary Strategies: Classify and Categorize; Color Words) (Differentiate Comprehension: Author's Purpose; Visualize Strategy)





Texas Journeys Private Kindergarten Curriculum

Week 17

Teacher: Minerva Sheets

December 9 - 13, 2019

Your Skills for the Week

<p>✓ Phonemic Awareness Blend Phonemes Middle Sound</p>	<p>✓ Phonics Letter/s and Sound: b Blending Words</p>	<p>✓ Vocabulary Oral Vocabulary High-Frequency Words Strategies: Classify and Categorize: Number Words</p>	<p>Fluency Reading with Expression High-Frequency Words</p>	<p>✓ Comprehension Skill: Cause and Effect Strategy: Infer/Predict</p>	<p>Language Arts Grammar Writing</p>
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TEKS
(Texas Essential Knowledge and Skills)

RC-K.D make inferences based on the cover, title, illustrations, and plot K10D Use titles and illustrations to make predictions about text. K.16A(iii) Descriptive words. TEKS K.3A Identify the common sounds that letters represent TEKS K.2G Blend spoken phonemes to form one-syllable words (e.g., /m/ .../a/ .../n/ says man). TEKS K.19B decide what sources or people in the classroom, school, library, or home can answer these questions. TEKS K.16A (i) past and future tenses when speaking TEKS K.14A dictate or write sentences to tell a story and put the sentences in chronological sequence.

Essential Question: What causes events in a story to happen?

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: Talk about what children know about frogs. (FLip Chart p.24). Read the poem. Respond to rhythm and rhyme. Phonemic Awareness: Blend Phonemes and Isolate "middle sound". /b/ /u/ /g/ = sock /u/. Continue on Flip Chart p.25 Words in oral sentence: (1)Count the words, syllables and letter of the week in a sentence. "Benny Bear! Benny Bear! Please beware!". (2)Cut-Stretch-Combine. (3) Word Families. Read Aloud: Home for a Tiger, Home for a Bear Oral Vocabulary: burrow, desert, lodge, patient, shade, soaring</p>	<p>Opening Routines: What are the animals doing in the pond? Flip Chart p. 25 Phonemic Awareness: Blend Phonemes and Isolate "middle sound". /t/ /a/ /t/ = rat /a/ (can, rock, hat, bell, fan, jam) Words in oral sentence: (1)Count the words, syllables and letter of the week in a sentence. "I see a bee near a basket of bees!" (2)Cut-Stretch-Combine. (3) Word Families Read Aloud: Home for a Tiger, Home for a Bear Oral Vocabulary: burrow, desert, lodge, patient, shade, soaring</p>	<p>Opening Routines: Have you ever been to a pond? Phonemic Awareness: Blend Phonemes and Isolate "middle sound". /b/ /e/ /l/ = bell /e/. (box; yam; pig; tag; sad; jet; pan; bat; nut) Words in oral sentence: (1)Count the words, syllables and letter of the week in a sentence. "The bee is buzzing by butterfly treats!". (2)Cut-Stretch-Combine. (3) Word Families Read Aloud: Home for a Tiger, Home for a Bear Oral Vocabulary: burrow, desert, lodge, patient, shade, soaring</p>	<p>Opening Routines: What are some animals you have seen in trees? Phonemic Awareness: Blend Phonemes and Isolate "middle sound". /n /o/ /t/ = not /o/. (map, fan, pin, tack, bag, box) Words in oral sentence: (1)Count the words, syllables and letter of the week in a sentence. "Benny Bear please don't run. Eat your bun!". (2)Cut-Stretch-Combine. (3) Word Families Read Aloud: Home for a Tiger, Home for a Bear Oral Vocabulary: burrow, desert, lodge, patient, shade, soaring</p>	<p>Opening Routines: What did you learn about our week's lesson? Phonemic Awareness: Blend Phonemes and Isolate "middle sound". /t/ /o/ /p/ = top /o/. (gas, lap, wig, pad, back) Words in oral sentence: (1)Count the words, syllables and letter of the week in a sentence. "Benny Bear! Benny Bear! Please beware!". (2)Cut-Stretch-Combine. (3) Word Families Read Aloud: Home for a Tiger, Home for a Bear Oral Vocabulary: burrow, desert, lodge, patient, shade, soaring</p>
<p>Word Work</p> <ul style="list-style-type: none"> Letter Names High-Frequency Words 	<p>✓ Letter: Bb Word Drill: Alliteration and Alphafriend card (Benny Bear song) clap at the /b/ sounds. <i>Benny Bear, Benny Bear. Please beware! Please beware! I see a bee near the basket of bees. The bee is buzzing by butterfly treats. Please don't run. Eat your bun!</i> High-Frequency Words: "are", "now" (say, spell, read, use in sentences) Use HFW Card; Vocab in Context Card; Flip Chart p. 26</p>	<p>✓ Letter: Bb Word Drill: Alliteration and Alphafriend card (Benny Bear song). Beginning "b" sound. Display Flip Chart p.27 (beginning and ending "b" sound) High-Frequency Words: "are", "now" (say, spell, read, use in sentences) Use HFW Card; Vocab in Context Card; Word Clues.</p>	<p>✓ Letter: Bb Word Drill: Alliteration and Sound/Spelling Card (Benny Bear song) "b" sound. Decoding Strategy. High-Frequency Words: "are", "now" (say, spell, read, use in sentences) Use HFW Card; Vocab in Context Card; Word Train; Tic-Tac-Toe</p>	<p>✓ Letter: Bb Word Drill: Alliteration and Sound/Spelling Card (Benny Bear song) Ending "b" sound. Introduce "Decoding Strategy". High-Frequency Words: "are", "now" (say, spell, read, use in sentences) Use HFW Card; Vocab in Context Card; Word Jar</p>	<p>✓ Letter: Bb Word Drill: Alliteration and Sound/Spelling Card (Benny Bear song) beginning "b" sound. Introduce "Decoding Strategy". High-Frequency Words: "are", "now" (say, spell, read, use in sentences) Use HFW Card; Vocab in Context Card; Class Choice</p>




Whole Group

Language Arts

<p>Skills and Strategies</p> <ul style="list-style-type: none"> • Reading • Fluency • Comprehension 	<p>Book/s: Home for a Tiger, Home for a Bear Fluency: Read with Expression. Identifying rhymes. Display p. 2 to model fluency. Comprehension: Determine sequence of events. Infer and predict. (READING TIME ROUTINE) Academic Language: Define: <i>leap, weeds, scatter, several</i> Independent & Guided Reading: (Leveled/Decodable) (small group) Struggling Readers: At the Pond On Level Readers: Splash Advanced Readers: Look in the Woods ELL Readers: Four Frogs Vocabulary Readers: How Many Ducks READING REVIEW @ 4:00 (1) Reading Stations: Daily Five. (2) Spelling</p>	<p>Introduce the Big Book: Turtle Splash Fluency: Read with Expression. Retelling Cards and Flip Chart p. 28 (Display p. 15 of Big Book to model fluency. . Comprehension: Display pp. 28-29 to explain text & graphic features. Determine sequence of events. Infer and predict. (READING TIME ROUTINE) Academic Language: Define <i>idle, lounging, scampers, timid</i> Independent & Guided Reading: (Leveled/Decodable) (small group) Struggling Readers: At the Pond On Level Readers: Splash Advanced Readers: Look in the Woods ELL Readers: Four Frogs Vocabulary Readers: How Many Ducks READING REVIEW @ 4:00 (1) Reading Stations: Daily Five. (2) Spelling</p>	<p>Book/s: What Now? (Decodable Reader) Fluency: Read with Expression. Comprehension: Finding Cause: Read "Turtle Splash" pp. 2-7. Why does the first turtle jump into the pond? (READING TIME ROUTINE) Academic Language: Define <i>twigs; slopes, deserts</i> Independent & Guided Reading: (Leveled/Decodable) (small group) Struggling Readers: At the Pond On Level Readers: Splash Advanced Readers: Look in the Woods ELL Readers: Four Frogs Vocabulary Readers: How Many Ducks READING REVIEW @ 4:00 (1) Reading Stations: Daily Five. (2) Spelling</p>	<p>Book/s: At Bat . Fluency: Read with Expression. Vocabulary Strategies: Classify and Categorize: Number Words Making Connections: Science (Informational Text) Read and Compare: Turtle Splash and Where Animals Live (1) Have children name good places for people to live (p. 38). Name animals that live near your home. Academic Language: Define <i>habitat; rain forest, coasts</i> Independent & Guided Reading: (Leveled/Decodable) (small group) Struggling Readers: At the Pond On Level Readers: Splash Advanced Readers: Look in the Woods ELL Readers: Four Frogs Vocabulary Readers: How Many Ducks READING REVIEW @ 4:00 (1) Reading Stations: Daily Five. (2) Spelling</p>	<p>Book/s: Turtle Splash; At Bat; Where Animals Live Fluency: Read with Expression. Comprehension: Read to Connect and extend through research. (Discuss what the book is all about; You can learn more about the animals in school, libraries, museums.) Listening and Speaking: Share Ideas about the animals in the book. Complete the following sentence frame; (___ lives in a ___.) Independent & Guided Reading: (Leveled/Decodable) (small group) Struggling Readers: At the Pond On Level Readers: Splash Advanced Readers: Look in the Woods ELL Readers: Four Frogs Vocabulary Readers: How Many Ducks READING REVIEW @ 4:00 (1) Reading Stations: Daily Five. (2) Spelling</p>
<p>Enrichment Class</p> <ul style="list-style-type: none"> • Oral Vocabulary • Comprehension 	<p>Healthy Choices Art, Computer, Creative Movement, Music, Technology & Engineering, Spanish, Mandarin "Chef It Up" Science: Nature</p>	<p>Healthy Choices Art, Computer, Creative Movement, Music, Technology & Engineering, Spanish, Mandarin "Chef It Up" Science: Nature</p>	<p>Healthy Choices Art, Computer, Creative Movement, Music, Technology & Engineering, Spanish, Mandarin "Chef It Up" Science: Nature</p>	<p>Healthy Choices Art, Computer, Creative Movement, Music, Technology & Engineering, Spanish, Mandarin "Chef It Up" Science: Nature</p>	<p>Healthy Choices Art, Computer, Creative Movement, Music, Technology & Engineering, Spanish, Mandarin "Chef It Up" Science: Nature</p>
<p>Grammar Writing</p> <p>Writing Prompt <i>Draw and write about animals that live in a pond.</i></p>	<p>Grammar (TEKS K.16A i) Name verbs in past tense. Explain "words" we use when something already happened. (<i>adding ed for regular verbs, changing its form for irregular verbs</i>). (1) weave/weaved; play/played (2) hide/hid; make/made (3) Change the verb to past tense "The frog leaps". Handwriting: (1) Write and Draw: <i>The spider weaves a web.</i> Circle the verb, rewrite the sentence using past tense of the verb. [Journal]; (2) Journeys Practice Book Write to Describe (TEKS.K16A i) Story sentences (Projectable 14.1) Story: Sequence (Beginning, Middle, End). Focus Trait: Organization</p>	<p>Grammar (TEKS K.16A i) Name verbs in past tense. Use verbs in past form. (1) Display Big Book pp. 12-13. <i>The turtle splash</i>; Identify and circle verb. (2) Rewrite the sentence using verb in past tense Handwriting: (1) Re-write to correct the sentence and circle the noun and verbs: <i>The mother duck quacks at her ducklings.</i> [Journal]; (2) Journeys Practice Book Write to Describe (TEKS.K16A i) Sequence the story in Projectable 14.1 Story: Sequence (Beginning, Middle, End). Focus Trait: Organization</p>	<p>Grammar (TEKS K.16A i) Name verbs in past tense. What did you do this morning? (1) Write children's answers on board. (Identify verbs in past tense.) (2) Projectable 14.2 Have children use past tense form of the verb. "The frog hops" Handwriting: (1) Circle the verbs in past tense. <i>The frog jumped on a rock. The rock moved! It was really a turtle.</i> [Journal] (2) Journeys Practice Book Write to Describe (TEKS.K16A i) Write and draw: "The scared frog jumped into the water". Story: Sequence (Beginning, Middle, End). Focus Trait: Organization</p>	<p>Grammar (TEKS K.16A i) Use verbs in the past tense to write complete sentence. Always begin a sentence with the capital letter. (1) Write sentences about what we did this week. (2) Identify and circle the verbs in past tense. Handwriting: (1) Write about the picture on Flip Chart p.29 [Journal] (2) Journeys Practice Book Write to Describe (TEKS.K16A i) Write an ending to this story; <i>The deer were eating. Suddenly, it started to rain.</i> (What will the deer do?) Story: Sequence (Beginning, Middle, End). Focus Trait: Organization</p>	<p>Grammar (TEKS K.16A i) Use verbs in past tense. Identify verbs in past tense. (1) Flip Chart p. 30; follow cue. (2) Complete each sentence. Handwriting: (1) Write and Draw: "Mr. Rabbit was hungry. He picked carrots and lettuce. Then he made a salad". [Journal] (2) Journeys Practice Book Write to Describe (TEKS.K16A i) Write something about one of the animals in "Turtle Splash" using verbs in past tense. Story: Sequence (Beginning, Middle, End). Focus Trait: Organization</p>

	<p style="text-align: center;">SOCIAL STUDIES</p> <p>TEKS.K5B: identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location</p> <p>TEKS K8AB-9AB:Government (Purpose of rules and authority figures in the home, school and community.)</p> <p>TEKS 10ABCD:Citizenship National Identity (US & Texas flags, Pledge of Allegiance)</p>	<p>Morning Meeting: Greetings; Citizenship; Rules; Calendar, Sharing, Reminders.</p> <p>LESSON: Homes and Habitats</p> <p>Activity: Describe and draw a burrow, identify what animals live in it such ants, moles, worms, etc.</p> <p>Closing Meeting: Review and Reflection ("End Of Day Questions")</p>	<p>Morning Meeting: Greetings; Citizenship; Rules; Calendar, Sharing, Reminders</p> <p>LESSON: Homes and Habitats</p> <p>Activity: Describe and draw a hive, identify what animals live in it such bees.</p> <p>Closing Meeting: Review and Reflection ("End Of Day Questions")</p>	<p>Morning Meeting: Greetings; Citizenship; Rules; Calendar, Sharing, Reminders.</p> <p>LESSON: Homes and Habitats</p> <p>Activity: Describe and draw a cave, identify what animals live in it such bats, bears, etc,</p> <p>Closing Meeting: Review and Reflection ("End Of Day Questions")</p>	<p>Morning Meeting: Greetings; Citizenship; Rules; Calendar, Sharing, Reminders.</p> <p>LESSON: Homes and Habitats</p> <p>Activity: Describe and draw a tree, identify what animals live in it such birds, squirrels, etc,</p> <p>Closing Meeting: Review and Reflection ("End Of Day Questions")</p>	<p>Morning Meeting: Greetings; Citizenship; Rules; Calendar, Sharing, Reminders.</p> <p>LESSON: Homes and Habitats</p> <p>Activity: Describe and draw a house, then name some animals that can live in a house with the people.</p> <p>Closing Meeting: Review and Reflection ("End Of Day Questions")</p>
	<p style="text-align: center;">MATH</p> <p>TEKS.K1E: create and use representations to organize, record, and communicate mathematical ideas;</p>	<p>Sequencing</p> <p>By words (first, next, then, last, finally)</p> <p>Activity: Verbally arrange objects using sequencing words.</p>	<p>Sequencing</p> <p>By numbers (1, 2, 3 etc.)</p> <p>Activity: Arrange and count objects using one to one correspondence.</p>	<p>Sequencing</p> <p>By pictorial support</p> <p>Activity: Arrange objects/events using pictures.</p>	<p>Sequencing</p> <p>Practice Worksheets</p>	<p>Sequencing</p> <p>Cumulative Review</p>

Suggestions for Small Groups (T301-T319); Suggestions for Intervention (S32-S41);  **Suggestions for English Learners (See pp E32-E41) (Phonics: b) (Books: At the Pond; Splash!; Look in the Woods; Four Frogs) (Vocabulary Reader: How Many Ducks?) (Differentiate Vocabulary Strategies: Classify and Categorize; Number Words) (Differentiate Comprehension: Cause and Effect; Infer/Predict Strategy)**



TEKS (Texas Essential Knowledge and Skills): K.8A retell a main event from a story read aloud RC-K(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) K.16A(iii) Descriptive words. TEKS K.3A Identify the common sounds that letters represent TEKS K.2G Blend spoken phonemes to form one-syllable words (e.g., /m/ .../a/ .../n/ says man). TEKS K.20A gather evidence from provided text sources TEKS K.16C use complete simple sentences TEKS K.13A plan a first draft by generating ideas for writing through class discussion.

Days	Morning Meeting/ Social Studies	Daily Language and Reading	Word Work & Handwriting	Math	Enrichment
MONDAY OUTPUT/PROJECT: Winter Ornament (Skiing Snowman)	Morning Meeting: Greetings; Citizenship; Rules; Calendar, Sharing, Reminders. LESSON: Winter Scenes Activity: Paint the pinecones and popsicle sticks. Closing Meeting: Review and Reflection ("End Of Day Questions")	Opening Routines: What can you learn from looking at the Snow? Phonemic Awareness: Blend Phonemes and Isolate "middle sound". /c/ /a/ /t/ = cat /a/. Words in oral sentence: (1) Count the words, syllables and letter of the week in a sentence. " <i>Frosty the Snowman is a happy jolly soul</i> ". Book/s: Frosty the Snowman; The First Snow Oral Vocabulary: <i>jolly, soul</i>	Review A-Z. Use correct capitalization and punctuation for statements. Handwriting: Write to Describe (TEKS.K17B) Write your own story about a snowman. Story Sequence: Beginning, Middle, End. Focus Trait: Organization	Children will use different math skills such counting, sequencing, patterning, adding, subtracting, graphing for Winter objects and characters. Activity: Counting, adding and subtracting snowflakes.	Art: Spanish/Mandarin PE STEM Music
TUESDAY OUTPUT/PROJECT: Winter Ornament (Skiing Snowman)	Morning Meeting: Greetings; Citizenship; Rules; Calendar, Sharing, Reminders. LESSON: Winter Scenes Activity: Glue googly eyes, nose, and hat on the head. Closing Meeting: Review and Reflection ("End Of Day Questions")	Opening Routines: What can you tell about the falling snowflakes? Phonemic Awareness: Blend Phonemes and Isolate "middle sound". /s/ /e/ /t/ = set /e/. Words in oral sentence: (1) Count the words, syllables and letter of the week in a sentence. " <i>Rudolph with your nose so bright won't you guide my sleigh tonight</i> ". Read Aloud: Rudolph the Red- Nosed Reindeer; The Mittens Oral Vocabulary: sleigh, glows, foggy	Review A-Z. Use correct capitalization and punctuation for statements. Handwriting: Write to Describe (TEKS.K17B) Write your own story about the differences between "mittens" and "gloves". Story Sequence: Beginning, Middle, End. Focus Trait: Organization	Children will use different math skills such counting, sequencing, patterning, adding, subtracting, graphing for Winter objects and characters. Activity: Sequence events in the song "Rudolph the Red-Nosed Reindeer"	Art: Spanish/Mandarin PE STEM Music

<p>WEDNESDAY</p> <p>OUTPUT/PROJECT: Winter Ornament (Skiing Snowman)</p>	<p>Morning Meeting: Greetings; Citizenship; Rules; Calendar, Sharing, Reminders. LESSON: Winter Scenes Activity: Attach ski pole to arms, then attach arms to the pinecone. Closing Meeting: Review and Reflection ("End Of Day Questions")</p>	<p>Opening Routines: What can we do during the winter? Phonemic Awareness: Blend Phonemes and Isolate "middle sound". /r/ /a/ /t/ = rat /a/. Words in oral sentence: (1) Count the words, syllables and letter of the week in a sentence. "<i>The grasshopper was cold and hungry</i>". Read Aloud: On A Wintry Morning; The Ant and the Grasshopper Oral Vocabulary: Children's choice</p>	<p>Review A-Z. Use correct capitalization and punctuation for statements. Handwriting: Write to Describe (TEKS.K17B) Write a short summary of the story of the "Ant and the Grasshopper". Story Sequence: Beginning, Middle, End. Focus Trait: Organization</p>	<p>Children will use different math skills such counting, sequencing, patterning, adding, subtracting, graphing for Winter objects and characters. Activity: Identify and create your own choice of "jingle bells" and "sleigh" pattern (ABC; AAB; ABB; etc.)</p>	<p>Art Spanish/Mandarin PE STEM Music</p>
<p>THURSDAY</p> <p>OUTPUT/PROJECT: Winter Ornament (Skiing Snowman)</p>	<p>Morning Meeting: Greetings; Citizenship; Rules; Calendar, Sharing, Reminders. LESSON: Winter Scenes Activity: Glue head and feet. Closing Meeting: Review and Reflection ("End Of Day Questions")</p>	<p>Opening Routines: How different is winter night and day? Phonemic Awareness: Blend Phonemes and Isolate "middle sound". /l/ /a/ /p/ = lap /a/. Words in oral sentence: (1) Count the words, syllables and letter of the week in a sentence. "<i>Snow is falling</i>". Read Aloud: Stranger in the Woods; Snow Oral Vocabulary: Children's choice</p>	<p>Review A-Z. Use correct capitalization and punctuation for statements. Handwriting: Write to Describe (TEKS.K17B) Write own story about a "snowy forest". Story Sequence: Beginning, Middle, End. Focus Trait: Organization</p>	<p>Children will use different math skills such counting, sequencing, patterning, adding, subtracting, graphing for Winter objects and characters. Activity: Identify different patterns of snowflakes and create own pattern.</p>	<p>Art Spanish/Mandarin PE STEM Music</p>
<p>FRIDAY</p> <p>OUTPUT/PROJECT: Winter Ornament (Skiing Snowman)</p>	<p>Morning Meeting: Greetings; Citizenship; Rules; Calendar, Sharing, Reminders. LESSON: Winter Scenes Activity: Finish decorating the ornament. Closing Meeting: Review and Reflection ("End Of Day Questions")</p>	<p>Opening Routines: What kind of food do we eat in the winter? Phonemic Awareness: Blend Phonemes and Isolate "middle sound". /t/ /i/ /p/ = tip /i/. Words in oral sentence: (1) Count the words, syllables and letter of the week in a sentence. "<i>Walking in a winter wonderland</i>". Read Aloud: Winter Books Oral Vocabulary: Children's choice</p>	<p>Review A-Z. Use correct capitalization and punctuation for statements. Handwriting: Write to Describe (TEKS.K17B) Show children an image of winter and have them infer and write their own interpretation of what winter is. Story Sequence: Beginning, Middle, End. Focus Trait: Organization</p>	<p>Children will use different math skills such counting, sequencing, patterning, adding, subtracting, graphing for Winter objects and characters. Activity: Identify and color appropriate winter clothing.</p>	<p>Art Spanish/Mandarin PE STEM Music</p>



Days	Morning Meeting/ Social Studies	Daily Language and Reading	Word Work & Handwriting	Math	Enrichment
MONDAY TEKS.K1A: Explain the reasons for national holidays such as Christmas. TEKS.K12A: describe and explain the importance of family customs and traditions OUTPUT/PROJECT: Create Christmas Craft/art	Talk about the history of Christmas Draw/create a Christmas Tree. Morning Routine: Pledge of Allegiance, Rules	Christmas Vocabulary Books: Christmas Ornament; Mater Saves Christmas. Children will make inferences about the stories.	Children will write and draw about Christmas.	Children will identify, count and graph Christmas-related Objects	Art: Spanish/Mandarin PE STEM Music
TUESDAY	<i>Christmas Holiday</i>	<i>Christmas Holiday</i>	<i>Christmas Holiday</i>	<i>Christmas Holiday</i>	<i>Christmas Holiday</i>
WEDNESDAY	<i>Christmas Holiday</i>	<i>Christmas Holiday</i>	<i>Christmas Holiday</i>	<i>Christmas Holiday</i>	<i>Christmas Holiday</i>
THURSDAY TEKS.K1A: Explain the reasons for national holidays. TEKS.K12A: describe and explain the importance of family customs and traditions OUTPUT/PROJECT: Create Christmas Craft/art	Talk about how each child celebrated the holiday. "Show and Tell". Morning Routine: Pledge of Allegiance, Rules	Holiday Vocabulary Books: Christmas Ornament; Mater Saves Christmas. Children will make inferences about the stories.	Children will write and draw about how they celebrated the holiday.	Children will identify, count and graph holiday objects.	Art: Spanish/Mandarin PE STEM Music
FRIDAY TEKS.K1A: Explain the reasons for national holidays. TEKS.K12A: describe and explain the importance of family customs and traditions OUTPUT/PROJECT: Create Christmas Craft/art	Talk about the different holidays of different people around the world. Morning Routine: Pledge of Allegiance, Rules	Holiday Vocabulary Books: Christmas Ornament; Mater Saves Christmas. Children will make inferences about the stories.	Children will write and draw about their favorite holiday in December.	Children will identify, count and graph holiday objects and characters.	Art: Spanish/Mandarin PE STEM Music



Days	Morning Meeting/ Social Studies	Daily Language and Reading	Word Work & Handwriting	Math	Enrichment
MONDAY TEKS.K1A: Explain the reasons for national holidays such as Hanukkah. TEKS.K12A: describe and explain the importance of family customs and traditions. OUTPUT/PROJECT: Create Hanukkah Craft/art	Talk about the history of Hanukkah Draw/create a Dreidel Morning Routine: Pledge of Allegiance, Rules	Hanukkah Vocabulary Books: Boker Tov; The Matzo Ball Fairy. Children will make inferences about the stories.	Children will write and draw about Hanukkah and the Menorah.	Children will identify, count and graph Hanukkah-related Objects	Art: Spanish/Mandarin PE STEM Music
TUESDAY TEKS.K1A: Explain the reasons for national holidays such as Kwanzaa. TEKS.K12A: describe and explain the importance of family customs and traditions. OUTPUT/PROJECT: Kwanzaa Craft/art	Talk about the history of Kwanzaa Draw/create a “Kinara” Morning Routine: Pledge of Allegiance, Rules	Kwanzaa Vocabulary Books: Little Rabbit’s Kwanzaa; My First Kwanzaa. Children will make inferences about the stories.	Children will write and draw about Kwanzaa and the Kinara.	Children will identify, count and graph Kwanzaa-related Objects	Art: Spanish/Mandarin PE STEM Music
WEDNESDAY <i>First Day of the Year 2020</i>	<i>Happy New Year</i>	<i>Happy New Year</i>	<i>Happy New Year</i>	<i>Happy New Year</i>	<i>Happy New Year</i>
THURSDAY TEKS.K1A: Explain the reasons for national holidays such as New Year. TEKS.K12A: describe and explain the importance of family customs and traditions OUTPUT/PROJECT: Create New Year’s Craft/art	Talk about the concept of “New Year” (changing of the year from 2019 to 2020). Design a 2020 calendar. Morning Routine: Pledge of Allegiance, Rules	New Year’s Vocabulary Books: New Year Around the World. Children will make inferences about the stories.	Children will write and draw about how they celebrated the holiday.	Children will identify, count and graph New Year’s objects.	Art: Spanish/Mandarin PE STEM Music
FRIDAY TEKS.K1A: Explain the reasons for national holidays such New Year. TEKS.K12A: describe and explain the importance of family customs and traditions OUTPUT/PROJECT: Create New Year’s Craft/art	Talk about the different holidays of different people around the world. Morning Routine: Pledge of Allegiance, Rules	Holiday Vocabulary Books: Holidays Around the World. Children will make inferences about the stories.	Children will write and draw about their “New Year’s Commitment”.	Children will identify, count and graph holiday objects and characters.	Art: Spanish/Mandarin PE STEM Music